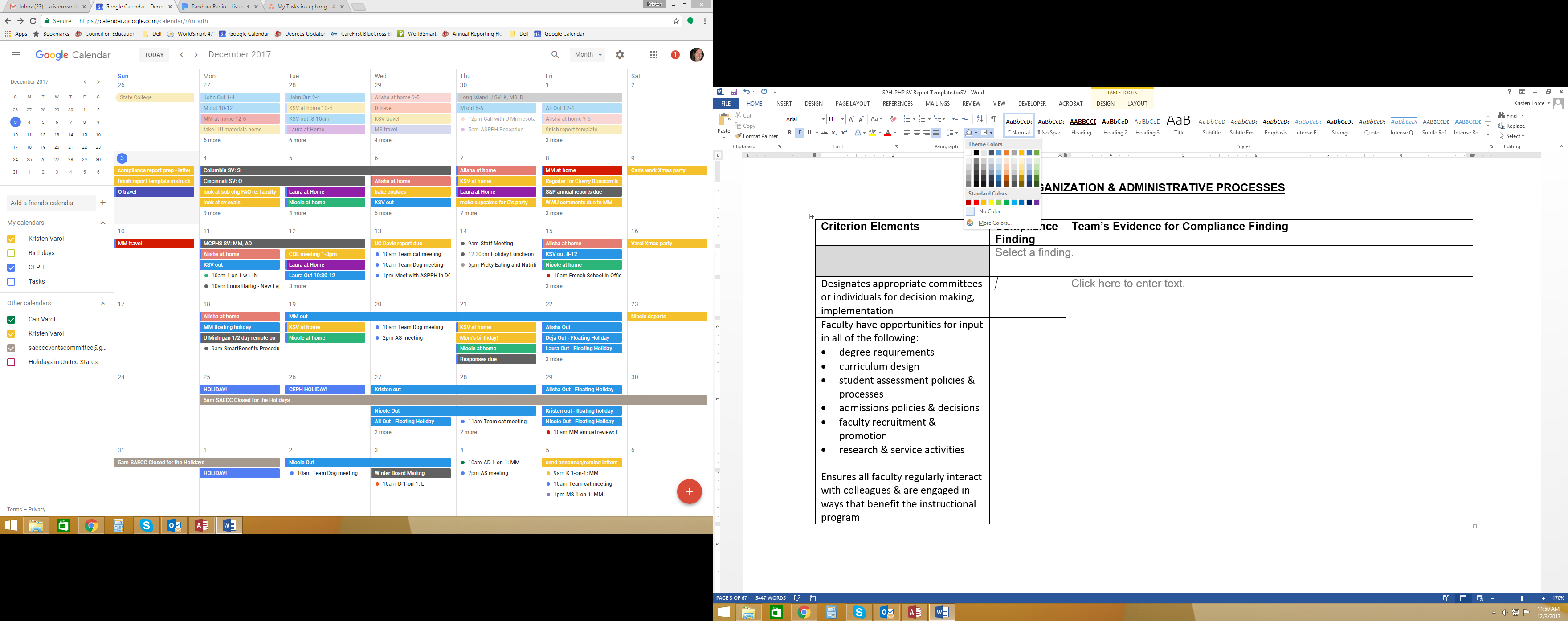
**INSTRUCTIONS**

For site visitors:

1. Your CEPH staff coordinator will send you a file with the applicable criteria included when writing assignments are made. Work on your sections in a single document (ie, do not save each criterion as its own file), and give this single document to your staff coordinator at the conclusion of the site visit.
2. To assign a compliance finding, click “Select a finding” and use the drop-down menu to select one of the four choices (ie, met, met with commentary, partially met, not met).
3. The elements of each criterion are presented in the first column. Each element will be assigned a color (ie, green, yellow or red) in the second column based on the team’s compliance determination. If the team determines that the school or program has fully complied with or exceeded the expectations of an element of the criterion, select “green.” If the team determines that the school or program has failed to meet one or more aspects of the element, select “red.” If the team determines that the school or program has shown evidence of the minimum expectations of the element but some aspects of performance could be strengthened or warrant discussion, select “yellow.”

* If all elements of a criterion are designated “green,” the finding will be “met.”
* If the elements of a criterion are designated a mix of “green” and “yellow,” the finding will either be “met” or “met with commentary” based on the team’s judgment.
* If the elements of a criterion are designated a mix of “green” and/or “yellow” and “red,” the finding will be “partially met.”
* If all elements of a criterion are designated “red,” the finding will either be “partially met” or “not met” based on the team’s judgment.

To assign a color, put your cursor in the box and choose the Shading paint can, as shown below. Or you can simply write the name of the color in the box and staff will add the shading as part of the editing process.



1. Provide narrative in the third column (Team’s evidence for compliance finding) that explains why the team came to a specific compliance finding. This narrative must address each element of the criterion, but should be presented as one cohesive explanation rather than separate discussions for each element. Keep the following principles in mind:

* The narrative should be complete sentences and paragraphs rather than bullet points.
* When citing information provided in the self-study, describe or summarize this information rather than referring back to the self-study. The team’s report must be able to stand alone as a separate document. For example, do not write “The program lists its outcome measures related to research activity in Table E4-1.” Instead, write something like “The program has defined three outcome measures to assess its research activities. These include xxx, yyy and zzz. In the last three years, data show….”
* Update your report sections during the site visit to reflect information you learn and hear while on site. The site visit is an important part of the process and must be reflected in the team’s report.

# A1. Organization & administrative Processes

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Designates appropriate committees or individuals for decision making, implementation |  | Click here to enter text. |
| Faculty have opportunities for input in all of the following:   * degree requirements * curriculum design * student assessment policies & processes * admissions policies & decisions * faculty recruitment & promotion * research & service activities |  |
| Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program |  |

# A2. Multi-Partner Schools & Programs

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Defines clear & comprehensive organizational rights & responsibilities |  | Click here to enter text. |
| Identifies a single leader & cohesive chain of authority for decision making |  |

# A3. student Engagement

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Students have formal methods to participate in policy making & decision making |  | Click here to enter text. |
| Students engaged as members on decision-making bodies, where appropriate |  |

# A4. Autonomy for Schools of Public Health

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Operates at highest level of organizational status & independence |  | Click here to enter text. |

# A5. Degree Offerings in Schools of Public Health

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Offers professional public health master’s degree in at least three distinct concentrations |  | Click here to enter text. |
| Offers public health doctoral degree programs in at least two distinct concentrations |  |

# B1. Guiding Statements

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Defines a vision, mission statement, goals, statement of values |  | Click here to enter text. |
| Taken as a whole, guiding statements address instruction, scholarship, service |  |
| Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success |  |
| Guiding statements reflect aspirations & respond to needs of intended service area(s) |  |
| Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes |  |

# B2. Graduation Rates

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Collects, analyzes & accurately presents graduation rate data for each public health degree offered |  | Click here to enter text. |
| Achieves graduation rates of at least 70% for bachelor’s & master’s degrees, 60% for doctoral degrees |  |

# B3. Post-graduation Outcomes

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Collects, analyzes & presents data on graduates’ employment or enrollment in further education post-graduation for each public health degree offered |  | Click here to enter text. |
| Chooses methods explicitly designed to minimize number of students with unknown outcomes |  |
| Achieves rates of at least 80% employment or enrollment in further education for each public health degree |  |

# B4. Alumni Perceptions of Curricular Effectiveness

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions |  | Click here to enter text. |
| Documents & regularly examines its methodology & outcomes to ensure useful data |  |
| Data address alumni perceptions of success in achieving competencies |  |
| Data address alumni perceptions of usefulness of defined competencies in post-graduation placements |  |

# B5. Defining Evaluation Practices

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success |  | Click here to enter text. |
| Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review |  |

# B6. Use of Evaluation Data

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Engages in regular, substantive review of all evaluation findings, including strategic discussions. Clear evidence that process is regularly implemented as described |  | Click here to enter text. |
| Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings |  |

# C1. Fiscal Resources

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings |  | Click here to enter text. |
| Financial support appears sufficiently stable |  |

# C2. FAculty resources

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| School employs at least 21 PIF; or  program employs at least 3 PIF |  | Click here to enter text. |
| 3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable |  |
| Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable |  |
| Ratios for general advising & career counseling are appropriate for degree level & type |  |
| Ratios for MPH ILE are appropriate for degree level & nature of assignment |  |
| Ratios for bachelor’s cumulative or experiential activity are appropriate, if applicable |  |
| Ratios for mentoring on doctoral students’ integrative project are appropriate, if applicable |  |
| Students’ perceptions of class size & its relation to quality of learning are positive |  |
| Students are satisfied with faculty availability |  |

# C3. STAFF AND OTHER PERSONNEL RESOURCES

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Staff & other personnel are currently adequate to fulfill the stated mission & goals |  |  |
| Staff & other personnel resources appear sufficiently stable |  |

# C4. Physical resources

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Physical resources adequate to fulfill mission & goals & support degree programs |  |  |
| Physical resources appear sufficiently stable |  |

# C5. information and technology resources

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Adequate library resources , including personnel, for students & faculty |  |  |
| Adequate IT resources, including tech assistance for students & faculty |  |
| Library & IT resources appear sufficiently stable |  |  |

# D1. MPH & DrPH Foundational Public HEalth Knowledge

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail) |  | Click here to enter text. |

D1 Worksheet

|  |  |  |
| --- | --- | --- |
| **Foundational Knowledge** | **Yes/CNV** | **Notes – for team’s internal use while preparing report sections** |
| 1. Explain public health history, philosophy & values |  |  |
| 2. Identify the core functions of public health & the 10 Essential Services |  |  |
| 3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population’s health |  |  |
| 4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program |  |  |
| 5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc. |  |  |
| 6. Explain the critical importance of evidence in advancing public health knowledge |  |  |
| 7. Explain effects of environmental factors on a population’s health |  |  |
| 8. Explain biological & genetic factors that affect a population’s health |  |  |
| 9. Explain behavioral & psychological factors that affect a population’s health |  |  |
| 10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities |  |  |
| 11. Explain how globalization affects global burdens of disease |  |  |
| 12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health) |  |  |

# D2. MPH Foundational Competencies

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail) |  | Click here to enter text. |

D2 Worksheet

|  |  |  |
| --- | --- | --- |
| **MPH Foundational Competencies** | **Yes/CNV** | **Notes – for team’s internal use while preparing report sections** |
| 1. Apply epidemiological methods to the breadth of settings & situations in public health practice |  |  |
| 2. Select quantitative & qualitative data collection methods appropriate for a given public health context |  |  |
| 3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate |  |  |
| 4. Interpret results of data analysis for public health research, policy or practice |  |  |
| 5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings |  |  |
| 6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels |  |  |
| 7. Assess population needs, assets & capacities that affect communities’ health |  |  |
| 8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs |  |  |
| 9. Design a population-based policy, program, project or intervention |  |  |
| 10. Explain basic principles & tools of budget & resource management |  |  |
| 11. Select methods to evaluate public health programs |  |  |
| 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence |  |  |
| 13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes |  |  |
| 14. Advocate for political, social or economic policies & programs that will improve health in diverse populations |  |  |
| 15. Evaluate policies for their impact on public health & health equity |  |  |
| 16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making |  |  |
| 17. Apply negotiation & mediation skills to address organizational or community challenges |  |  |
| 18. Select communication strategies for different audiences & sectors |  |  |
| 19. Communicate audience-appropriate public health content, both in writing & through oral presentation |  |  |
| 20. Describe the importance of cultural competence in communicating public health content |  |  |
| 21. Perform effectively on interprofessional teams |  |  |
| 22. Apply systems thinking tools to a public health issue |  |  |

# D3. DrPH Foundational Competencies

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Assesses all DrPH students, at least once, on their ability to demonstrate each foundational competency (see worksheet for detail) |  | Click here to enter text. |

D3 Worksheet

|  |  |  |
| --- | --- | --- |
| **DrPH Foundational Competency** | **Yes/CNV** | **Notes – for team’s internal use while preparing report sections** |
| 1. Explain qualitative, quantitative, mixed methods & policy analysis research & evaluation methods to address health issues at multiple (individual, group, organization, community & population) levels |  |  |
| 2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue |  |  |
| 3. Explain the use & limitations of surveillance systems & national surveys in assessing, monitoring & evaluating policies & programs & to address a population’s health |  |  |
| 4. Propose strategies for health improvement & elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders & other partners |  |  |
| 5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior & policies |  |  |
| 6. Integrate knowledge, approaches, methods, values & potential contributions from multiple professions & systems in addressing public health problems |  |  |
| 7. Create a strategic plan |  |  |
| 8. Facilitate shared decision making through negotiation & consensus-building methods |  |  |
| 9. Create organizational change strategies |  |  |
| 10. Propose strategies to promote inclusion & equity within public health programs, policies & systems |  |  |
| 11. Assess one’s own strengths & weaknesses in leadership capacities, including cultural proficiency |  |  |
| 12. Propose human, fiscal & other resources to achieve a strategic goal |  |  |
| 13. Cultivate new resources & revenue streams to achieve a strategic goal |  |  |
| 14. Design a system-level intervention to address a public health issue |  |  |
| 15. Integrate knowledge of cultural values & practices in the design of public health policies & programs |  |  |
| 16. Integrate scientific information, legal & regulatory approaches, ethical frameworks & varied stakeholder interests in policy development & analysis |  |  |
| 17. Propose interprofessional team approaches to improving public health |  |  |
| 18. Assess an audience’s knowledge & learning needs |  |  |
| 19. Deliver training or educational experiences that promote learning in academic, organizational or community settings |  |  |
| 20. Use best practice modalities in pedagogical practices |  |  |

# D4. MPH & DrPH Concentration Competencies

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. | |  | |
| Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies |  | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Assesses all students at least once on their ability to demonstrate each concentration competency |  |
| If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES) |  |

# D5. MPH Applied Practice Experiences

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| All MPH students produce at least 2 work products in appropriate applied practice settings |  | Click here to enter text. |
| Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies |  |
| All students demonstrate at least 5 competencies, at least 3 of which are foundational |  |
| If applicable, combined degree students have opportunities to integrate & apply learning from both degree programs |  |

# D6. DrPH Applied Practice Experience

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Students complete at least one applied project that is meaningful for an organization & to advanced public health practice |  | Click here to enter text. |
| Project(s) allow for advanced-level collaboration with practitioners |  |
| Project(s) include reflective component |  |
| Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies |  |
| Processes in place to ensure that project(s) demonstrate at least 5 competencies, including at least 1 related to leadership |

# D7. MPH Integrative Learning Experience

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies |  | Click here to enter text. |
| Project occurs at or near end of program of study |  |
| Students produce a high-quality written product |  |
| Faculty reviews student project & validates demonstration & synthesis of specific competencies |  |
| If applicable, combined degree students incorporate learning from both degree programs |  |

# D8. DrPH Integrative Learning Experience

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Students generate field-based products consistent with advanced practice designed to influence programs, policies or systems |  |  |
| Products allow students to demonstrate synthesis of foundational & concentration competencies |  |
| Qualified individuals assess student performance & ensure that competencies are addressed |  |

# D9. Public Health Bachelor’s Degree General Curriculum

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Students introduced to all domains: |  | Click here to enter text. |
| 1. Foundations of scientific knowledge, including biological & life sciences & concepts of health & disease |  |
| 1. Foundations of social & behavioral sciences |  |
| 1. Basic statistics |  |
| 1. Humanities / fine arts |  |

# D10. Public Health Bachelor’s Degree Foundational Domains

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | 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. |
| If curriculum intends to prepare students for a specific credential (eg, CHES), curriculum addresses the areas of instruction required for credential eligibility |  |

D10 Worksheet

|  |  |  |
| --- | --- | --- |
| **Public Health Domains** | **Yes/CNV** | **Notes – for team’s internal use while preparing report sections** |
| 1. History & philosophy of public health as well as its core values, concepts & functions across the globe & in society |  |  |
| 2. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice |  |  |
| 3. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations |  |  |
| 4. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course |  |  |
| 5. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities |  |  |
| 6. Fundamental concepts & features of project implementation, including planning, assessment & evaluation |  |  |
| 7. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries |  |  |
| 8. 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 |  |  |
| 9. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology |  |  |

# D11. Public Health Bachelor’s Degree Foundational Competencies

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Students demonstrate & are assessed on each competency & all its elements: |  | Click here to enter text. |
| 1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences |  |
| 1. ability to locate, use, evaluate & synthesize public health information |  |

# D12. Public Health Bachelor’s Degree Cumulative and Experiential Activities

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | 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 |  |

# 

# D13. Public Health Bachelor’s Degree Cross-Cutting Concepts and Experiences

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

D13 Worksheet

|  |  |  |
| --- | --- | --- |
| **Cross-cutting Concepts & Experiences** | **Yes/CNV** | **Notes – for team’s internal use while preparing report sections** |
| advocacy for protection & promotion of the public’s health at all levels of society |  |  |
| community dynamics |  |  |
| critical thinking & creativity |  |  |
| cultural contexts in which public health professionals work |  |  |
| ethical decision making as related to self & society |  |  |
| independent work & a personal work ethic |  |  |
| networking |  |  |
| organizational dynamics |  |  |
| professionalism |  |  |
| research methods |  |  |
| systems thinking |  |  |
| teamwork & leadership |  |  |

# D14. MPH Program Length

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| MPH requires at least 42 semester credits or equivalent |  | Click here to enter text. |

# D15. DrPH Program Length

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| DrPH requires at least 36 semester-credits of post-master’s coursework or equivalent |  | Click here to enter text. |
| Defines credits appropriately—eg, credit for thesis writing or independent internship hours not included in 36 |  |

# D16. Bachelor’s Degree Program Length

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Required credit hours commensurate with other similar degrees in institution |  | Click here to enter text. |
| Clear, public policies on coursework taken elsewhere, including at community colleges |  |

# D17. Academic Public Health Master’s Degrees

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail) |  | Click here to enter text. |
| Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course |  |
| Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level |  |
| Assesses all students at least once on their ability to demonstrate each concentration competency |  |
| Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework |  |
| Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course |  |
| Students produce an appropriately rigorous discovery-based paper or project at or near end of program |  |
| Students have opportunities to engage in research at level appropriate to program’s objectives |  |

D17 Worksheet

|  |  |  |
| --- | --- | --- |
| **Foundational Knowledge** | **Yes/CNV** | **Notes – for team’s internal use while preparing report sections** |
| 1. Explain public health history, philosophy & values |  |  |
| 2. Identify the core functions of public health & the 10 Essential Services |  |  |
| 3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population’s health |  |  |
| 4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program |  |  |
| 5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc. |  |  |
| 6. Explain the critical importance of evidence in advancing public health knowledge |  |  |
| 7. Explain effects of environmental factors on a population’s health |  |  |
| 8. Explain biological & genetic factors that affect a population’s health |  |  |
| 9. Explain behavioral & psychological factors that affect a population’s health |  |  |
| 10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities |  |  |
| 11. Explain how globalization affects global burdens of disease |  |  |
| 12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health) |  |  |

# D18. Academic Public Health Doctoral Degrees

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail) |  | Click here to enter text. |
| Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course |  |
| Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level |  |
| Assesses all students at least once on their ability to demonstrate each concentration competency |  |
| Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework |  |
| Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course |  |
| Students produce an appropriately advanced research project at or near end of program |  |
| Students have opportunities to engage in research at appropriate level |  |
| Curriculum includes doctoral-level, advanced coursework that distinguishes program from master’s-level study |  |

D18 Worksheet

|  |  |  |
| --- | --- | --- |
| **Foundational Knowledge** | **Yes/CNV** | **Notes – for team’s internal use while preparing report sections** |
| 1. Explain public health history, philosophy & values |  |  |
| 2. Identify the core functions of public health & the 10 Essential Services |  |  |
| 3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population’s health |  |  |
| 4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program |  |  |
| 5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc. |  |  |
| 6. Explain the critical importance of evidence in advancing public health knowledge |  |  |
| 7. Explain effects of environmental factors on a population’s health |  |  |
| 8. Explain biological & genetic factors that affect a population’s health |  |  |
| 9. Explain behavioral & psychological factors that affect a population’s health |  |  |
| 10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities |  |  |
| 11. Explain how globalization affects global burdens of disease |  |  |
| 12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health) |  |  |

# D19. All Remaining Degrees

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail) |  | Click here to enter text. |
| Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course |  |

D19 Worksheet

|  |  |  |
| --- | --- | --- |
| **Foundational Knowledge** | **Yes/CNV** | **Notes – for team’s internal use while preparing report sections** |
| 1. Explain public health history, philosophy & values |  |  |
| 2. Identify the core functions of public health & the 10 Essential Services |  |  |
| 3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population’s health |  |  |
| 4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program |  |  |
| 5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc. |  |  |
| 6. Explain the critical importance of evidence in advancing public health knowledge |  |  |
| 7. Explain effects of environmental factors on a population’s health |  |  |
| 8. Explain biological & genetic factors that affect a population’s health |  |  |
| 9. Explain behavioral & psychological factors that affect a population’s health |  |  |
| 10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities |  |  |
| 11. Explain how globalization affects global burdens of disease |  |  |
| 12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health) |  |  |

# D20. Distance Education

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Instructional methods support regular & substantive interaction between & among students & the instructor |  | Click here to enter text. |
| Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated |  |
| Curriculum is subject to the same quality control processes as other degree programs in the university |  |
| Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners |  |
| Provides necessary administrative, information technology & student/faculty support services |  |
| Ongoing effort to evaluate academic effectiveness & make program improvements |  |
| Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification |  |

# E1. Faculty Alignment with Degrees Offered

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience |  | Click here to enter text. |
| Faculty education & experience is appropriate for the degree level (eg, bachelor’s, master’s) & nature of program (eg, research, practice) |  |

# E2. Integration of Faculty with Practice Experience

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice |  | Click here to enter text. |
| Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels |  |
| Regularly involves practitioners in instruction through variety of methods & types of affiliation |  |

# E3. Faculty Instructional Effectiveness

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Systems in place to document that all faculty are current in areas of instructional responsibility |  | Click here to enter text. |
| Systems in place to document that all faculty are current in pedagogical methods |  |
| Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction |  |
| Supports professional development & advancement in instructional effectiveness for all faculty |  |

# E4. Faculty Scholarship

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Policies & practices in place to support faculty involvement in scholarly activities |  | Click here to enter text. |
| Faculty are involved in research & scholarly activity, whether funded or unfunded |  |
| Type & extent of faculty research aligns with mission & types of degrees offered |  |
| Faculty integrate their own experiences with scholarly activities into instructional activities |  |
| Students have opportunities for involvement in faculty research & scholarly activities |  |

# E5. Faculty Extramural Service

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Defines expectations for faculty extramural service |  | Click here to enter text. |
| Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means |  |

# F1. Community Involvement in School/Program Evaluation & Assessment

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences |  | Click here to enter text. |
| Ensures that constituents provide regular feedback on all of these:   * student outcomes * curriculum * overall planning processes * self-study process |  |
| Defines methods designed to provide useful information & regularly examines methods |  |
| Regularly reviews findings from constituent feedback |  |

# F2. Student involvement in community & professional service

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Makes community & professional service opportunities available to all students |  | Click here to enter text. |
| Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field |  |

# F3. Assessment of the Community’s Professional Development Needs

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Defines a professional community or communities of interest & the rationale for this choice |  | Click here to enter text. |
| Periodically assesses the professional development needs of individuals in priority community or communities |  |

# F4. Delivery of Professional Development Opportunities for the Workforce

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Provides activities that address professional development needs & are based on assessment results described in Criterion F3 |  | Click here to enter text. |

# G1. Diversity & Cultural Competence

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Defines appropriate priority population(s) |  | Click here to enter text. |
| Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals |  |
| Learning environment prepares students with broad competencies regarding diversity & cultural competence |  |
| Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s) |  |
| Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s) |  |
| Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies |  |
| Perceptions of climate regarding diversity & cultural competence are positive |  |

# H1. Academic advising

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Students have ready access to advisors from the time of enrollment |  | Click here to enter text. |
| Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study |  |
| Qualified individuals monitor student progress & identify and support those who may experience difficulty |  |
| Orientation, including written guidance, is provided to all entering students |  |

# H2. career advising

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice |  | Click here to enter text. |
| Variety of resources & services are available to current students |  |
| Variety of resources & services are available to alumni |  |

# H3. student complaint procedures

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Defined set of policies & procedures govern formal student complaints & grievances |  | Click here to enter text. |
| Procedures are clearly articulated & communicated to students |  |
| Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel |  |
| Designated administrators are charged with reviewing & resolving formal complaints |  |
| All complaints are processed & documented |  |

# H4. student recruitment & admissions

|  |  |  |
| --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** |
|  | Select a finding. | |
| Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers |  | Click here to enter text. |
| Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers |  |

# H5. publication of educational offerings

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