

ACCREDITATION

CRITERIA

**STANDALONE BACCALAUREATE
PROGRAMS**

AMENDED JUNE 2018



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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 (e.g., 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 standalone baccalaureate public health program (e.g., date founded, educational focus, rationale for offering public health education in unit, etc.)
2. Organizational charts that clearly depict the following related to the 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 must 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 concentrations or 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.

- development and implementation of academic policies and procedures
- development and implementation of curricula
- admission to the major

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

- curriculum design, including program-specific degree requirements
- student assessment
- program evaluation

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

Required documentation:

- 1) A description of how each of the following functions (items a-n) is accomplished for the program in the format of Template A1-1. Template A1-1 requires the program to indicate who has responsibility for each process and where program faculty have roles in the process. The template also requires the program to cite the relevant supporting document(s) and page(s) (e.g., Faculty Handbook, pp. 12-25; College Bylaws, p. 5).
 - 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. hiring faculty who teach program courses
 - d. determining teaching assignments for program courses
 - e. evaluating the performance of individuals teaching program courses
 - f. promoting and/or granting tenure, if applicable, to faculty teaching program courses
 - g. re-appointing or terminating program faculty hired by contract, if applicable
 - h. hiring personnel to advise program students
 - i. evaluating the performance of individuals advising program students
 - j. developing the program's academic policies governing matters such as academic standing and award of degree
 - k. designing the curriculum, including defining the requirements for the major
 - l. developing and reviewing plans for assessing student learning
 - m. developing and implementing plans for measuring the program's effectiveness
 - n. developing and implementing program-specific recruitment, advertising and admissions practices and strategies

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.

(self-study document)

A2. Faculty Engagement

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

Required documentation:

- 1) A description detailing the interactions and engagement among faculty (**full-time and part-time faculty**) that benefit the instructional program (e.g., instructional workshops, curriculum committee).
(self-study document)

- 2) Supporting documentation (e.g., minutes, attendee lists) that demonstrates regular engagement and interactions among faculty. (electronic resource file)

B. Curriculum

B1. 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 (i.e., the program may identify multiple learning experiences that address a domain—the domains listed below do not each require a single designated course).

1. the concepts and applications of basic statistics
2. the foundations of biological and life sciences and the concepts of health and disease
3. the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
4. 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
5. 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
6. the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
7. the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
8. the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
9. the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries
10. 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
11. basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Required documentation:

- 1) A list of all required coursework and components for the program's degree(s), including the total number of credits required for degree completion in the format of a one-page summary. Provide hyperlinks to relevant documents if they are available online, or include in the resource file electronic copies of any documents that are not available online. (self-study document)
- 2) A matrix, in the format of Template B1-1, that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in this criterion. (self-study document)
- 3) Syllabi for all courses required for the major. Syllabi must contain sufficient detail to allow reviewers to understand the content of each course and any assessment activities. Syllabi must contain sufficient detail to allow reviewers to verify the courses' alignment with the elements presented throughout Criterion B, including assessment of student learning outcomes, public health domains, public health competencies, etc. If the syllabus does not contain sufficient information to support Criterion B, the program should append supplemental information to the syllabus, such as handouts with detailed instructions for required papers, assignments, etc. (electronic resource file)
- 4) Include examples of student work that relate to assessment of each of the public health domains. (electronic resource file)

B2. Competencies

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

1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
2. Locate, use, evaluate, and synthesize public health information

In addition, the program defines at least three distinct additional **competencies** for each **concentration** area identified in the instructional matrix (Template Intro-1) that define the skills a student will attain in the public health major. The competencies align with the program's defined mission and the institution's regional accreditation standards and guide 1) the design and implementation of the curriculum and 2) student assessment. These are not re-statements of the public health domains, but define skills that the student will be able to demonstrate at the conclusion of the program.

A general public health curriculum (e.g., BA, BS, BSPH in general public health) is also considered a **concentration**.

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

Required documentation:

- 1) A list of the program's foundational competencies including, at a minimum, the two competencies defined by CEPH. (self-study document)
- 2) A list of the program's concentration competencies, including the relevant competencies addressing the areas of responsibility for credential eligibility, if applicable. (self-study document)
- 3) A matrix, in the format of Template B2-1, that indicates the assessment activity for each of the competencies defined in documentation requests 1 and 2, above. The template requires the program to identify the required course and the specific assessment and/or evidence within the class for each competency. If the program offers more than one concentration, multiple matrices may be required. (self-study document)
- 4) Include the most recent syllabus from each course listed in Template B2-1, or written guidelines, such as handbook, for any required elements listed in Template B2-1 that do not have a syllabus. (electronic resource file)

B3. Cross-Cutting Concepts and Experiences

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:

1. advocacy for protection and promotion of the public's health at all levels of society
2. community dynamics
3. critical thinking and creativity
4. cultural contexts in which public health professionals work
5. ethical decision making as related to self and society
6. independent work and a personal work ethic
7. networking
8. organizational dynamics
9. professionalism

10. research methods
11. systems thinking
12. teamwork and leadership

Required documentation:

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

B4. 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 educational 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.

Required documentation:

- 1) A matrix, in the format of Template B4-1, that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize, and apply knowledge as indicated in this criterion. (self-study document)
- 2) A brief description of the means through which the program implements the cumulative experience and field exposure requirements. (self-study document)
- 3) 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. (electronic resource file)
- 4) Samples of student work that relate to the cumulative and experiential activities. The program must include samples from at least 10% of the number of degrees granted in the most recent year OR five samples, whichever is greater. (electronic resource file)

C. Evaluation of Program Effectiveness

C1. Summary Data on Student Competency Attainment

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

Required documentation:

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

C2. Graduation 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.

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

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

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

Required documentation:

- 1) Graduation rates in the form of Template C2-1. (self-study document)
- 2) A brief narrative description of how the program collects and analyzes data to calculate its graduation rates. (self-study document)
- 3) If applicable, a discussion of limitations of the current data on graduation rates that are based on data collection or data analysis methods. (self-study document)
- 4) If applicable, a description of plans to improve the accuracy of graduation rate data. (self-study document)
- 5) If data do not indicate that 70% or more of students graduate within the maximum allowable time AND this shortfall is not solely attributable to concerns with data collection methods, evidence that the program's rates are comparable to similar baccalaureate programs in the same institution. (self-study document)
- 6) If data do not indicate that 70% or more of students graduate within the maximum allowable time AND this shortfall is not solely attributable to concerns with data collection methods, a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis. (self-study document)

C3. Post-Graduation Outcomes

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

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

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

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

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

Required documentation:

- 1) 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 C3-1. (self-study document)
- 2) Qualitative and/or quantitative information on the types of employment and further education graduates pursue. (self-study document)
- 3) A brief narrative description of how the program collects data on post-graduation outcomes. (self-study document)
- 4) If applicable, a discussion of limitations of the current data that are based on data collection methodology. (self-study document)
- 5) If applicable, a description of specific plans (with timelines) to improve the accuracy of data. (self-study document)
- 6) If data do not indicate that 80% or more of graduates from the public health major secure employment or enroll in additional education within one year of graduation AND this shortfall is not solely attributable to concerns with data collection methods, evidence that the program's rates are comparable to similar baccalaureate programs in the same institution. (self-study document)
- 7) If data do not indicate that 80% or more of graduates from the public health major secure employment or enroll in additional education within one year of graduation AND this shortfall is not solely attributable to concerns with data collection methods, a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis. (self-study document)

C4. Stakeholder Feedback

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

- alignment of the curriculum with workforce needs
- preparation of graduates for the workforce
- alumni perceptions of readiness and preparation for the workforce and/or further education

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

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

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

Required documentation:

- 1) A list of tools used to collect data from each of the following groups:
 - alumni
 - relevant community stakeholders

(self-study document)

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

D. Faculty Resources

D1. Designated Leader

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

- is a **full-time faculty member** at the home institution
- dedicates at least 0.5 FTE effort[†] to the program, including instruction, advising, administrative responsibilities, etc.
- has educational qualifications and professional experience in a **public health discipline**. Preference is for the designated program leader to have formal doctoral-level training (e.g., PhD, DrPH) in a public health discipline or a terminal academic or professional degree (e.g., MD, JD) in another discipline or profession and an MPH
 - 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
- is fully engaged with decision making about the following:
 - curricular requirements
 - competency development
 - teaching assignments
 - resource needs
 - program evaluation
 - student assessment

Required documentation:

- 1) The name of and relevant information about the designated leader, in the format of Template D1-1. Template D1-1 also requires a concise statement of the institution or unit's formula for calculating FTE. (self-study document)
- 2) A concise statement of the designated leader's public health qualifications. If the designated leader does not have public health training and experience, a narrative statement, with names identified, of how the faculty complement, as a whole, demonstrates relevant public health qualifications. (self-study document)

[†] The FTE calculation follows the institution or unit's formula.

- 3) 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 in the electronic resource file, if available. (self-study document)

D2. Faculty Resources

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

- a) In addition to the designated leader, the program is supported by AT LEAST an additional 2.0 FTE of qualified faculty effort each semester, trimester, quarter, etc.
- b) 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.
- c) 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.

Required documentation:

- 1) A list of all faculty providing program instruction or educational supervision for the *last two years* in the format of Template D2-1. Template D2-1 requires each faculty member's name; status (*full-time* or *part-time*); and FTE allocation to the program. 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. (self-study document)
- 2) CVs for all individuals listed in Template D2-1. (electronic resource file)
- 3) 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) (e.g., 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. (self-study document)
- 4) A table showing the SFR and average class size for program-specific classes for the last two years in the format of Template D2-2. 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 D2-2 requires a narrative explanation of the data and method used for calculating SFR and average class size. Template D2-2 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. (self-study document)
- 5) A table showing the average advising load for the last two years in the format of Template D2-3. 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 D2-3 requires a narrative explanation of the data and method used for calculating the average advising load. Template D2-3 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. (self-study document)

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

D3. Student Enrollment

To adequately gauge resource needs, the program defines accurate and useful means to track student enrollment, including tracking the number of majors in the program. 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.

Required documentation:

- 1) A table showing student headcount and student FTE for the **last two years** in the format of Template D3-1. 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 D3-1 requires a narrative explanation of the specific method and source of student enrollment data. (self-study document)

E. Faculty Qualifications

E1. Doctoral Training

Faculty are trained at the doctoral-level in most cases. 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.

Required documentation:

- 1) If applicable, a brief description of the professional experience and teaching ability of any faculty member listed in Template D2-1 who is trained at the master’s level without a doctoral or other terminal degree (e.g., JD, MD). (self-study document)

E2. Faculty Experience in Areas of Teaching

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

Required documentation:

- 1) Provide a list of the education and experience of all faculty members, in the format of Template E2-1. Template E2-1 requires each faculty member’s name; graduate degrees earned; institution(s) where graduate degrees were earned; disciplines in which degrees were earned; relevant professional experience outside of academia; credentials from certification, registration, and/or licensure, if applicable; 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. (self-study document) (self-study document)

E3. Informed and Current Faculty

All faculty members are **informed and current** in their discipline or area of public health teaching. Activities that may demonstrate that faculty members are informed and current may include publishing

peer-reviewed scholarship, presenting at peer-reviewed conferences, attending relevant conferences and seminars, etc. This list is not intended to be exhaustive.

Required documentation:

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

E4. Practitioner Involvement

Practitioners are involved in instruction through a variety of methods (e.g., 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.

Required documentation:

- 1) A list of the activities and methods through which practitioners are involved in instruction in the format of Template E4-1. Template E4-1 requires each practitioner's name, credentials, title and place of employment, course(s) in which he or she is involved, and instructional activities provided. (self-study document)

E5. 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 list of graduate teaching assistants, if applicable, in the format of Template E5-1. Template E5-1 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. (self-study document)

F. Fiscal and Other Resources

F1. Financial Resources

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

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. (electronic resource file)
- 2) A budget table delineating fiscal resources for the program indicating all funding sources to the extent possible in the format of Template F1-1. Note that Template F1-1 requires the program to define the categories of funding. (self-study document)

- 3) A narrative explanation of the data in Template F1-1 and a discussion of any recent or planned future changes in fiscal resources. (self-study document)

F2. Physical Resources

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

Required documentation:

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

F3. Academic and Career Support Resources

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
- career services
- other student support services (e.g., writing center, disability support services), if they are particularly relevant to the public health program

Required documentation:

- 1) 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 (e.g., the institution, the college, the program, etc.). Present the response in the format of Template F3-1.
 - a) computing and technology services
 - b) library services
 - c) distance education support, if applicable
 - d) career services
 - e) other student support services (e.g., writing center, disability support services), if they are particularly relevant to the public health program

(self-study document)

G. Advising

G1. Academic Advising

Students are advised by program faculty (as defined in Criterion D) 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.

Required documentation:

- 1) A narrative description of the institution's system for undergraduate academic advising. (self-study document)
- 2) A description of the program's provision of academic advising, including the following:

- a) assignment of advisors
- b) training and responsibilities of advisors
- c) policies and procedures related to advising
- d) process for changing advisors
- e) rules for frequency of contact with advisors

(self-study document)

G2. Faculty Involvement in Public Health Career Advising

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

Required documentation:

- 1) A description of the program's provision of career advising, including the following:
 - a) assignment of advisors
 - b) training and responsibilities of advisors
 - c) policies and procedures related to advising
 - d) process for changing advisors
 - e) rules for frequency of contact with advisors

(self-study document)

G3. Student Satisfaction with Advising

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

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

Required documentation:

- 1) A brief narrative summary and presentation of summary statistics on student satisfaction with advising for the last three years. (self-study document)
- 2) A description of the methods used for collecting and analyzing data on student satisfaction with advising. The description must identify the parties responsible for collecting and analyzing data. (self-study document)
- 3) If applicable, a discussion of limitations of the current data that are based on data collection methodology. (self-study document)
- 4) If applicable, a description of specific plans (with timelines) to improve the accuracy of data. (self-study document)
- 5) If applicable, specific plans for improvement in provision of advising, based on the data collected. (self-study document)

H. Diversity, Inclusion, and Cultural Competence

H1. Diversity and Inclusion

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

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

(self-study document)
- 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. (electronic resource file)

H2. Cultural Competence

The program prepares students by developing, reviewing, and maintaining curricula and other opportunities (e.g., service learning) that address and build competency in diversity and cultural considerations.

Programs can accomplish these aims through a variety of practices including the following: incorporation of *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 program's curriculum. (self-study document)
- 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. (electronic resource file)

I. Distance Education

I1. Program Offering

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

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. (self-study document)

I2. Student Interaction

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

Required documentation:

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

I3. Program Support

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

Required documentation:

- 1) Description of support services specific to the distance learning program including the following:
 - a. administration
 - b. communication
 - c. information technology
 - d. student services

(self-study document)

I4. 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 competencies and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence program.

Required documentation:

- 1) 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. (self-study document)

I5. Student Identity

The program has processes in place through which it establishes that the student who registers in a distance-based program or a course within a distance-based program 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. These processes may be administered through the university. 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) 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. (self-study document)

J. Transparency and Accuracy

J1. Information Accuracy

Catalogs and bulletins used by the program, whether produced by the program, department, college, 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) A description of the manner in which catalogs and bulletins used by the program are updated to accurately describe its educational offerings, academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements. (self-study document)
- 2) Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements. (electronic resource file)

J2. 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) 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. (self-study document)
- 2) Supporting documents relating to grievance and complaint procedures and recordkeeping. For each piece of evidence provided, list the relevant document(s) and page(s) (e.g., 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. (electronic resource file)

Definitions

1. **Sufficient faculty resources** are determined with institutional context; considerations include the following:
 - a. type of instruction (e.g., classes with heavy writing and classes with a practice component require more resources.)
 - b. number of concentrations
 - c. overall responsibilities for students (e.g., 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 (e.g., 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. 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.
5. 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.
6. **Competencies** state what students are expected to be able to do upon completion of the program. Competencies should be clear and begin with an action verb that denotes the level of performance expected.
7. **Concentration** refers to any area of study that the program advertises as available to students via its catalog and/or website. For example, a BSPH in health promotion is a concentration. A BSPH with focus areas in community health, health policy, and epidemiology would be three concentrations. **For programs that do not define a specific concentration (e.g., BSPH in public health, BS in health sciences, public health concentration), "public health" is considered to be the concentration.** Schools and programs are free to name all concentrations as they wish to provide clarity to students and the public.

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

8. **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.

9. For the purpose of calculating graduation rates, the program should only include students who have declared the major and have earned **at least 75 credit hours**. This threshold will allow programs to include only students who have demonstrated a commitment to completing the program in its graduation rates. Graduation rates are calculated within six years or the maximum time to graduation as defined by the institution, whichever is longer; however, students will not be added to their cohort in Template C2-1 until they have achieved 75 credit hours.
10. **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
11. **Relevant community stakeholders** are practitioners who teach in the program, service learning community partners, internship preceptors, employers of graduates, etc. This list is not intended to be exhaustive.
12. **Last 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.
13. 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. **Inclusion** is active, intentional, and ongoing engagement with diverse populations in a way that is welcoming, respectful, beneficial, and encourages participation.
14. **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.
15. **Education** refers to faculty members' degrees, certifications, fellowships, post-doctoral training, formal coursework completed, etc.
16. **Experience** refers to a range of activities including substantial employment or involvement in public health activities outside of academia. Experience also refers to the depth of service provided to professional and community-based public health organizations and to peer-reviewed scholarship in a discipline. Finally, experience relates to the individual's record of excellence in providing instruction in a discipline.
17. A **distance-based program** 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.