**INSTRUCTIONS**

For program:

1. This is the team’s draft report based on the self-study and site visit. All of the text boxes are locked with the exception of the “Program response” column.
2. Provide any substantive response to the team’s findings in this column. While responses are not required for every criterion, you are encouraged to respond to non-compliant findings (i.e., partially met and not met).
3. Reference any supporting materials in your response in the applicable criterion, and include these materials as attachments to the email you will send to CEPH with your final response submission.
4. Factual corrections should not be submitted in this document; submit a separate document that lists any factual errors and provides corrections.
5. Submit your response to the team’s draft report and supporting materials to [submissions@ceph.org](mailto:submissions@ceph.org) by the response deadline (communicated to you when you receive the draft report).
6. The Council will review the team’s evidence, the program response, the final self-study, and supporting materials to make a final decision on each compliance finding. If applicable, the Council will provide its response in the last column of this report template.

**Team’s Draft Report**

REVIEW FOR ACCREDITATION

OF THE

STANDALONE BACCALAUREATE PROGRAM

AT THE

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SITE VISIT TEAM:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SITE VISIT COORDINATOR:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CRITERIA: Accreditation Criteria for Standalone Baccalaureate Programs,

amended June 2018

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# Introduction

Brief overview oF program – keep to a single page in most cases

HISTORY OF INSTITUTION

* When was it founded?
* Major milestones, distinguishing facts (e.g., HBCU, urban-serving, land grant)
* General organizational structure (e.g., number of schools, academic areas)
* Basic figures (e.g., number of students, faculty, staff, degrees at each level if applicable)
* Regional and other specialized accreditation

HISTORY AND BASIC CHARACTERISTICS OF THE UNIT OF ACCREDITATION

* When was it founded, evolution of the unit if applicable, distinguishing facts (e.g., modality, fully part-time student body)
* General organizational structure (i.e., where it is housed and/or what it houses)
* Basic figures (e.g., # students in each degree and/or concentration)

HISTORY OF ACCREDITATION

* For initial accreditations:
  + “This is the program’s first review for CEPH accreditation.”
* For reaccreditations:
  + Initial year of accreditation
  + Year of last review and any interim reports from full review with related topics (e.g., competencies, employer feedback, evaluation data, etc.)
  + Year interim report(s) was accepted (“The Council accepted the program’s 20XX interim report as evidence of compliance in these areas.”)
* If program is currently on probation, provide additional detail

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructional Matrix – Degrees and Concentrations** | | | |
| **Degrees** | | **Campus based** | **Distance based** |
| Concentration | Degree |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# A1. ADMINISTRATION AND GOVERNANCE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Program has autonomy to make decisions related to the following:   * allocation of program resources * implementation of personnel and policies and procedures * development and implementation of academic policies and procedures * development and implementation of curricula   admission to the major |  |  | Click here to enter text. |  |
| Program’s faculty have formal opportunities for input in decisions affecting the following:   * curriculum design (e.g., program specific requirements) * student assessment * program evaluation |  |
| Faculty have input in resource allocation within the institution and existing program administration. |  |

# A2. faculty engagement

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Faculty (both full-time and part-time) regularly interact with colleagues & are engaged in ways that benefit the instructional program |  |  | Click here to enter text. |  |

# B1. public health curriculum

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail) |  |  | Click here to enter text. |  |

B1 Worksheet

|  |  |
| --- | --- |
| **Public Health Domains** | **Yes/CNV** |
| 1. Concepts and applications of basic statistics |  |
| 2. Foundations of biological and life sciences and the concepts of health and disease |  |
| 3. History and philosophy of public health as well as its core values, concepts, and functions across the globe and in society |  |
| 4. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice |  |
| 5. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations |  |
| 6. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course |  |
| 7. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities |  |
| 8. Fundamental concepts & features of project implementation, including planning, assessment & evaluation |  |
| 9. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries |  |
| 10. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government |  |
| 11. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology |  |

# B2. COMPETENCIES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Students demonstrate & are assessed on each competency & all its elements: |  |  | Click here to enter text. |  |
| 1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse students |  |
| 2. Locate, use, evaluate, and synthesize public health information |  |
| Defines at least three distinct competencies for each concentration or generalist degree. Competencies articulate an appropriate depth or enhancement beyond foundational competencies |  |
| Assesses all students at least once on their ability to demonstrate each concentration competency |  |

B2.1 Worksheet

|  |  |
| --- | --- |
| **Competency Elements** | **Yes/CNV\*** |
| 1. **Public Health Communication** | |
| Oral communication |  |
| Written communication |  |
| Communicate with diverse audiences |  |
| Communicate through variety of media |  |
| 1. **Information Literacy** | |
| Locate information |  |
| Use information |  |
| Evaluation information |  |
| Synthesize information |  |
| **Additional Foundational Competencies as defined by the program (delete if not applicable)** | |
|  |  |
|  |  |

B2.2 Worksheet

|  |  |  |
| --- | --- | --- |
| **BS/BA Concentration Concentration Competencies\*** | **Comp statement acceptable as written?**  **Yes/No** | **Comp taught and assessed?**  **Yes/CNV** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

|  |  |  |
| --- | --- | --- |
| **BA/BS Concentration Concentration Competencies\*** | **Comp statement acceptable as written?**  **Yes/No** | **Comp taught and assessed?**  **Yes/CNV** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

|  |  |  |
| --- | --- | --- |
| **BA/BS Concentration Concentration Competencies\*** | **Comp statement acceptable as written?**  **Yes/No** | **Comp taught and assessed?**  **Yes/CNV** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

# B3. CROSS-CUTTING CONCEPTS AND EXPERIENCES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Program ensures opportunities available in all cross-cutting areas (see worksheet for detail) |  |  | Click here to enter text. |  |

B3 Worksheet

|  |  |
| --- | --- |
| **Cross-cutting Concepts & Experiences** | **Yes/CNV** |
| 1. Advocacy for protection & promotion of the public’s health at all levels of society |  |
| 1. Community dynamics |  |
| 1. Critical thinking & creativity |  |
| 1. Cultural contexts in which public health professionals work |  |
| 1. Ethical decision making as related to self & society |  |
| 1. Independent work & a personal work ethic |  |
| 1. Networking |  |
| 1. Organizational dynamics |  |
| 1. Professionalism |  |
| 1. Research methods |  |
| 1. Systems thinking |  |
| 1. Teamwork & leadership |  |

# B4. CUMULATIVE AND EXPERIENTAL ACTIVITIES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Students complete cumulative & experiential activities |  |  | Click here to enter text. |  |
| Activities require students to integrate, synthesize & apply knowledge |  |
| Program encourages exposure to local-level professionals & agencies |  |

# C1. SUMMARY DATA ON STUDENT COMPETENCY ATTAINMENT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | | | |
| Collects & analyzes aggregate data on student competency attainment using the competencies defined in B2 as a framework |  |  | Click here to enter text. |  |
| Data collection allows the program to track trends in student learning and adjust curricula and assessment activities as needed |  |

# C2. GRADUATION RATES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Collects, analyzes & accurately presents graduation rate data |  |  | Click here to enter text. |  |
| Achieves graduation rates of at least 70% |  |
| If program does not meet the threshold of 70%:   * its grad rates are comparable to similar baccalaureate programs * it has a detailed analysis of factors related to the reduced rate and a specific plan for improvements if applicable |  |

# C3. POST-GRADUATION OUTCOMES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Collects, analyzes & presents data on graduates’ employment or enrollment in further education post-graduation |  |  | Click here to enter text. |  |
| Achieves graduate response rates of at least 30% each year |  |
| Chooses methods explicitly designed to minimize number of students with unknown outcomes |  |
| Achieves rates of at least 80% employment or enrollment in further education |  |
| If program does not meet the threshold of 80%, the program must:   * document that its rates are comparable to a similar baccalaureate program in home unit * provide a detailed analysis of factors related to the reduced rate and a specific plan for future improvement |  |

# C4. STAKEHOLDER FEEDBACK

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Collects information about the following through surveys or other data collection:   * alignment of the curriculum with workforce needs * preparation of graduates for the workforce * alumni perceptions of readiness and preparation for the workforce and/or further education |  |  | Click here to enter text. |  |
| Information collected from BOTH:   * alumni * relevant community stakeholders |  |
| Establishes a schedule for reviewing data and uses data on student outcomes and program effectiveness to improve student learning and the program |  |

# D1. DESIGNATED LEADER

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Designated leader has the following traits: |  |  | Click here to enter text. |  |
| * a full-time university faculty member |  |
| * dedicates at least 0.5 FTE to the program |  |
| * has educational qualifications and professional experience in a public health discipline |  |
| * Fully engaged with decision-making about the following:   - curricular requirements  - competency  - development  - teaching assignments  - resource needs  - program evaluation  - student assessment |  |

# D2. FAculty resources

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Program employs at least two FTE (in addition to the designated leader) |  |  | Click here to enter text. |  |
| Student-faculty ratios (SFR) are appropriate for instruction, assessment, and advising |  |
| Mix of full-time and part-time faculty is sufficient to accomplish mission and achieve student outcomes |  |

# D3. STUDENT ENROLLMENT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Program defines accurate and useful means to track student enrollment |  |  | Click here to enter text. |  |
| Program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals |  |

# E1. DOCTORAL TRAINING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Faculty trained at the master’s level have exceptional professional experience and teaching ability |  |  | Click here to enter text. |  |

# E2. FACULTY EXPERIENCE IN AREAS OF TEACHING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education and experience |  |  | Click here to enter text. |  |

# E3. INFORMED AND CURRENT FACULTY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| All faculty members are informed and current in their discipline or areas of public health teaching |  |  | Click here to enter text. |  |

# E4. Practicioner Involvement

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Practitioners are involved in instruction through a variety of methods |  |  | Click here to enter text. |  |

# E5. GRADUATE STUDENTS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Course instructors who are currently enrolled as grad students and are serving as primary instructors   1. have at least a master’s degree in the teaching discipline OR 2. arepursuing a doctoral degree with at least 18 semester credits in the concentration in which they are teaching |  |  | Click here to enter text. |  |

# F1. FINANCIAL RESOURCES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Financial resources are currently adequate to fulfill stated mission & goals & sustain degree offerings |  |  | Click here to enter text. |  |
| Financial support appears sufficiently stable at time of site visit |  |

# F2. PHYSICAL RESOURCES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | | | |
| Physical resources are adequate to fulfill mission & goals & support degree programs |  |  | Click here to enter text. |  |
| Physical resources appear sufficiently stable |  |

# F3. ACADEMIC AND CAREER SUPPORT RESOURCES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | | | |
| Academic support services are sufficient to accomplish the mission and to achieve expected student outcomes |  |  | Click here to enter text. |  |
| Academic support services include, at a minimum, the following:   1. computing and technology services 2. library services 3. distance education, if applicable 4. career services 5. other support services (e.g., writing center, disability and support services), if they are relevant to the program |  |

# G1. academic advising

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Student advisement by program faculty or qualified staff begins no later than the semester during which students begin coursework in the major and continues through program completion |  |  | Click here to enter text. |  |

# G2. faculty involvement IN public health career advising

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Public health-specific career advisement by program faculty begins no later than the semester during which students begin coursework in the major and continues through program completion |  |  | Click here to enter text. |  |

# G3. sTUDENT SATISFACTION WITH ADVISING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Program regularly tracks and reviews quantitative and qualitative data on student satisfaction with advising |  |  | Click here to enter text. |  |
| Program uses methods that produce specific, actionable data |  |

# H1. DIVERSITY AND INCLUSION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Program demonstrates a commitment to diversity and inclusion through:   * assurance that students are exposed to individuals and agencies reflective of the diversity in their communities * research and/or community engagement conducted |  |  | Click here to enter text. |  |

# H2. cULTURAL COMPETENCE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Prepares students by developing, reviewing and maintaining curricula and other opportunities that address and build competency in diversity and cultural considerations |  |  | Click here to enter text. |  |

# I1. DISTANCE EDUCATION PROGRAM OFFERING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Distance-based program offering: |  |  | Click here to enter text. |  |
| 1) is consistent with the program’s mission and within the program’s established areas of expertise |  |
| 2) is guided by clearly articulated competencies that are rigorously evaluated |  |
| 3) is subject to the same quality control processes as other degree programs in the university |  |
| 4) provides planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of online learners |  |

# I2. DISTANCE EDUCATION STUDENT INTERACTION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Distance-based program assures regular and substantive interaction between and among students and the instructor either synchronously and/or asynchronously |  |  | Click here to enter text. |  |

# I3. DISTANCE EDUCATION PROGRAM SUPPORT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| University provides needed support for the distance-based program, including administrative, communication, IT, and student services |  |  | Click here to enter text. |  |

# I4. DISTANCE EDUCATION PROGRAM EFFECTIVENESS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Program demonstrates an ongoing effort to:   * evaluate the academic effectiveness of the distance-based format * assess learning methods * systematically use this information to stimulate program improvements |  |  | Click here to enter text. |  |

# I5. DISTANCE EDUCATION STUDENT IDENTITY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Program has processes in place that ensures that the students who registers in a distance-based program/course is the same student who participates in and completes the course/degree and receives the academic credit |  |  | Click here to enter text. |  |

# J1. INFORMATION ACCURACY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements |  |  | Click here to enter text. |  |
| Advertising, promotional & recruitment materials contain accurate information |  |

# J2. STUDENT COMPLAINT PROCESSES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Maintains clear, publicly available policies on student grievances or complaints |  |  | Click here to enter text. |  |
| Maintains records on the aggregate number of complaints received for the last three years |  |

# Agenda

Insert program agenda here