

ACCREDITATION

CRITERIA

STANDALONE BACCALAUREATE PROGRAMS

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CEPH

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for Public Health*

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Criteria

Note: terms found in bold italics are expanded upon in the glossary at the end of this document

Introduction*

1) A description of the institutional environment, which includes the following:

- a. year institution was established and its type (eg, private, public, land-grant, etc.)
- b. number of schools and colleges at the institution and the number of degrees offered by the institution at each level (bachelor's, master's, doctoral and professional preparation degrees)
- c. number of university faculty, staff and students
- d. brief statement of distinguishing university facts and characteristics
- e. names of all accrediting bodies (other than CEPH) to which the institution responds. The list must include the regional accreditor for the university as well as all specialized accreditors to which any school, college or other organizational unit at the university responds (list may be placed in the electronic resource file)
- f. brief history and evolution of the public health program (eg, date founded, educational focus, rationale for offering public health education in unit, etc.)

2) Organizational charts that clearly depict the following related to the school or program:

- a. the program's internal organization, including the reporting lines to the designated leader
- b. the relationship between the program and other institutional components, including departments, schools, colleges and other relevant units. Ensure that the chart depicts all other academic offerings housed in the same organizational unit as the program.
- 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

3) 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. The program's (major's) mission statement must be specific to the program (major) and be used to guide its activities. This programmatic (major) mission statement will also be used to guide the accreditation review.

4) An instructional matrix presenting the program's degree offerings. The matrix should include degree, major and any sub-specialties within the major. Present data in the format of Template Intro-1. Non-degree programs, such as certificates or continuing education, should not be included in the matrix.

A. Leadership, Management and Governance

A1. Administration and Governance

The program, *through its leaders and/or faculty*, demonstrates 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

* Required, but no compliance findings will be returned. This information serves as a summary to orient readers to the university and the program.

- 49 • development and implementation of academic policies and procedures
- 50 • development and implementation of curricula
- 51 • admission to the major

52
53 **In addition to program-level autonomy, the program's** faculty have clearly defined rights and
54 responsibilities, including formal opportunities for input in decisions affecting the following:

- 55
- 56 • curriculum design, including program-specific degree requirements
- 57 • **student assessment**
- 58 • program evaluation

59
60 Faculty have input in resource allocation to the extent possible, within the context of the institution
61 and existing program administration.

62
63 **Required documentation:**

- 64
- 65 1) A description of how each of the following functions (items a-n) is accomplished for the program in the
66 format of Template A1-1. Template A1-1 requires the program to indicate who has responsibility for
67 each process and where program faculty have roles in the process. The template also requires the
68 program to cite the relevant supporting document(s) and page(s) (eg, Faculty Handbook, pp. 12-25;
69 College Bylaws, p. 5). (self-study)

70
71 Provide hyperlinks to documents if they are available online, or include in the resource file electronic
72 copies of any documents that are not available online.

- 73
- 74 a. determining the amount of resources (financial, personnel and other) that will be allocated to
- 75 the program
- 76 b. distributing resources (financial, personnel and other)
- 77 c. hiring faculty who teach program courses
- 78 d. determining teaching assignments for program courses
- 79 e. evaluating the performance of individuals teaching program courses
- 80 f. promoting and/or granting tenure, if applicable, to faculty teaching program courses
- 81 g. re-appointing or terminating program faculty hired by contract, if applicable
- 82 h. hiring personnel to advise program students
- 83 i. evaluating the performance of individuals advising program students
- 84 j. developing the program's academic policies governing matters such as academic standing and
- 85 award of degree
- 86 k. designing the curriculum, including defining the requirements for the major
- 87 l. developing and reviewing plans for assessing student learning
- 88 m. developing and implementing plans for measuring the program's effectiveness
- 89 n. developing and implementing program-specific recruitment, advertising and admissions
- 90 practices and strategies
- 91 (self-study)

92 **A2. Faculty Engagement**

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

95
96 **Required documentation:**

- 97
- 98 1) A description detailing the interactions and engagement among faculty (**full-time and part-time**
99 **faculty**) that benefit the instructional program (eg, instructional workshops, curriculum
100 committee). (self-study)

101

- 102 2) Supporting documentation (eg, minutes, attendee lists) that demonstrates regular engagement
103 and interactions among faculty. (electronic resource file)
104

105 **B. Curriculum**

106 **B1. Public Health Curriculum**

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

- 112
- 113 • **basic statistics**
- 114 • **biological and life sciences and the concepts of health and disease**
- 115 • the history and philosophy of public health as well as its core values, concepts and functions
116 across the globe and in society
- 117 • the basic concepts, methods and tools of public health data collection, use and analysis and
118 why evidence-based approaches are an essential part of public health practice
- 119 • the concepts of population health, and the basic processes, approaches and interventions that
120 identify and address the major health-related needs and concerns of populations
- 121 • the underlying science of human health and disease including opportunities for promoting and
122 protecting health across the life course
- 123 • the socioeconomic, behavioral, biological, environmental and other factors that impact human
124 health and contribute to health disparities
- 125 • the fundamental concepts and features of project implementation, including planning,
126 assessment and evaluation
- 127 • the fundamental characteristics and organizational structures of the US health system as well
128 as the differences in systems in other countries
- 129 • basic concepts of legal, ethical, economic and regulatory dimensions of health care and public
130 health policy and the roles, influences and responsibilities of the different agencies and
131 branches of government
- 132 • basic concepts of public health-specific communication, including technical and professional
133 writing and the use of mass media and electronic technology

134

135 **Required documentation:**

- 136 1) A matrix, in the format of Template B1-1, that indicates the experience(s) that ensure that
137 students are exposed to each of the domains indicated in this criterion. (self-study)
138
- 139 2) A list of the coursework and other required components for the program's degree(s),
140 including the total number of credits required for degree completion. Provide hyperlinks to
141 documents if they are available online, or include in the resource file electronic copies of any
142 documents that are not available online.
143
- 144 3) Syllabi for all classes required for the major. Syllabi must contain sufficient detail to allow
145 reviewers to understand the content of each course and any assessment activities. Syllabi
146 must contain sufficient detail to allow reviewers to verify the courses' alignment with the

147 elements presented in Criterion B, including assessment of student learning outcomes, public
148 health domains, public health skills, etc. If the syllabus does not contain sufficient information
149 to support Criterion B, the program should append supplemental information to the syllabus,
150 such as handouts with detailed instructions for required papers, assignments, etc.
151 (electronic resource file).

152
153 4) Include examples of student work that relate to assessment of the public health domains.
154 (electronic resource file)

155
156 **B2. Competencies**

157 Students must demonstrate the following **competencies**:

- 158
159 • Communicate public health information, in both oral and written forms and through a variety of
160 media, to diverse audiences
161 • Locate, use, evaluate and synthesize public health information

162 **In addition, the program defines at least three but no more than seven additional competencies**
163 **for each concentration area identified in the instructional matrix that define the skills a student will**
164 **attain in the public health major. The competencies align with the program's defined mission and**
165 **the institution's regional accreditation standards and guide 1) the design and implementation of the**
166 **curriculum and 2) student assessment.** These are not re-statements of the public health domains,
167 but define skills that the student will be able to demonstrate at the conclusion of the program.

168 A general public health curriculum (eg, BA, BS, BSPH in general public health) is also considered
169 a **concentration**.

170 These competencies may be established by other bodies, if applicable and relevant to the
171 program's intended outcomes. Specifically, if the program intends to prepare students for a
172 specific credential, then the competencies must address the areas of responsibility required for
173 credential eligibility (eg, CHES).

174 **Required documentation:**

- 175 1) A list of the program's competencies. (self-study)
- 176 2) A list of the program's additional competencies for each concentration, including the relevant
177 competencies addressing the areas of responsibility for credential eligibility, if applicable.
178 (self-study)
- 179 3) A list of curricular assessment opportunities in the format of Template B2-1. Template B2-1
180 requires the program to present the opportunities through which the program assesses each
181 of the competencies defined in documentation requests 1 and 2, above. The template requires
182 the program to identify the required class and the specific assessment and/or evidence within
183 the class for each competency. (self-study)
- 184 4) Samples of student work on assessment activities defined in Template B-2. **The program must**
185 **provide at least three samples for each of the five to 10 defined competencies.**
186 (electronic resource file)

187 **B3. Cross-cutting Concepts**

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

- 192
- 193 • advocacy for protection and promotion of the public's health at all levels of society
 - 194 • community dynamics
 - 195 • critical thinking and creativity
 - 196 • cultural contexts in which public health professionals work
 - 197 • ethical decision making as related to self and society
 - 198 • independent work and a personal work ethic
 - 199 • networking
 - 200 • organizational dynamics
 - 201 • professionalism
 - 202 • research methods
 - 203 • systems thinking
 - 204 • teamwork and leadership

205 **Required documentation:**

206
207 A brief narrative description, in the format of Template B3-1, of the manner in which the curriculum
208 and co-curricular experiences expose students to the concepts in Criterion B3. (self-study)

209 **B4. Cumulative and Experiential Activities**

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

216 **Required documentation:**

- 217
- 218 1) A matrix, in the format of Template B4-1, that identifies the cumulative and experiential activities
219 through which students have the opportunity to integrate, synthesize and apply knowledge as
220 indicated in this criterion. (self-study)
 - 221
 - 222 2) A brief description of the means through which the program implements the cumulative
223 experience and field exposure requirements. (self-study)
 - 224
 - 225 3) Handbooks, websites, forms and other documentation relating to the cumulative experience and
226 field exposure. Provide hyperlinks to documents if they are available online, or include in the
227 resource file electronic copies of any documents that are not available online.
228 (electronic resource file)
 - 229
 - 230

- 231 4) Samples of student work that relate to the cumulative and experiential activities. **The program**
232 **must include samples from at least 10% of the number of degrees granted in the most recent**
233 **year OR five samples, whichever is greater.** (electronic resource file)
234

235 **C. Evaluation of Program Effectiveness**

236 **C1. Summary Data on Student Competency Attainment**

237 The program collects and analyzes aggregate data on student competency attainment, using the
238 competencies defined in Criterion B2 as a framework. Data collection allows the program to track
239 trends in student learning and adjust curricula and assessment activities as needed.
240

241 **Required documentation:**

- 242 1) A brief summary of the results of data collected on student competency attainment listed in
243 Criterion B2 for the last three years. (self-study)
244
245 2) Evidence and documentation of the program's regular review of data related to student
246 attainment of the competencies defined in Criterion B2. Evidence may include reports, committee
247 meeting minutes or other sources. For each piece of evidence provided, list the relevant
248 document(s) and page(s) (eg, Faculty meeting minutes, May 12, 2012, pp. 3-4).
249 (electronic resource file)
250
251 3) **A description of the ways in which the program uses data to make improvements and at least**
252 **three examples of recent changes based on data. (self-study)**

253 **C2. Graduation Rates**

254 The program demonstrates that at least 70% of students for whom data are available graduate within
255 six years or the maximum time to graduation as defined by the institution, whichever is longer.
256

257 **For the purpose of calculating graduation rates the program should only include students who have**
258 **declared the major and have at least 75 credit hours.**
259

260 If the program cannot demonstrate that it meets this threshold, the program must 1) document that its
261 rates are comparable to similar baccalaureate programs in the home unit (typically a school or
262 college) and 2) provide a detailed analysis of factors contributing to the reduced rate and a specific
263 plan for future improvement that is based on this analysis.
264

265 The program defines a plan, including data sources and methodologies, for collecting this information.
266 The program identifies limitations and continually works to address data limitations and improve data
267 accuracy. The program does not rely exclusively on institution- or unit-collected data, unless those
268 data are sufficiently detailed and descriptive.
269

270 **Required documentation:**

- 271
272 1) Graduation rates **in the form of Template C2-1.** (self-study)
273

- 274 2) A brief narrative description of how the program collects and analyzes data to calculate its
275 graduation rates. (self-study)
- 276 3) If applicable, a discussion of limitations of the current data on graduation rates that are based
277 on data collection or data analysis methods. (self-study)
278
- 279 4) If applicable, a description of plans to improve the accuracy of graduation rate data.
280 (self-study)
281
- 282 5) If data do not indicate that 70% or more of students graduate within the maximum allowable
283 time AND this shortfall is not solely attributable to concerns with data collection methods,
284 evidence that the program's rates are comparable to similar baccalaureate programs in the
285 same institution. (self-study)
286
- 287 6) If data do not indicate that 70% or more of students graduate within the maximum allowable
288 time AND this shortfall is not solely attributable to concerns with data collection methods, a
289 detailed analysis of factors contributing to the reduced rate and a specific plan for future
290 improvement that is based on this analysis. (self-study)

291 **C3. Post-graduation Outcomes**

292 The program demonstrates that at least 80% of graduates from the major have secured
293 employment or enrolled in further education within one year of graduation. This rate is calculated
294 based on the number of students for whom outcomes are known.
295

296 If the program cannot demonstrate that it meets this threshold, the program must 1) document
297 that its rates are comparable to similar baccalaureate programs in the home unit (typically a
298 school or college) and 2) provide a detailed analysis of factors contributing to the reduced rate
299 and a specific plan for future improvement that is based on this analysis.
300

301 The program collects and analyzes data on the types of employment and further education
302 graduates pursue.
303

304 The program defines a plan, including data sources and methodologies, for collecting information
305 on post-graduation outcomes. Data collection methods for graduates' destinations are sufficient
306 to ensure that data are available for at least 30% of graduates each year.
307

308 The program identifies limitations and continually works to improve data accuracy. Multiple
309 methods, both quantitative and qualitative, may be required, and multiple data collection points
310 may be required. The program does not rely exclusively on institution- or unit-collected data,
311 unless those data are sufficiently detailed and descriptive.

312 **Required documentation:**

- 313 1) Job placement and further education rates for the last three classes of students who would
314 have been expected to report destinations at one year post-graduation. Present information
315 in the format of Template C3-1. (self-study)
316

- 317 2) Qualitative and/or quantitative information on the types of employment and further education
318 graduates pursue. (self-study)
319
- 320 3) A brief narrative description of how the program collects data on post-graduation outcomes.
321 (self-study)
322
- 323 4) If applicable, a discussion of limitations of the current data that are based on data collection
324 methodology. (self-study)
325
- 326 5) If applicable, a description of specific plans (with timelines) to improve the accuracy of data.
327 (self-study)
328
- 329 6) If data do not indicate that 80% or more of graduates from the public health major secure
330 employment or enroll in additional education within one year of graduation AND this shortfall
331 is not solely attributable to concerns with data collection methods, evidence that the
332 program's rates are comparable to similar baccalaureate programs in the same institution.
333 (self-study)
334
- 335 7) If data do not indicate that 80% or more of graduates from the public health major secure
336 employment or enroll in additional education within one year of graduation AND this shortfall
337 is not solely attributable to concerns with data collection methods, a detailed analysis of
338 factors contributing to the reduced rate and a specific plan for future improvement that is
339 based on this analysis. (self-study)

340 C4. Stakeholder Feedback

341 The program **collects information about the following through surveys or other data collection (eg,**
342 **focus groups, documented key informant interviews):**

- 343
- 344 • alignment of the curriculum with workforce needs
 - 345 • preparation of graduates for the workforce
 - 346 • alumni perceptions of readiness and preparation for the workforce and/or further education

347 The program must collect this information from BOTH of the following stakeholder groups:

- 348
- 349 • alumni
 - 350 • **relevant community stakeholders** (eg, practitioners who teach in the program, service
351 learning community partners, internship preceptors, employers of graduates, etc.)
352

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

355 Required documentation:

- 356 1) A list of tools used to collect data from each of the following groups:
357 • alumni
358 • relevant community stakeholders
359 (self-study)
360

- 361 2) For each tool identified in documentation request 1, include a copy of the instrument and the
362 most recent year of data. (electronic resource file)
363
364 3) A description of the ways in which the program uses data to make improvements and at least
365 three examples of recent changes based on data. (self-study)
366

367 **D. Faculty Resources**

368 **D1. Designated Leader**

369 The program has a qualified designated leader with ALL of the following characteristics:

- 370 • is a **full-time faculty member** at the home institution
- 371 • **dedicates at least 0.5 FTE effort[†] to the program, including instruction, advising,**
372 **administrative responsibilities, etc.**
- 373 • has educational qualifications and professional experience in a **public health discipline.**
374 Preference is for the designated program leader to have formal doctoral-level training (eg,
375 PhD, DrPH) in a public health discipline or a terminal **academic or** professional degree (eg,
376 MD, JD) **in another discipline or profession** and an MPH.
 - 377 ○ if the designated program leader does not have educational qualifications and
378 professional experience in a public health discipline, the program documents that it
379 has sufficient public health educational qualifications, national professional
380 certifications and professional experience in its primary faculty members.
- 381 • is fully engaged with decision-making about:
 - 382 ○ Curricular requirements
 - 383 ○ Competency development
 - 384 ○ Teaching assignments
 - 385 ○ Resource needs
 - 386 ○ Program evaluation
 - 387 ○ Student assessment

388 **Required documentation:**

- 389 1) The name and relevant information on the designated leader, in the format of Template D1-1.
390 (self-study)
391
- 392 2) A concise statement of the designated leader's public health qualifications. If the designated
393 leader does not have public health training and experience, a narrative statement, with
394 names identified, of how the faculty complement, as a whole, demonstrates relevant public
395 health qualifications. (self-study)
396
- 397 3) A concise statement of the institution or unit's formula for calculating the FTE presented in
398 Template D1-1. (self-study)
399
- 400 4) A list of the designated leader's duties associated with the program, including teaching,
401 supervision of faculty and/or staff, advising, coordination of evaluation/assessment,
402 administrative duties, etc. Include a job description, if available. (self-study)
403
404
405

[†] The FTE calculation follows the institution or unit's formula and includes all individuals providing instruction in a given semester, trimester, quarter, etc.

406 **D2. Faculty Resources**

407
408 The program has **sufficient faculty resources** to accomplish its mission, to teach the required
409 curriculum, to provide student advising and to achieve expected student outcomes. The following
410 elements, taken together, relate to determining whether the program has sufficient faculty resources.

411
412 In addition to the designated leader, the program is supported by AT LEAST an additional 2.0
413 FTE of qualified faculty effort each semester, trimester, quarter, etc.

414
415 The program's **student-faculty ratios (SFR) are sufficient** to ensure appropriate instruction,
416 assessment and advising. The program's SFR are comparable to the SFR of other baccalaureate
417 degree programs in the institution with similar degree objectives and methods of instruction.

418
419 The mix of **full-time and part-time faculty** is sufficient to accomplish the mission and to achieve
420 expected student outcomes. The program relies primarily on faculty who are full-time institution
421 employees.

422
423 **Required documentation:**

424
425 1) A list of all faculty providing program instruction or educational supervision for the *last two*
426 *years* in the format of Template D2-1. Template D2-1 requires each faculty member's
427 name; status (*full-time* or *part-time*); FTE allocation to the program; graduate degrees
428 earned; institution where degrees were earned; disciplines in which degrees were
429 earned; relevant professional experience outside of academia; credentials from
430 certification, registration, and/or licensure, if applicable; and course(s) taught. For the
431 purpose of defining the semesters of required reporting, the program should consider the
432 semester during which the final self-study is due, or the most recent semester for which
433 full information is available, to be semester four and should include information on the
434 three preceding semesters. (self-study)

435 2) CVs for all individuals listed in Template D2-1. (electronic resource file)

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

442 4) A table showing the SFR and average class size for program-specific classes for the last
443 two years in the format of Template D2-2. For the purpose of defining the semesters of
444 required reporting, the program should consider the semester during which the final self-
445 study is due, or the most recent semester for which full information is available, to be
446 semester four and should include information on the three preceding semesters. Note
447 that Template D2-2 requires a narrative explanation of the data and method used for
448 calculating SFR and average class size. Template D2-2 also requires information on the
449 SFR and average class size of a comparable baccalaureate program in the institution,
450 along with a narrative explanation of the choice of the comparable program. Identification
451 of at least one other degree program within the institution with similar degree objectives
452 and methods of instruction is required as well as a rationale for the choice. (self-study)

453 5) A table showing the average advising load for the last two years in the format of
454 Template D2-3. For the purpose of defining the semesters of required reporting, the
455 program should consider the semester during which the final self-study is due, or the
456 most recent semester for which full information is available, to be semester four and
457 should include information on the three preceding semesters. Note that Template E
458 requires a narrative explanation of the data and method used for calculating the average
459 advising load. Template D2-3 also requires information on the average advising load in a
460 comparable baccalaureate program in the institution, along with a narrative explanation of
461 the choice of the comparable program. (self-study)

462 6) Three examples of how the program has used enrollment data to gauge resource
463 adequacy (eg, course sequencing, teaching assistants, advising loads, etc.).
464 (self-study)

465 **D3. Student Enrollment**

466 To adequately gauge resource needs, the program defines accurate and useful means to track
467 student enrollment, including tracking the number of majors in the program. Given the complexity of
468 defining “enrollment” in an undergraduate major or baccalaureate degree program, the program
469 uses consistent, appropriate quantitative measures to track student enrollment at specific, regular
470 intervals.
471

472 **Required documentation:**

473 1) A table showing student headcount and student FTE for the **last two years** in the format of
474 Template D3-1. For the purpose of defining the semesters of required reporting, the program
475 should consider the semester during which the final self-study is due, or the most recent
476 semester for which full information is available, to be semester four and should include
477 information on the three preceding semesters. Note that Template D3-1 requires a narrative
478 explanation of the specific method and source of student enrollment data. (self-study)
479
480
481

482 **E. Faculty Qualifications**

483 **E1. Doctoral Training**

484 Faculty are trained at the doctoral-level in most cases. A faculty member trained at the master's level
485 may be appropriate in certain circumstances, but the program must document exceptional
486 professional experience and teaching ability.
487

488 **Required documentation:**

490 1) If applicable, a brief description of the professional experience and teaching ability of any faculty
491 member listed in Template D2-1 who is trained at the master's level without a doctoral or other
492 terminal degree (eg, JD, MD). The description should be provided in the format of
493 Template E1-1. (self-study)

494 **E2. Faculty Experience in Areas of Teaching**

495 Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar
496 and qualified by the totality of their **education** and **experience**.
497
498

499 **Required documentation:**

500

- 501 1) If applicable, a brief description of the education and experience of any faculty member listed in
502 Template D2-1 who teaches a course in an area outside of 1) the graduate field of study, as
503 listed in Template D2-1 or 2) the relevant professional experience, as listed in Template D2-1.
504 The description should be provided in the format of Template E2-1. (self-study)

505 **E3. Informed and Current Faculty**

506

507 All faculty members are ***informed and current*** in their discipline or area of public health teaching.
508 Activities that may demonstrate that faculty members are informed and current may include
509 publishing peer-reviewed scholarship, presenting at peer-reviewed conferences, attending relevant
510 conferences and seminars, etc. This list is not intended to be exhaustive.

511

512 **Required documentation:**

513

- 514 1) A description of the activities and methods through which all faculty members remain
515 informed and current in their discipline (eg, completed professional development
516 opportunities) in the form of Template E3-1. The description must address both full-time and
517 part-time faculty. (self-study)

518 **E4. Practitioner Involvement**

519

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

523

524 **Required documentation:**

525

- 526 1) A list of the activities and methods through which practitioners are involved in instruction in
527 the format of Template E5-1. Template E5-1 requires each practitioner's name, credentials,
528 title and place of employment, course(s) in which he or she is involved and instructional
529 activities provided. (self-study)

530 **E5. Graduate Students**

531

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

535

536 **Required documentation:**

537

- 538 1) A list of graduate teaching assistants, if applicable, in the format of Template E6-1. Template
539 E6-1 requires each graduate teaching assistant's name, course(s) taught, master's degree
540 earned and discipline in which master's was earned. If applicable, also include in-progress
541 doctoral degree and number of credits of doctoral coursework in the teaching area
542 completed. (self-study)

543 **F. Fiscal and Other Resources**

544 **F1. Financial Resources**

545
546 The program has access to financial resources that are adequate to fulfill its stated mission. Financial
547 support is adequate to sustain all core functions, including offering the required curriculum and other
548 elements necessary to support the program's ongoing operations.

549 **Required documentation:**

- 550
551 1) A letter, signed by the administrator(s) responsible for the program at the dean's level or
552 above, indicating the institutional commitment to the program and to providing the resources
553 required to accomplish the mission, to teach the required curriculum and to achieve expected
554 student outcomes. (electronic resource file)
- 555 2) A budget table delineating fiscal resources for the program indicating all funding sources to
556 the extent possible in the format of Template F1-1. Note that Template F1-1 requires the
557 program to define the categories of funding. (self-study)
- 558
559 3) A narrative explanation of the data in Template F1-2 and a discussion of any recent or
560 planned future changes in fiscal resources. (self-study)
- 561

562 **F2. Physical Resources**

563
564 The program has access to physical resources that are adequate to fulfill its stated mission. Physical
565 resources are adequate to sustain all core functions, including offering the required curriculum and
566 other elements necessary to support the program's ongoing operations.

567
568 **Required documentation:**

- 569
570 1) A description of the physical space available for faculty offices, program classrooms and
571 student meetings or study groups. (self-study)

572 **F3: Academic and Career Support Resources**

573
574 The academic support services available to the program are sufficient to accomplish the mission and
575 to achieve expected student outcomes. Academic support services include, at a minimum, the
576 following:

- 577
578 • computing and technology services
579 • library services
580 • distance education support, if applicable
581 • **career services**
582 • other student support services (eg, writing center, disability support services), if they are
583 particularly relevant to the public health program

584
585 **Required documentation:**

- 586
587 1) A description of the program's academic support resources, including each of the following
588 areas. Focus the discussion on the resources that are intended for and/or supportive of the
589 program and its students in particular, and indicate who is responsible for each service (eg,

590 the institution, the college, the program, etc.). Present the response in the format of
591 Template F3-1.
592
593 a) computing and technology services
594 b) library services
595 c) distance education support, if applicable
596 d) **career services**
597 e) other student support services (eg, writing center, disability support services), if they are
598 particularly relevant to the public health program
599 (self-study)

600 **G. Advising**

601 **G1. Academic Advising**

602

604 Students are advised by program faculty (as defined in Criterion D) or qualified program staff
605 beginning no later than the semester (quarter, trimester, term, etc.) during which students begin
606 coursework in the major and continuing through program completion.

607 **Required documentation:**

608 1) A narrative description of the institution's system for undergraduate academic advising.
609 (self-study)

610

611 2) A description of the program's provision of academic advising, including the following:

- 612 a) Assignment of advisors
- 613 b) Training and responsibilities of advisors
- 614 c) Policies and procedures related to advising
- 615 d) Process for changing advisors
- 616 e) Rules for frequency of contact with advisors

617 (self-study)

618 **G2. Faculty Involvement in Public Health Career **Advising****

~~619~~

621 Students are advised by program faculty (as defined in Criterion D) about public health-specific
622 career options beginning no later than the semester (quarter, trimester, term, etc.) during which
623 students begin coursework in the major and continuing through program completion.

624

625 **Required documentation:**

626

627 1) A description of the program's provision of career advising, including the following:

- 628 a) Assignment of advisors
- 629 b) Training and responsibilities of advisors
- 630 c) Policies and procedures related to advising
- 631 d) Process for changing advisors
- 632 e) Rules for frequency of contact with advisors

633 (self-study)

634 **G3. Student Satisfaction with Advising**

635 The program regularly tracks and regularly reviews quantitative and qualitative data on student
636 satisfaction with advising.

637 The program uses methods that produce specific, actionable data; for example, data must sufficiently
638 differentiate between faculty and staff advising roles, if applicable. The program does not rely
639 exclusively on institution- or unit-collected data, unless those data are sufficiently detailed and
640 descriptive.

641 **Required documentation:**

642 1) A brief narrative summary and presentation of summary statistics on student satisfaction with
643 advising for the last three years. (self-study)

644 2) A description of the methods used for collecting and analyzing data on student satisfaction
645 with advising. The description must identify the parties responsible for collecting and
646 analyzing data. (self-study)

647 3) If applicable, a discussion of limitations of the current data that are based on data collection
648 methodology. (self-study)

649 4) If applicable, a description of specific plans (with timelines) to improve the accuracy of data.
650 (self-study)

651 5) If applicable, specific plans for improvement in provision of advising, based on the data
652 collected. (self-study)

654 **H. Diversity, Inclusion and Cultural Competence**

655 **H1. Diversity and Inclusion**

656 The program demonstrates a commitment to diversity and ***inclusion***.
657

658 **Required documentation:**

659 1) A narrative description of the ways in which the program ensures that students have skills for
660 recognizing and adapting to cultural differences in the public health context. The description
661 must address the following:
662

663 a) assurance that students are exposed to faculty, staff, preceptors, guest lecturers and
664 community agencies reflective of the diversity in their communities

665 b) research and/or community engagement

666 c) any other relevant elements of the program

667 (self-study)

668 2) Supporting documents for each listed item and/or component of the description above. For
669 each item, list the supporting document(s) and page(s), if applicable. Provide hyperlinks to
670 documents if they are available online, or include in the resource file electronic copies of any
671 documents that are not available online. (electronic resource file)
672
673

674 **H2. Cultural Competence**

675 The program prepares students by developing, reviewing and maintaining curricula and other
676 opportunities (eg, service learning) that address and build competency in diversity and cultural
677 considerations

678
679 Programs can accomplish these aims through a variety of practices including the following:
680 incorporation of **cultural competency** considerations in the curriculum; recruitment/retention of
681 faculty, staff and students; and reflection in the types of research and/or community engagement
682 conducted.

683
684 **Required documentation:**

- 685
686 1) A narrative description of the ways in which the program ensures that students have skills for
687 recognizing and adapting to cultural differences in the public health context. The description must
688 address the program's **curriculum**. (self-study)
- 689
690 2) Supporting documents for each listed item and/or component of the description above. For each
691 item, list the supporting document(s) and page(s), if applicable. Provide hyperlinks to documents
692 if they are available online, or include in the resource file electronic copies of any documents that
693 are not available online. (electronic resource file)

694 **I. Distance Education**

695 **I1. Program Offering**

696
697 The distance-based program offering is a) consistent with the mission of the program and within the
698 program's established areas of expertise; b) guided by clearly articulated competencies that are
699 rigorously evaluated; c) subject to the same quality control processes as other degree programs in
700 the university; and d) provide planned and evaluated learning experiences that take into consideration
701 and are responsive to the characteristics and needs of online learners.

702 **Required documentation:**

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

707 **I2. Student Interaction**

708
709 The program assures regular and substantive interaction between and among students and the
710 instructor either synchronously and/or asynchronously.

711 **Required documentation:**

- 712 1) Description of how regular and substantive interaction between and among students and faculty
713 is achieved. (self-study)

714 **13. Program Support**

715
716 The university provides needed support for the program, including administrative, communication, IT
717 and student services.

718 **Required documentation:**

719 1) Description of support services specific to distance learning program including:

- 720 a. administration
721 b. communication
722 c. information technology
723 d. student services
724 (self-study)

725 **14. Program Effectiveness**

726
727 There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning
728 methods and to systematically use this information to stimulate program improvements. Evaluation of
729 competencies and of the learning model are especially important in institutions that offer distance
730 learning but do not offer a comparable in-residence program.

731 **Required documentation:**

732 1) Description of the distance education programs, including: a) an explanation of the model or
733 methods used, b) the program's rationale for offering these programs, c) the manner in which it
734 provides necessary administrative, IT, and student support services, d) the manner in which it
735 monitors the academic rigor of the programs and their equivalence (or comparability) to other
736 degree programs offered by the university, and e) the manner in which it evaluates the
737 educational outcomes, as well as the format and methods. (self-study)

738 **15. Student Identity**

739
740 The program has processes in place through which it establishes that the student who registers in a
741 distance-based program or a course within a distance-based program is the same student who
742 participates in and completes the course or degree and receives the academic credit. Student identity
743 may be verified by using, at the option of the institution, methods such as a secure login and pass
744 code; proctored examinations; and new or other technologies and practices that are effective in
745 verifying student identity. These processes may be administered through the university. The
746 university notifies students in writing that it uses processes that protect student privacy and alerts
747 students to any projected additional student charges associated with the verification of student
748 identity at the time of registration or enrollment.

749 **Required documentation:**

750 1) Description of the processes that the university uses to verify that the student who registers in
751 a distance education course or degree is the same student who participates in and completes
752 the course or degree and receives the academic credit. (self-study)

753 **J. Transparency and Accuracy**

754 **J1. Information Accuracy**

755
756 Catalogs and bulletins used by the program, whether produced by the program, **department,**
757 **college** or the institution, to describe its educational offerings accurately describe its academic
758 calendar, admission policies, grading policies, academic integrity standards and degree
759 completion requirements. Advertising, promotional materials, recruitment literature and other
760 supporting material, in whatever medium it is presented, contains accurate information.

761
762 **Required documentation:**

- 763
764 1) **A description of the manner in which catalogs and bulletins used by the program are updated**
765 **to accurately describe its educational offerings, academic calendar, admissions policies,**
766 **grading policies, academic integrity standards and degree completion requirements.**
767 **(self-study)**
768
769 2) Provide direct links to information and descriptions of all degree programs and concentrations
770 in the unit of accreditation. The information must describe all of the following: academic
771 calendar, admissions policies, grading policies, academic integrity standards and degree
772 completion requirements. (electronic self-study)

773 **J2. Student Complaint Processes**

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

776 **Required documentation:**

- 777
778 1) A description of the manner in which student grievances and complaints are addressed, including
779 the number of grievances and complaints filed for each of the last three years. (self-study)
780
781 2) Supporting documents relating to grievance and complaint procedures and recordkeeping. For
782 each piece of evidence provided, list the relevant document(s) and page(s) (eg, Faculty meeting
783 minutes, May 12, 2012, pp. 3-4). Provide hyperlinks to documents if they are available online, or
784 include in the resource file electronic copies of any documents that are not available online.
785 (electronic resource file)
786

787

788 **Glossary**

- 789 1. **Sufficient faculty resources** are determined with institutional context; considerations include the
790 following:
- 791 a. type of instruction (eg, Classes with heavy writing and classes with a practice component
792 require more resources.)
 - 793 b. number of concentrations
 - 794 c. overall responsibilities for students (eg, advising, career counseling)
 - 795 d. level of courses (introductory/survey courses versus advanced courses)
796
- 797 2. **Full-time and part-time faculty** designations are not related to type of program courses taught (eg,
798 core or concentration) or level of responsibilities to the program. **Full-time faculty** are those defined
799 as holding full-time employment with the institution, using the institution’s definition. **Part-time faculty**
800 are those who do not meet the institution’s definition of full-time. **Full-time and part-time**
801 designations are independent of factors such as rank and tenure status.
802
- 803 3. **Sufficient student-faculty ratios (SFR)** are defined in each program’s context and depend on a
804 number of factors, including the institutional environment and typical ratios for comparable
805 baccalaureate degree programs. One important consideration in determining adequacy is determining
806 whether instruction is theory-based or practice-based. Practice-based instruction (sometimes referred
807 to as “methods” courses) typically requires lower SFR than theory-based instruction (sometimes
808 referred to as “content” courses).
809
- 810 4. The **FTE** calculation follows all individuals providing instruction in a given semester, trimester,
811 quarter, etc. and may include the following:
- 812 a. full-time faculty members
 - 813 b. part-time faculty members
 - 814 c. adjunct faculty
 - 815 d. faculty appointed from other departments
 - 816 e. instructors
817
- 818 5. A degree in a **public health discipline** is a degree titled “public health” or a degree in a public health
819 concentration or specialty area. These areas may include, but are not limited to, fields of study such
820 as health education/promotion, global health, health services research, maternal and child health,
821 health economics, epidemiology or public health nutrition. This set of examples is not intended to be
822 exhaustive.
823
- 824 6. Faculty members demonstrate that they are **informed and current** in their disciplines through a
825 variety of methods, including the following: publishing peer-reviewed scholarship, presenting at peer-
826 reviewed conferences, attending relevant conferences and seminars, updating syllabi to reflect recent
827 developments in a field, participating in peer review activities, etc.
828
- 829 7. **Competencies** state what students are expected to be able to do upon completion of the program.
830 **Competencies should be clear and begin with an action verb that denotes the level of performance**
831 **expected.**
832
- 833 8. **Concentration** refers to any area of study that the program advertises as available to students via its
834 catalog and/or website. For example, a BSPH in health promotion is a concentration. A BSPH with
835 focus areas in community health, health policy and epidemiology would be three concentrations. **For**

836 **programs that do not define a specific concentration (eg, BSPH in public health, BS in health**
837 **sciences, public health concentration), “public health” is considered to be the concentration.**
838 Schools and programs are free to name all concentrations as they wish to provide clarity to students
839 and the public.

840
841 In these criteria, “concentration” is synonymous with terms such as “specialization,” “emphasis area,”
842 “track” and “focus area,” and, in some cases “certificate.” A certificate is equivalent to a concentration
843 only when completion of a certificate is universally required to fulfill degree requirements.
844

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

850
851 10. **Surveys or other data collection** are any combination of data collection methods that may include
852 the following:
853 a. focus groups
854 b. questionnaires
855 c. key informant interviews
856 d. responses to open-ended questions or Likert scale questions
857

858 11. **Relevant community stakeholders** are practitioners who teach in the program, service learning
859 community partners, internship preceptors, employers of graduates, etc. This list is not intended to be
860 exhaustive.
861

862 12. **Two years** is equal to two academic years or two calendar years, whichever is appropriate
863 depending on the institutional setting. This time period may include semesters, quarters, trimesters,
864 terms, etc. The program should use consistent reporting periods across all data provided unless
865 otherwise noted. For purposes of determining the last two years, begin with the term (semester,
866 quarter, etc) in which the site visit will be held. Because the preliminary self-study is due five months
867 before the site visit, it is understood that final data may not be available in the preliminary self-study.
868 The preliminary self-study should indicate these instances with a simple footnote.
869

870 13. Aspects of **diversity** may include, but are not limited to, age, country of birth, disability, ethnicity,
871 gender, gender identity and expression, language, national origin, race, refugee status, religion,
872 culture, sexual orientation, health status, community affiliation and socioeconomic status. This list is
873 not intended to be exhaustive.
874

875 14. **Cultural competence**, in this context, refers to skills for working with diverse individuals and
876 communities in ways that are appropriate and responsive to relevant cultural factors. Requisite skills
877 include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt
878 to cultural differences. Reflecting on the public health context, recognizing that cultural differences
879 affect all aspects of health and health systems, cultural competence refers to the skills for recognizing
880 and adapting to cultural differences. Each program defines these terms in its own context.
881

882 15. **Education** refers to faculty members’ degrees, certifications, fellowships, post-doctoral training,
883 formal coursework completed, etc.
884

- 885 16. **Experience** refers to a range of activities including substantial employment or involvement in public
886 health activities outside of academia. Experience also refers to the depth of service provided to
887 professional and community-based public health organizations and to peer-reviewed scholarship in a
888 discipline. Finally, experience relates to the individual's record of excellence in providing instruction in
889 a discipline.
890
- 891 17. A **distance-based program** is a curriculum or course of study designated to be primarily accessed
892 remotely via various technologies, including internet-based course management systems, audio or
893 web-based conferencing, video, chat, or other modes of delivery.
894

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