

CEPH Accreditation News & Updates

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CEPH Develops Seals for Accredited Schools, Programs

Building on CEPH's recently redesigned logo, the Council has introduced seals for all accredited schools and programs. Each seal clearly denotes which degree levels are included in the unit of accreditation and can be used on websites and other marketing materials.

The addition of standalone baccalaureate programs (SBP) as a category of accreditation made it even more important to be clear with students and other members of the public about what is – and is not – accredited. (See *update on SBP accreditation on p. 3.*)

“Transparency is one of CEPH's values,” says Executive Director Laura Rasar King, MPH, MCHES. “We designed a simple yet specific seal to highlight the accredited degree levels and to continue to improve clarity and understanding.”



About CEPH's Logo Redesign

CEPH's logo represents the collaborative, systems approach that is so highly valued in the public health profession as well as the presence of three entities that frequently appear.

Some examples of this “relationship of three” include the following:

- Teaching, Research, Service
- Assurance, Assessment, Policy Development
- Schools of Public Health, Public Health Programs, Standalone Baccalaureate Programs
- Bachelor's, Master's, Doctoral degrees
- CEPH and its two corporate sponsors: APHA & ASPPH

DATES TO REMEMBER

TUESDAY, APRIL 29, 2014

**All materials due for spring 2014
Council meeting**

THURSDAY, JULY 31, 2014 AND FRIDAY, AUGUST 1, 2014

**Accreditation Orientation Workshop
(By invitation only)**

- **All applicant schools and programs must attend once**
- **Accredited schools and programs may choose to attend to assist in their preparation for reaccreditation**

TUESDAY, AUGUST 5, 2014

**All materials due for fall 2014
Council meeting**

If you know of anyone who would like to be added to the distribution list for this newsletter, please send an e-mail to kforce@ceph.org.

CEPH Receives 5-Year Recognition Term from USDE

The National Advisory Committee on Institutional Quality and Integrity (NACIQI) reviewed CEPH as part of the US Department of Education's regular re-recognition process. In December 2013, CEPH earned a five-year term of recognition with no additional reporting required. This is the longest term of recognition available to accrediting agencies.

NACIQI advises the Secretary of Education on whether accrediting entities' standards are sufficiently rigorous and effective in their application to ensure that the entity is a reliable authority regarding the quality of the education or

training provided by the institutions or programs it accredits. To meet that high standard, accrediting entities must demonstrate compliance with all the criteria for recognition.

The recognition process is similar to the accreditation process: CEPH developed a petition in response to the published criteria, and a USDE staff analyst attended a site visit to observe CEPH's processes and procedures.



CEPH Executive Director Testifies Before Senate HELP Committee

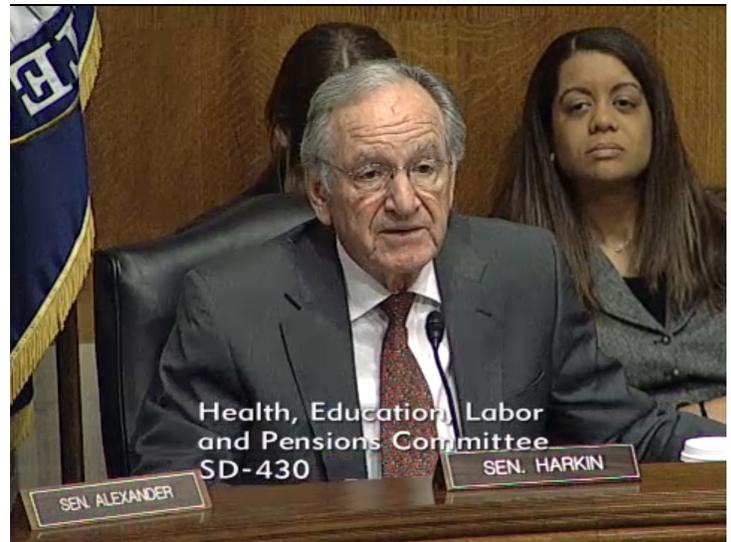
CEPH Executive Director Laura Rasar King, MPH, MCHES, testified before the US Senate's Committee on Health, Education, Labor and Pensions (HELP) in December 2013 about how accreditation can meet the needs of 21st-century learning. Senator Tom Harkin (D-Iowa) is chairman of the HELP committee.

King represented specialized and professional accreditors at the hearing, which was held in preparation for the eventual reauthorization of the Higher Education Act.

"Specialized accreditation is high stakes for accreditors, students and the public due to the nature of professional practice; an improperly trained graduate could hurt someone," King told the committee. "My colleagues and I take quality assurance very seriously."

King also highlighted three areas that could be improved in the current system of accreditation. First, information provided to students and the public should be useful, current and presented in a manner that is understandable and easily accessible. Second, a greater understanding is needed about the relationship between accreditation and innovative education strategies. Accreditors must verify all strategies for quality but do not forbid new initiatives outright. Third, communication between and among institutional and specialized accreditors working within the same institutions could be enhanced.

King was joined by three other witnesses at the hearing: Daniel J. Phelan, president of Jackson College; Arthur Levine, president of the Woodrow Wilson National Fellowship Foundation; and Ralph Wolff, former president of the Western Association of Schools and Colleges.



CEPH Responds to Continued Growth, Adds Accreditation Specialist



CEPH is pleased to welcome Brittney Lilly to the organization. Brittney received her MPH in Health Policy and Administration from the University of Illinois at Chicago.

At CEPH, her primary responsibility is to oversee and carry out all needed tasks to ensure that the accreditation review process for schools and programs proceeds smoothly. This includes coordinating site visits,

corresponding with school/program constituents and volunteer site visitors and writing and editing site team reports. She provides technical assistance to inquirer, applicant and accredited schools/programs on CEPH criteria interpretation and procedures and provides information to members of the public on accreditation and accredited public health programs. Brittney provides detailed consultation to schools and programs and assists with developing training materials and conducting training sessions for schools/programs and site visitors.

Before joining CEPH, Brittney worked as a volunteer coordinator for Focus: HOPE Civil and Human Rights organization, where she was responsible for increasing organizational efficiency through volunteerism by recruiting, training and supervising volunteers. Brittney has also worked as a research assistant for the Institute for Health Research and Policy at the University of Illinois at Chicago.

CEPH Receives First Round of SBP Applications

The first deadline for applications for standalone baccalaureate programs (SBP) was January 7, and the Council will review the applications received at its meeting in February. The first applicants will be published shortly thereafter. Applications will be accepted each spring and fall thereafter—the next deadline is April 29. The first site visits are anticipated to take place in fall 2015.

The application is an approximately 15-page document requiring the following information:

- A statement indicating that the SBP understand the required components of the accreditation process
- A request signed by the CEO of the institution and cosigned by the chief administrative officer of the university unit in which the SBP is located and by the program's designated leader

- Documentation of the eligibility requirements found in the [Accreditation Procedures](#)

Upon acceptance of the application, a program then has two years to write and submit its self-study. Additional components of the applicant phase include the Accreditation Orientation Workshop and an on-site consultation visit. The 2014 CEPH [Fee Schedule](#) was released and includes information on fees associated with SBP accreditation.

If your program may be interested in applying for accreditation in 2014 or 2015, please e-mail Nicole Williams at nwilliams@ceph.org to let us know. Contacting CEPH is not a commitment to apply; we simply want to provide you with information and technical assistance that will best prepare you for the process. We look forward to working with all interested baccalaureate public health programs!

TA Sessions Share Best Practices Related to Diversity, Collaboratives

CEPH's annual Technical Assistance sessions, held in conjunction with the APHA Annual Meeting, sought to answer frequently asked questions with real-life, practical advice and examples.

Nancy Chin, PhD, MPH, from the University of Rochester MPH Program discussed ways to respond to the diversity standard (Criterion 1.8).

Michael Reece, PhD, MPH, from the Indiana University School of Public Health at Bloomington shared his school's approach to developing a policy on diversity and inclusion.

In keeping with the topic of their talk, three representatives from collaborative schools and programs (shown below) developed a joint presentation that described different models of collaboration; addressed programmatic, operational and governance issues; and considered the benefits and challenges of collaboration.

These presentations are available on the CEPH website. Go to

➔ CEPH.ORG

➔ [FOR SCHOOLS AND PROGRAMS](#)
— GRADUATE LEVEL

➔ [TECHNICAL ASSISTANCE AND RESOURCES](#)

➔ [POWERPOINT PRESENTATIONS AND WEBINARS](#)

- [BEYOND HEAD COUNTS: CULTURAL IMMERSION IN DIVERSITY](#)
- [DEVELOPING A SCHOOL-WIDE POLICY ON DIVERSITY AND INCLUSION](#)
- [LESSONS LEARNED FROM COLLABORATIVE SCHOOLS AND PROGRAMS](#)



Panelists Amy Lee, MD, MPH, MBA, CPH, Liana Winett, DrPH, CHES, and Susan Klitzman, PhD, answer questions about the benefits and challenges of collaborative school and program structures. Lee is from the Consortium of Eastern Ohio MPH Program, Winett is from the Oregon MPH Program and Klitzman is from the CUNY School of Public Health.

CEPH Accredits 1 New School, 1 New Program in September 2013

Louisiana State University Health Sciences Center
School of Public Health
Initial accreditation conferred to December 31, 2018

Baylor University
MPH Program in Community Health Education
Initial accreditation conferred to December 31, 2018

The following schools and programs were granted continued accreditation

Northwest Ohio Consortium for Public Health
(University of Toledo and Bowling Green State University)
MPH Program
Continued accreditation conferred to December 31, 2020

University of Arizona
Mel and Enid Zuckerman College of Public Health
Continued accreditation conferred to December 31, 2020

California State University, Fresno
MPH Program
Continued accreditation conferred to December 31, 2020

University of Washington
School of Public Health
Continued accreditation conferred to December 31, 2020

Eastern Kentucky University
Public Health Program
Continued accreditation conferred to December 31, 2020

Uniformed Services University of the Health Sciences
Public Health Program
Continued accreditation conferred to December 31, 2020

California State University, Fullerton
Master of Public Health Program
Continued accreditation conferred to December 31, 2020

Université de Montréal
Master of Science Program in Public Health
Continued accreditation conferred to December 31, 2015

For a complete list of accredited schools and programs, visit CEPH's [website](#).

CEPH Expands Ranks of Trained Site Visitors

CEPH trained 15 new site visitors in conjunction with the APHA Annual Meeting in Boston in November. CEPH thanks the following participants for their enthusiasm and engagement during the workshop and looks forward to their service on accreditation reviews beginning in 2014.

Nina L. Aleksi, PhD, MPH
Principal Healthcare Analyst
Blue Cross and Blue Shield of Minnesota

Sharon Cameron, MPA
Director of Health & Human Services
City of Peabody, Massachusetts

Jennifer K. Ibrahim, PhD, MPH, MA
Director of Graduate Studies & Professor
Temple University

Judith H. LaRosa, PhD, RN
Vice Dean for Academic & Student Affairs & Distinguished Service Professor
SUNY - Downstate Medical Center

Bill Mase, DrPH, MPH, MA
MPH Program Director
University of Cincinnati

Susan B. Muldoon, PhD, MPH
Associate Dean
University of Louisville

Leah C. Neubauer, MA, EdD
Program Manager & Instructor
DePaul University



Lisa Sullivan, PhD
Associate Dean for Education
Boston University

Lindsay Tallon, MSPH
Health Volunteer Program Manager
MA Department of Public Health

Douglas Taren, PhD, MS
Associate Dean, Academic Affairs
University of Arizona

Stuart H. Tedders, PhD, MS
Associate Dean of Academic Affairs & Professor of Epidemiology
Georgia Southern University

Richard W. Wilson, DHSc, MPH
Professor and Chair
University of Louisville



Jenny Oliphant, EdD, MPH
Research Associate
University of Minnesota

Larry Ramdin, MA
Health Agent
City of Salem, Massachusetts

Marya L. Shegog, PhD, MPH
Director of Health Programs
University of Nevada, Las Vegas



Leading and fostering innovation in quality improvement

The Council on Education for Public Health (CEPH) is an independent agency recognized by the US Department of Education to accredit schools of public health and public health programs offered in settings other than schools of public health. These schools and programs prepare students for entry into careers in public health. The primary professional degree is the Master of Public Health (MPH) but other baccalaureate, masters and doctoral degrees are offered as well. Visit www.ceph.org for more information.

The Council Considers...

...Third-Party Comments

Third-party comments are a normal part of every accreditation review. Schools and programs often have questions about the best way to solicit comments and how CEPH uses them in the accreditation review. CEPH has developed a detailed [FAQ document about third-party comments](#); some of the questions are highlighted below.

What is the purpose of third-party comments?

The request for third-party comments provides a school or program's stakeholders with the opportunity to submit feedback to CEPH on the school or program and its practices, procedures and policies.

Who can submit a third-party comment?

Students, alumni, faculty, staff, community partners and members of the general public are all stakeholders who may make a third-party comment during this process.

When must schools and programs announce the opportunity to provide third-party comments?

Approximately three months before the scheduled site visit, a school or program should notify its major stakeholders about the opportunity to submit third-party comments.

What is the deadline for submitting third-party comments?

Comments from third-parties will be accepted by CEPH until 30 days before the scheduled site visit.

Where and how do I document my school or program's efforts to solicit third-party comments?

The electronic resource file should contain information and documentation that allows site visitors to verify the process through which the school or program provided opportunities for third-party comments during the accreditation process. Methods of soliciting third-party comments should also be verifiable by an on-site evaluation team.

How are third-party comments considered in the review process?

The team coordinator simply provides all third-party comments, in full, to the other members of the site visit team. The team uses these comments in the same way it uses all other information associated with the visit, such as documents provided by the school or program, information in the self-study and information provided by participants in on-site interviews. Reviewers use their professional expertise and judgment, gained through experience as academics and practitioners, to consider all of the available information.

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