ACCREDITATION

CRITERIA

STANDALONE BACCALAUREATE PROGRAMS

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CEPH

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Table of Contents

Criteria **1**

1.0 Leadership, Management and Governance 1
1.1 Organization 1
1.2 Administrative Autonomy 1
1.3 Administrator/Faculty Responsibilities 1
1.4 Faculty Engagement 1
1.5 Information Accuracy 1

2.0 Resources 2
2.1 Faculty Resources 2
2.2 Faculty Mix 3
2.3 Student Enrollment 3
2.4 Student-Faculty Ratios 3
2.5 Financial/Physical Resources 3
2.6 Support Services 3

3.0 Faculty Qualifications 5
3.1 Faculty Qualifications 5
3.2 Designated Leader 5
3.3 Practitioner Involvement 5
3.4 Informed and Current Faculty 5
3.5 Graduate Students 5

4.0 Curriculum 6
4.1 General Undergraduate Curriculum 6
4.2 Public Health Curriculum 6
4.3 Specific Credentials 7
4.4 Public Health Skills 7
4.5 Cumulative and Experiential Activities 7
4.6 Cross-cutting Concepts 7
4.7 Syllabi 8

5.0 Program Effectiveness 9
5.1 Mission 9
5.2 Student Learning Outcomes 9
5.3 Regular Review of Mission and Student Outcomes 9
5.4 Programmatic Effectiveness 10
5.5 Graduation/Job Placement Rates 10
5.6 Programmatic Review and Improvement 10
5.7 Student Complaint Processes 10

6.0 Advising 12
6.1 Student Advising 12

7.0 Diversity 13
7.1 Diversity and Cultural Competence 13

8.0 Distance Education Programs 14
8.1 Defined Program 14
8.2 Program Support 14
8.3 Program Effectiveness 14
8.4 Student Identity 14

Glossary **16**

Criteria

Note: terms found in bold italics are expanded upon in the glossary at the end of this document
Note: relevant criteria are listed in parenthesis after each documentation request

1.0 Leadership, Management and Governance

1.1 Organization

The program maintains an organizational description and organizational chart(s) that define the program's administrative structure and relationships to other institutional components. The organizational chart presents the program's relationships with its department(s), school(s), college(s) and other relevant units within the institution.

1.2 Administrative Autonomy

The program's administrators demonstrate autonomy that is sufficient to affirm the program's ability to fulfill its mission and goals and to conform to the conditions for accreditation. Autonomy refers to the program's ability, within the institutional context, to make decisions related to the following:

- allocation of program resources
- implementation of personnel policies and procedures
- development and implementation of academic policies and procedures
- development and implementation of curricula
- admission to the major

1.3 Administrator/Faculty Responsibilities

Faculty have clearly defined rights and responsibilities concerning program governance and academic policies. Program faculty have formal opportunities for input in decisions affecting curriculum design, including program-specific degree requirements, program evaluation, student assessment and student admission to the major. Faculty have input in resource allocation to the extent possible, within the context of the institution and existing program administration.

1.4 Faculty Engagement

The program ensures that all faculty (including ***full-time and part-time faculty***) regularly interact and are engaged in ways that benefit the instructional program (eg, instructional workshops, curriculum committee).

1.5 Information Accuracy

Catalogs and bulletins used by the program, whether produced by the program or the institution, to describe its educational offerings accurately describe its academic calendar, admission policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, contains accurate information.

Required Documentation:

1) An organizational chart or charts that clearly depict the following:

   a. the program's internal organization, including the reporting lines to the designated leader
   b. the relationship between the program and other institutional components
   c. the lines of authority from the program's designated leader to the institution's chief executive officer (president, chancellor, etc.), including all intermediate levels

(Criterion 1.1)

2) An instructional matrix in the format of Template A-1.

(Criterion 1.1)

3) A list of other degree programs, if any, offered in the same administrative unit(s) as the program.
(Criterion 1.1)

4) Narrative in the format of Template A-2 that provides an overview of the program's autonomy related to the following:
    - allocation of program resources
    - implementation of personnel policies and procedures
    - development and implementation of academic policies and procedures
    - development and implementation of curricula
    - admission to the major

(Criterion 1.2)

5) A description of how each of the following functions (items a-p) is accomplished for the program as relevant to the program's authority, including identification of the responsible party or parties and the relevant program or institutional policies, in the format of Template A-3. Template A-3 requires the program to indicate where program faculty have roles in the process and to cite the relevant supporting document(s) and page(s) (eg, Faculty Handbook, pp. 12-25; College Bylaws, p. 5). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

    a. determining the amount of resources (financial, personnel and other) that will be allocated to the program
    b. distributing resources (financial, personnel and other)
    c. appointing/hiring faculty to teach program courses
    d. appointing/hiring personnel to advise program students
    e. curriculum design, including program-specific requirements for the award of the degree
    f. plans for student assessment
    g. evaluating the performance of individuals teaching program courses
    h. evaluating the performance of individuals advising program students
    i. promoting and/or granting tenure, if applicable, to faculty teaching program courses
    j. re-appointing or terminating program faculty hired by contract, if applicable
    k. determining teaching assignments for program courses
    l. developing the program's academic policies governing matters such as academic standing and award of degree
    m. implementing the program's academic policies, including grading
    n. recruitment, advertising and admissions
    o. defining the academic calendar
    p. publication and currency of information in catalogs and other publications

(Criteria 1.2, 1.3)

6) A description detailing the interactions and engagement among faculty (***full-time and part-time faculty***) that benefit the instructional program (eg, instructional workshops, curriculum committee).
(Criterion 1.4)

2.0 Resources

2.1 Faculty Resources

The program has ***sufficient faculty resources*** to accomplish its mission, to teach the required curriculum, to oversee extracurricular experiences and to achieve expected student outcomes. Generally, the minimum number of faculty required would be 2.0 FTE faculty in addition to the designated leader's effort each semester, trimester, quarter, etc., though individual circumstances may vary. The FTE calculation follows the institution or unit's formula and includes all individuals providing instruction in a given semester, trimester, quarter, etc.

2.2 Faculty Mix

The mix of ***full-time and part-time faculty*** is sufficient to accomplish the mission and to achieve expected student outcomes. The program relies primarily on faculty who are full-time institution employees.

2.3 Student Enrollment

The program tracks student enrollment to assist in gauging resource adequacy. Given the complexity of defining "enrollment" in an undergraduate major or baccalaureate degree program, the program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals.

2.4 Student-Faculty Ratios

The program's ***student-faculty ratios (SFR) are sufficient*** to ensure appropriate instruction, assessment and advising. The program's SFR are comparable to the SFR of other baccalaureate degree programs in the institution with similar degree objectives and methods of instruction.

2.5 Financial/Physical Resources

The program has access to financial and physical resources that are adequate to fulfill its operating needs, accomplish the mission, teach the required curriculum and provide an environment that facilitates student learning, including faculty office space, classroom space and student gathering space.

2.6 Support Services

The academic support services available to the program are sufficient to accomplish the mission and to achieve expected student outcomes. Academic support services include, at a minimum, the following:

- computing and technology services
- library services
- distance education support, if applicable
- other student support services (eg, writing center, disability support services), if they are particularly relevant to the public health program

Required Documentation:

1) A letter, signed by the administrator(s) responsible for the program at the dean's level or above, indicating the institutional commitment to the program and to providing the resources required to accomplish the mission, to teach the required curriculum and to achieve expected student outcomes.
(Criteria 2.1, 2.5, 2.6)

2) A concise statement of the institution or unit's formula for calculating FTE. If more than one formula is applicable, the program must include all and explain to whom they are applicable.
(Criterion 2.1)

3) A list of all faculty providing program instruction or educational supervision for the ***last two years*** in the format of Template B. Template B requires each faculty member's name, status (***full-time*** or ***part-time***), FTE allocation to the program and course(s) taught. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.
(Criterion 2.2)

4) A list of the designated leader's duties associated with the program, including teaching, supervision of faculty and/or staff, advising, coordination of evaluation/assessment, administrative duties, etc. Include a job description, if available.

(Criteria 1.4, 2.1)

5) A description of the administrative unit's workload policy and expected workload for program faculty. If multiple categories of faculty support the program, address each category. Following the description, cite the relevant supporting document(s) and page(s) (eg, Faculty Handbook, pp. 12-25; College Bylaws, p. 5). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

(Criteria 2.1, 2.2)

6) A table showing student headcount and student FTE for the ***last two years*** in the format of Template C. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters. Note that Template C requires a narrative explanation of the specific method and source of student enrollment data.

(Criteria 2.3, 2.4)

7) A table showing the SFR and average class size for program-specific classes for the last two years in the format of Template D. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters. Note that Template D requires a narrative explanation of the data and method used for calculating SFR and average class size. Template D also requires information on the SFR and average class size of a comparable baccalaureate program in the institution, along with a narrative explanation of the choice of the comparable program. Identification of at least one other degree program within the institution with similar degree objectives and methods of instruction is required as well as a rationale for the choice.

(Criteria 2.3, 2.4)

8) A table showing the average advising load for the last two years in the format of Template E. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters. Note that Template E requires a narrative explanation of the data and method used for calculating the average advising load. Template E also requires information on the average advising load in a comparable baccalaureate program in the institution, along with a narrative explanation of the choice of the comparable program.

(Criterion 2.4)

9) A budget table delineating fiscal resources for the program indicating all funding sources to the extent possible in the format of Template F. Note that Template F requires the program to define the categories of funding.

(Criterion 2. 5)

10) A narrative explanation of the data in Template F and a discussion of any recent or planned future changes in fiscal resources.

(Criterion 2.5)

11) A description of the physical space available for faculty offices, program classrooms and student meetings or study groups.

(Criterion 2.5)

12) A description of the program's academic support resources, including each of the following areas. Focus the discussion on the resources that are intended for and/or supportive of the program and its

students in particular, and indicate who is responsible for each service (eg, the institution, the college, the program, etc.). Present the response in the format of Template G.

a. computing and technology services
b. library services
c. distance education support, if applicable
d. other student support services (eg, writing center, disability support services), if they are particularly relevant to the public health program

(Criterion 2.6)

13) A description of any other significant program resource not mentioned above, if applicable.

(Criterion 2.6)

3.0 <u>Faculty Qualifications</u>

3.1 Faculty Qualifications

The program meets the requirements of regional accreditors for faculty teaching baccalaureate degree students. Faculty with doctoral-level degrees are strongly preferred and, in most cases, expected. A faculty member trained at the master's level may be appropriate in certain circumstances, but the program must document exceptional professional experience and teaching ability.

3.2 Designated Leader

The program has a designated leader who is a ***full-time faculty member*** with educational qualifications and professional experience in a ***public health discipline***. If the designated program leader does not have educational qualifications and professional experience in a public health discipline, the program documents that it has sufficient public health educational qualifications, national professional certifications and professional experience in its primary faculty members. Preference is for the designated program leader to have formal doctoral-level training (eg, PhD, DrPH) in a public health discipline or a terminal professional degree (eg, MD, JD) and an MPH.

3.3 Practitioner Involvement

Practitioners are involved in instruction through a variety of methods (eg, guest lectures, service learning, internships and/or research opportunities). Use of practitioners as instructors in the program, when appropriate, is encouraged, as is use of practitioners as occasional guest lecturers.

3.4 Informed and Current Faculty

All faculty members are ***informed and current*** in their discipline or area of public health teaching.

3.5 Graduate Students

Course instructors who are currently enrolled graduate students, if serving as primary instructors, have at least a master's degree in the teaching discipline or are pursuing a doctoral degree with at least 18 semester credits of doctoral coursework in the concentration in which they are teaching.

Required Documentation:

1) A table in the format of Template H that includes the same faculty shown in Template B. Template H requires each faculty member's name, graduate degrees earned, institution where degrees were earned, discipline in which degrees were earned, relevant professional experience outside of academia and applicable registration, certification and/or licensure.

(Criteria 2.2, 3.1, 3.2)

2) A description of the professional experience and teaching ability of any faculty member trained only at the master's level, if applicable.

(Criterion 3.1)

3) A description of how the primary faculty complement has sufficient public health training and experience to support the program if the designated leader does not have educational qualifications and professional experience in a public health discipline.

(Criterion 3.1)

4) A list of the activities and methods through which practitioners are involved in instruction in the format of Template I. Template I requires each practitioner's name, credentials, title and place of employment, course(s) in which he or she is involved and instructional activities provided.

(Criterion 3.3)

5) A description of the activities and methods through which all faculty members remain informed and current in their discipline (eg, completed professional development opportunities). The description must address both full-time and part-time faculty. This information may be presented in a table, if applicable.

(Criteria 1.5, 3.4)

6) CVs of all faculty members listed in Template B. (Provide in electronic resource file.)

(Criterion 3.1)

7) A list of graduate teaching assistants, if applicable, in the format of Template J. Template J requires each graduate teaching assistant's name, course(s) taught, master's degree earned and discipline in which master's was earned. If applicable, also include in-progress doctoral degree and number of credits of doctoral coursework in the teaching area completed.

(Criterion 3.5)

4.0 Curriculum

4.1 General Undergraduate Curriculum

The overall undergraduate curriculum (eg, general education, liberal learning, essential knowledge and skills, etc.) introduces students to the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the undergraduate curriculum, including general education courses defined by the institution as well as concentration and major requirements or electives.

- the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease
- the foundations of social and behavioral sciences
- basic statistics
- the humanities/fine arts

4.2 Public Health Curriculum

The requirements for the public health major or concentration provide instruction in the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework (ie, the program may identify multiple learning experiences that address a domain—the domains listed below do not each require a single designated course).

- the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
- the basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
- the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
- the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
- the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
- the fundamental concepts and features of project implementation, including planning, assessment and evaluation
- the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries
- basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government
- basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

4.3 Specific Credentials

If the program intends to prepare students for a specific credential, then the curriculum must address the areas of responsibility required for credential eligibility (eg, CHES).

4.4 Public Health Skills

Students must demonstrate the following skills:

- the ability to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
- the ability to locate, use, evaluate and synthesize public health information

4.5 Cumulative and Experiential Activities

Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

4.6 Cross-cutting Concepts

The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education and life-long learning. Students are exposed to these concepts through any combination of learning experiences and co-curricular experiences. These concepts include the following:

- advocacy for protection and promotion of the public's health at all levels of society
- community dynamics
- critical thinking and creativity
- cultural contexts in which public health professionals work
- ethical decision making as related to self and society
- independent work and a personal work ethic
- networking
- organizational dynamics
- professionalism
- research methods
- systems thinking
- teamwork and leadership

4.7 Syllabi

Syllabi for required and elective courses for the major include objectives that are sufficient to demonstrate that they address the domain(s) identified in Criterion 4.

Required Documentation:

1) A list of the coursework required for the program's degree(s), including the total number of credits required for degree completion.
(Criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)

2) Official documentation of the required components and total length of the degree, in the form of an institutional catalog or online resource. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.
(Criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)

3) A matrix, in the format of Template K, that indicates the experience(s) that ensure that students are introduced to each of the domains indicated in Criterion 4.1. Template K requires the program to identify the experiences that introduce each domain.
(Criterion 4.1)

4) A matrix, in the format of Template L, that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in Criterion 4.2. Template L requires the program to identify the experiences that introduce and reinforce each domain.
(Criterion 4.2)

5) A matrix, in the format of Template L-1 that indicates the experience(s) that ensure that students are exposed to the requirements (eg, NCHEC areas of responsibility) of the relevant certificate or credential (eg, CHES), if the program intends to prepare students for a specific credential.
(Criterion 4.3)

6) A matrix, in the format of Template M, that indicates the experience(s) that ensure that students demonstrate skills in each of the domains indicated in Criterion 4.3. Template M requires the program to identify the experiences that introduce and reinforce each domain.

(Criterion 4.4)

7) A matrix, in the format of Template N, that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated in Criterion 4.4.

(Criterion 4.5)

8) A brief narrative description, in the format of Template O, of the manner in which the curriculum and co-curricular experiences expose students to the concepts in Criterion 4.5.

(Criterion 4.6)

9) Syllabi for all required coursework for the major and/or courses that relate to the domains listed above. Syllabi should be provided as individual files in the electronic resource file and should reflect the current semester or most recent offering of the course.

(Criteria 4.1, 4.2, 4.4, 4.7)

10) Examples of student work.

(Criteria 4.1, 4.2, 4.4, 4.5, 4.6)

11) A brief description of the means through which the program implements the cumulative experience and field exposure requirements.

(Criterion 4.5)

12) Handbooks, websites, forms and other documentation relating to the cumulative experience and field exposure. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

(Criteria 4.5)

5.0 <u>Program Effectiveness</u>

5.1 Mission

The program defines a mission statement that guides program activities and is congruent with the mission statement(s) of the parent institution(s).

5.2 Student Learning Outcomes

The program defines expected student learning outcomes that align with the program's defined mission and the institution's regional accreditation standards and guide curriculum design and implementation as well as student assessment.

5.3 Regular Review of Mission and Student Outcomes

The program regularly revisits its mission and expected student outcomes to ensure their continuing relevance.

5.4 Programmatic Effectiveness

The program defines and implements a plan that determines the ***program's effectiveness***. Methodologies may vary based on the mission, organization and resources of the program, but whatever the approach, assessment processes are analytical, useful, cost-effective, accurate and truthful, carefully planned and organized, systematic and sustained.

At a minimum, the plan includes regular ***surveys or other data collection*** (eg, focus groups, key informant interviews, data from national exams (eg, CHES) from:

- enrolled students
- alumni
- relevant community stakeholders (eg, practitioners who teach in the program, service learning community partners, internship preceptors, employers of graduates, etc.)

Data collection must address student satisfaction with advising.

The program collects quantitative data at least annually on 1) graduation rates within the maximum time to graduation allowed by the institution and 2) rates of job placement or continued education within one year of graduation. The program defines plans, including data sources and methodologies, for collecting these data, identifies limitations and continually works to address data limitations and improve data accuracy. The program's plan does not rely exclusively on institution- or unit-collected data, unless those data are sufficiently detailed and descriptive. Data collection methods for graduates' destinations are sufficient to ensure at least a 30% response rate.

The program collects qualitative data on the destination of graduates related to both employment and further education, such as type of graduate degree pursued and sector of employment, as defined by the program.

5.5 Graduation/Job Placement Rates

The program demonstrates that at least 70% of students for whom data are available graduate within six years or the maximum time to graduation as defined by the institution, whichever is longer. The program demonstrates that at least 80% of graduates for whom data are available have secured employment or enrolled in further education within one year of graduation. If the program cannot demonstrate that it meets these thresholds, the program must document 1) that its rates are comparable to similar baccalaureate programs in the home unit (typically a school or college) and 2) a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis.

5.6 Programmatic Review and Improvement

The program establishes a schedule for reviewing data on student outcomes and program effectiveness. The program uses data on student outcomes and program effectiveness to improve student learning and the program.

5.7 Student Complaint Processes

The program maintains clear, publicly available policies on student grievances or complaints and maintains records on the aggregate number of complaints received for the last three years.

Required Documentation:

1) The program's mission statement; the mission statements for the department, college, school or other organizational unit(s) that house the program; the mission statement for the institution.

(Criterion 5.1)

2) A list of expected student learning outcomes in the format of Template P.

(Criterion 5.2)

3) A list of curricular assessment opportunities in the format of Template Q. Template Q requires the program to present the opportunities (eg, specific assignment in a required course, service learning, experiences, internship, etc.) through which the program assesses each of the outcomes defined in Template P.

(Criterion 5.4)

4) A description of the timeline and methods for revisiting the mission and outcome statements to ensure their continuing relevance.

(Criterion 5.3)

5) A list of other tools, including surveys of students, alumni and relevant community stakeholders. For each tool, include a copy of the instrument and the most recent year of data in the electronic resource file.

(Criterion 5.4, 5.5)

6) Evidence, in the format of Template R, that the program has implemented the assessment plan identified in Template Q.

(Criterion 5.4)

7) Quantitative and/or qualitative data on student satisfaction with academic & career advising and results from the most recent year.

(Criterion 5.4)

8) Graduation rates for the last three classes of students who would have been expected to graduate. "Expected to graduate" means that the students have reached the maximum time allowable within the institution's policies, and the program must define the parameters of this expectation (eg, within five years of reaching senior status). For the purpose of defining the years of required reporting, the program should use the most recently completed academic or calendar year prior to the self-study due date to be year three and should include information on the two preceding years.

(Criterion 5.5)

9) Job placement and further education rates for the last three classes of students who would have been expected to report destinations at one year post-graduation. Present information in the format of Template S.

(Criterion 5.5)

10) Information on the types of employment and further education graduates pursue. Present information in the format of Template T.

(Criterion 5.5)

11) A description of the methods used to collect graduation rates and job placement data.

(Criterion 5.5)

12) If applicable, a discussion of limitations of the current graduation rate and job placement data that are based on data collection methodology.

(Criterion 5.5)

13) If applicable, a description of plans to improve the accuracy of graduation rate and job placement data.

(Criterion 5.5)

14) If data do not meet the minimum thresholds defined in Criterion 5.5, evidence 1) that the program's rates are comparable to similar baccalaureate programs in the same institution and 2) including a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis.

(Criterion 5.7)

15) Evidence of the program's regular review of actual performance data for the student and outcomes defined in Criteria 5.2 and 5.5. Evidence may include reports, committee meeting minutes or other sources. For each piece of evidence provided, list the relevant document(s) and page(s) (eg, Faculty meeting minutes, May 12, 2012, pp. 3-4). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

(Criterion 5.6)

16) A description of the ways in which the program uses assessment data to make improvements and at least three examples of recent changes based on assessment data.

(Criterion 5.6)

17) A description of the manner in which student grievances and complaints are addressed, including the number of grievances and complaints filed for each of the last three years.

(Criteria 5.7)

18) Supporting documents relating to grievance and complaint procedures and recordkeeping. For each piece of evidence provided, list the relevant document(s) and page(s) (eg, Faculty meeting minutes, May 12, 2012, pp. 3-4). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

(Criteria 5.7)

6.0 Advising

6.1 Student Advising

Students are advised by program faculty (as defined in Criterion 2.1) or qualified program staff beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion. Advising includes academic planning and selection of courses as well as public health-related career counseling.

Required Documentation:

1) A general description of the institution's system for undergraduate academic and career advising.
(Criterion 6.1)

2) A description of academic and career advising within the program, including the following:
    a. Assignment of advisors
    b. Training and responsibilities of advisors
    c. Policies and procedures related to advising
        i. Process for changing advisors
        ii. Rules for frequency of contact with advisors

(Criterion 6.1)

7.0 <u>Diversity</u>

7.1 Diversity and Cultural Competence

The program demonstrates a commitment to diversity and provides evidence of an ongoing practice of cultural competence in student learning.

Aspects of diversity may include, but are not limited to, age, country of birth, disability, ethnicity, gender, gender identity and expression, language, national origin, race, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status. This list is not intended to be exhaustive.

Cultural competence, in this context, refers to skills for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite skills include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural competence refers to the skills for recognizing and adapting to cultural differences. Each program defines these terms in its own context.

Programs can accomplish these aims through a variety of practices including the following: incorporation of diversity and cultural competency considerations in the curriculum; recruitment/retention of faculty, staff and students; and reflection in the types of research and/or community engagement conducted.

Required Documentation:

1) A narrative description of the ways in which the program ensures that students have skills for recognizing and adapting to cultural differences in the public health context. The description must address the following:

    a. curriculum
    b. assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities
    c. research and/or community engagement
    d. any other relevant elements of the program

(Criterion 7.1)

2) Supporting documents for each listed item and/or component of the description above. For each item, list the supporting document(s) and page(s), if applicable. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

(Criterion 7.1)

8.0 Distance Education Programs

8.1 Defined Program

A degree program offered via distance education is a curriculum or course of study designated to be primarily accessed remotely via various technologies, including internet-based course management systems, audio or web-based conferencing, video, chat, or other modes of delivery. All methods used by the SBP support regular and substantive interaction between and among students and the instructor either synchronously and/or asynchronously and are a) consistent with the mission of the program and within the program's established areas of expertise; b) guided by clearly articulated student learning outcomes that are rigorously evaluated; c) subject to the same quality control processes that other degree programs in the university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of online learners.

8.2 Program Support

The university provides needed support for the program, including administrative, communication, IT and student services.

8.3 Program Effectiveness

There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. Evaluation of student outcomes and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence program.

8.4 Student Identity

The program has processes in place through which it establishes that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit. Student identity may be verified by using, at the option of the institution, methods such as a secure login and pass code; proctored examinations; and new or other technologies and practices that are effective in verifying student identity. The university notifies students in writing that it uses processes that protect student privacy and alerts students to any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

Required Documentation:

1) Identification of all degree programs and/or majors that offer a curriculum or course of study that uses an internet-based course management system and may be combined with other modes of distance delivery including audio or web-based conferencing, video, chat, etc., whether synchronous and/or asynchronous in nature.

(Criterion 8.1)

2) Description of the distance education programs, including: a) an explanation of the model or methods used, b) the program's rationale for offering these programs, c) the manner in which it provides

necessary administrative, IT, and student support services, d) the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the university, and e) the manner in which it evaluates the educational outcomes, as well as the format and methods.

(Criteria 8.1, 8.2, 8.3)

3) Description of the processes that the university uses to verify that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

(Criterion 8.4)

Glossary

1. **Sufficient faculty resources** are determined with institutional context; considerations include the following:
    a. type of instruction (eg, Classes with heavy writing and classes with a practice component require more resources.)
    b. number of concentrations
    c. overall responsibilities for students (eg, advising, career counseling)
    d. level of courses (introductory/survey courses versus advanced courses)

2. **Full-time and part-time faculty** designations are not related to type of program courses taught (eg, core or concentration) or level of responsibilities to the program. **Full-time faculty** are those defined as holding full-time employment with the institution, using the institution's definition. **Part-time faculty** are those who do not meet the institution's definition of full-time. **Full-time and part-time** designations are independent of factors such as rank and tenure status.

3. **Sufficient student-faculty ratios (SFR)** are defined in each program's context and depend on a number of factors, including the institutional environment and typical ratios for comparable baccalaureate degree programs. One important consideration in determining adequacy is determining whether instruction is theory-based or practice-based. Practice-based instruction (sometimes referred to as "methods" courses) typically requires lower SFR than theory-based instruction (sometimes referred to as "content" courses).

4. The **FTE** calculation follows all individuals providing instruction in a given semester, trimester, quarter, etc. and may include the following:
    a. full-time faculty members
    b. part-time faculty members
    c. adjunct faculty
    d. faculty appointed from other departments
    e. instructors

5. A degree in a **public health discipline** is a degree titled "public health" or a degree in a public health concentration or specialty area. These areas may include, but are not limited to, fields of study such as health education/promotion, global health, health services research, maternal and child health, health economics, epidemiology or public health nutrition. This set of examples is not intended to be exhaustive.

6. Faculty members demonstrate that they are **informed and current** in their disciplines through a variety of methods, including the following: publishing peer-reviewed scholarship, presenting at peer-reviewed conferences, attending relevant conferences and seminars, updating syllabi to reflect recent developments in a field, participating in peer review activities, etc.

7. **Program effectiveness** refers to measures of the program's success in meeting its intended outcomes and is distinct from measurements of student learning. One measure of program effectiveness might be the percentage of learners who successfully complete an activity, but the unit of analysis in program effectiveness is the program, rather than the student. Student learning outcomes are addressed separately in these criteria.

8. **Surveys or other data collection** are any combination of data collection methods that may include the following:
    a. focus groups
    b. questionnaires
    c. key informant interviews
    d. responses to open-ended questions or Likert scale questions

9. **Two years** is equal to two academic years or two calendar years, whichever is appropriate depending on the institutional setting. This time period may include semesters, quarters, trimesters, terms, etc. The program should use consistent reporting periods across all data provided unless otherwise noted. For purposes of determining the last two years, begin with the term (semester, quarter, etc) in which the site visit will be held. Because the preliminary self-study is due five months before the site visit, it is understood that final data may not be available in the preliminary self-study. The preliminary self-study should indicate these instances with a simple footnote.