

2018 Criteria ERF Guide

Standalone Baccalaureate Program (SBP)

This document provides a comprehensive guide for creating the electronic resource file (ERF) that accompanies the self-study. Having the right organization and file names will ensure that your reviewers can focus on content rather than on locating information!

The guide contains the following:

- Guiding principles
- Outline with required folder and sub-folder names
- Step-by-step instructions

Guiding Principles

Purpose

- The ERF functions like a file cabinet or appendices for exhibits. Each of the items in the ERF supports the unit's evidence of compliance with an accreditation criterion.
- Many criteria have documentation requests that are specific to the ERF.

Folder & file names

- Keep file names short, and do not use any symbols (e.g., underscores). Long names are a common reason why documents are unable to be saved or opened.
- Use the exact folder and sub-folder names provided in the outline. Like file names, long folder names can create challenges in saving and accessing documents.
- File names should make sense to reviewers based on the documentation request. For example, for handbooks, include the stakeholder it is relevant to. For example, "Student Handbook" or "Faculty Handbook." For policy documents, title the file based on the policy name such as "Grievance Policy." For faculty CVs, include the last name of the faculty member (e.g., Smith CV) so that reviewers can match the files to the faculty members listed in Criterion D2.
- Ensure that file names are identical between the self-study and the ERF. For example, if you reference a syllabus as PH 200 in the self-study, the file name in the ERF should also be PH 200.

Document formats

- Appropriate document formats include Word, PowerPoint, Excel, and/or PDF.
- Provide documents such as syllabi and meeting minutes as individual files.

Curricular materials

- Create a folder for each course using the course number only (i.e., do not include the name of the course).
- Save the materials that document the teaching (and assessment, as applicable) noted in the self-study. For example, if the weekly schedule of class meetings is maintained in the LMS, provide a screenshot in the ERF. If the data template lists an exam as the competency assessment, include the specific question(s) in the ERF.

Sample student work

- Include actual student work products, papers, or projects in the ERF for the Cumulative and Experiential Activities
 - As a general principle, products should be organized into folders for each student. If providing samples from multiple concentrations, create folders for the concentrations and then subfolders for each student.

ERF Outline with Folder & Sample File Names

Key:

- All folders for individual criteria (A2, B1, etc.) are in **green**.
- Subfolders (Student samples by concentration, etc.) within these folders are in **blue**.
- Subfolders within subfolders are in **orange** (this structure should be kept to a minimum to reduce file path lengths).
- If a criterion or documentation request/folder does not apply to your unit, do not include it.
- Listed documents are samples of the types of documents that could be provided to satisfy the documentation request.

A2

- Documentation such as meeting minutes or attendee lists that demonstrate regular engagement and interactions among faculty

B1

- All course syllabi required for the major
- Examples of student work that relate to assessments for each of the public health domains

B2

- 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

B4

- Handbooks, websites, forms, and other documentation relating to the cumulative experience and field exposure
- Samples of student work for at least 10% of the number of degrees granted in the most recent year or five samples, whichever is greater. **Organize the folders by concentration and put student samples into folders.**
- *For example: [Health Promotion](#)*
 - **Student 1**
 - Student work
 - **Student 2**
 - Student work
 - **Student 3**
 - Student work
 - **Student 4**
 - Student work
 - **Student 5**
 - Student work

C1

- Evidence/documents showing 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) in the self-study (e.g., Faculty meeting minutes, May 12, 2012, pp. 3-4)

C4

- Instruments identified in documentation request 1
- Most recent year of data for each instrument

D2

- CVs for all individuals listed in Template D2-1

F1

- 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

H1

- Supporting documents for each listed item and/or component from documentation request 1. For each item, list the supporting document(s) and page(s) in the self-study. Can provide hyperlinks for documents that are available online

H2

- Supporting documents for each listed item and/or component from documentation request 1. For each item, list the supporting document(s) and page(s) in the self-study. Can provide hyperlinks for documents that are available online

J1

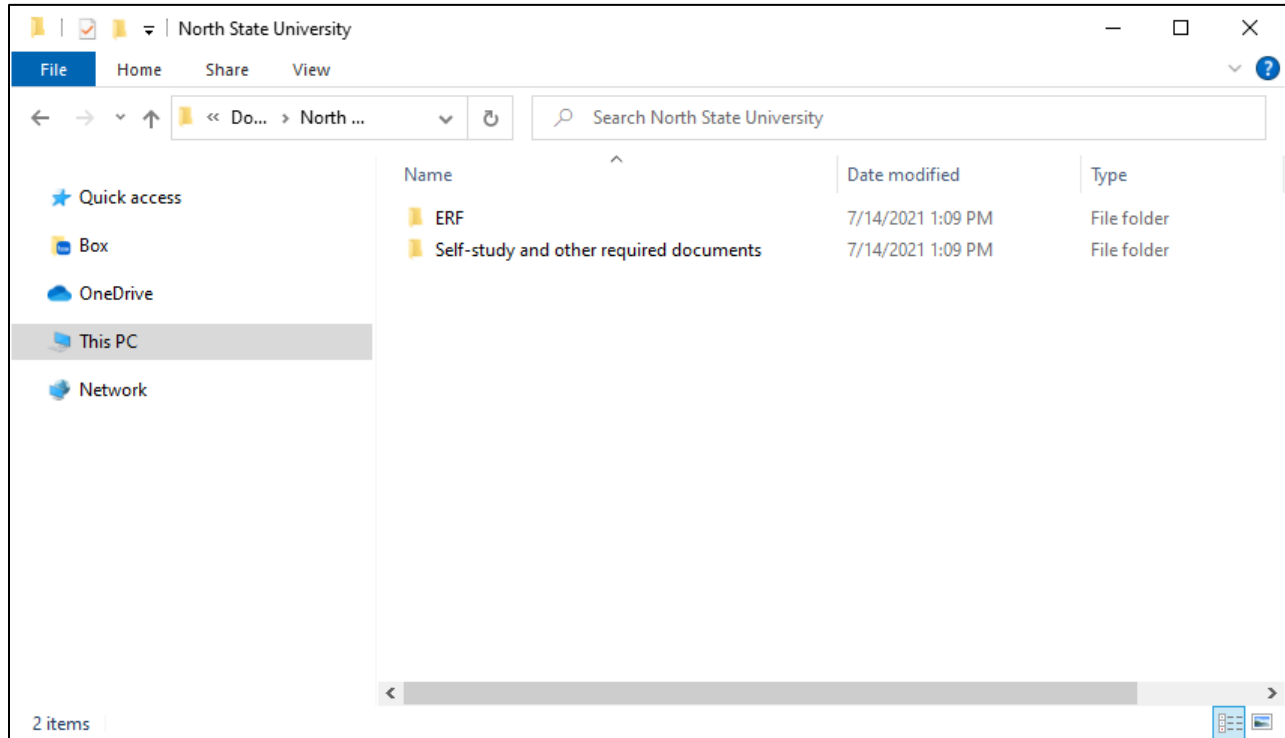
- Direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation, including
 - academic calendar
 - admissions policies
 - grading policies
 - academic integrity standards
 - degree completion requirements

J2

- Documents relating to the grievance and complaint procedures and record keeping. For each item, list the supporting document(s) and page(s) in the self-study. Can provide hyperlinks for documents that are available online.

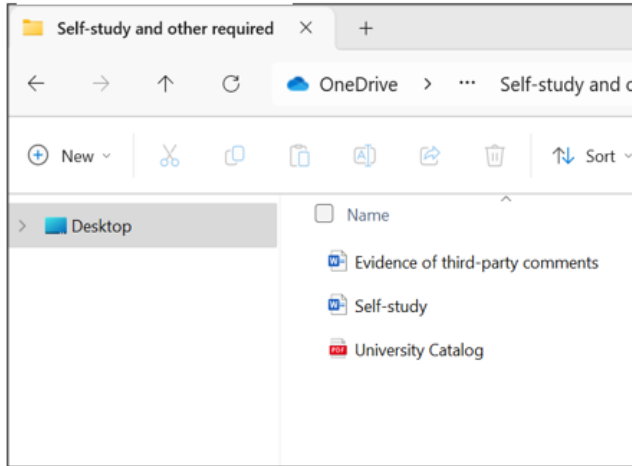
Step-by-step Instructions

1. On your hard drive, in the location you will copy to the USB, create a folder titled “ERF” and another folder titled “Self-study and other required documents.”

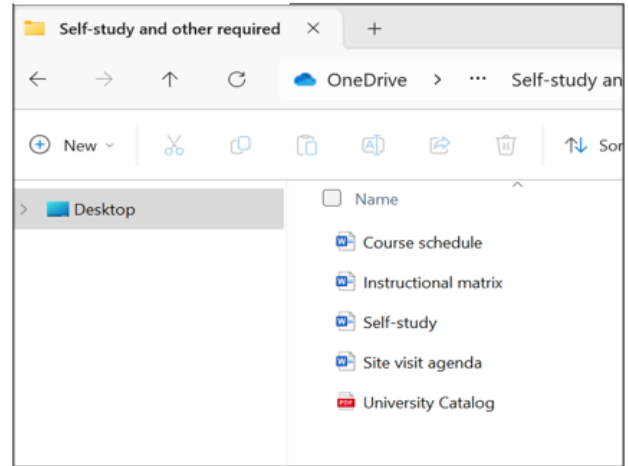


2. Open the “Self-study and other required documents” folder.
3. Within the “Self-study and other required documents” folder include copies of the following:
 - Self-study document (Word or PDF)
 - Documentation that allows reviewers to verify that the unit solicited third-party comments. See CEPH’s [Procedures manual](#) for additional information (**required as part of preliminary self-study submission**)
 - A copy, or link to, the official university catalog or bulletin that presents degree offerings
 - Site visit agenda (final self-study only)

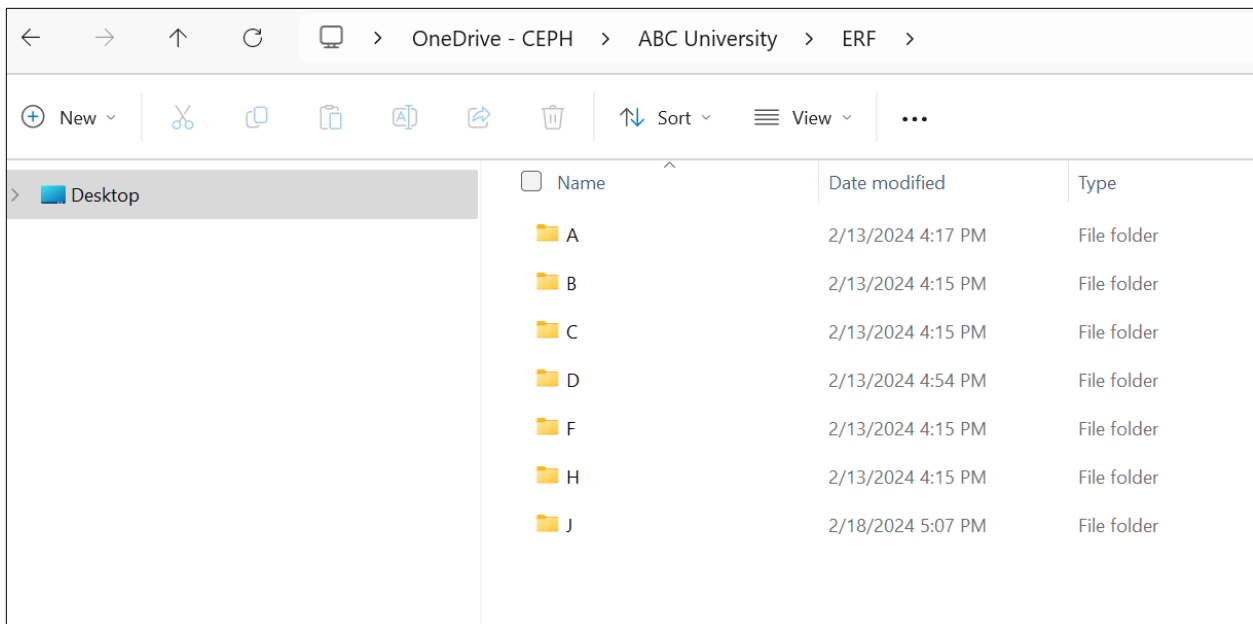
Preliminary Self-Study



Final Self-Study



4. Open the ERF folder and create sub-folders for each criterion.



5. Create sub-folders for each individual criterion that is applicable to your program (A2, B1, B2, etc.). Use the criteria document or the 'Outline' section of this document for reference.
3. After you have the basic structure, proceed using the outline. **Use the structure and names exactly as provided in the outline.**

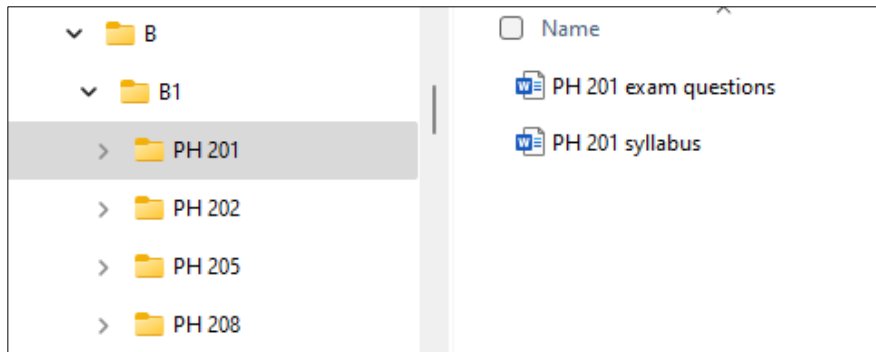
After building the ERF, compare the file names between the ERF and self-study to ensure they are the same and that reviewers will be able to navigate between the two easily.

Finally, before submitting the self-study to CEPH, review the outline and your ERF to ensure that all required documentation has been included.

Criterion B

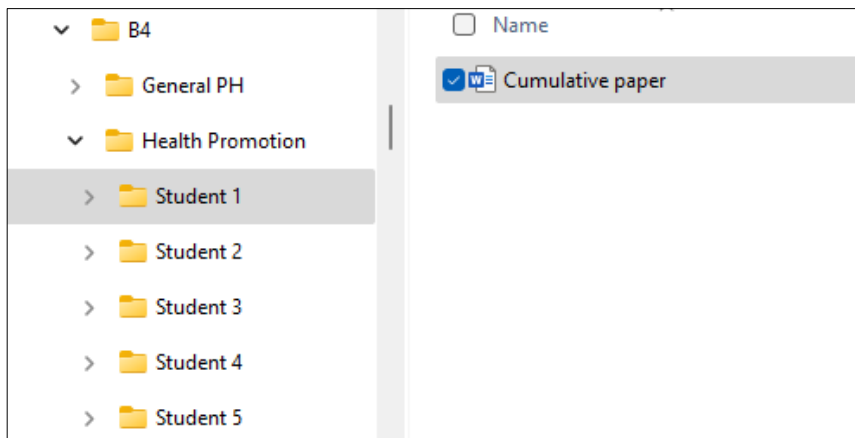
Since Criterion B has many documentation elements, here are a few examples to illustrate how folders and files should be organized and named.

Example of file set up for B1:



As you can see, within the B1 folder there is a subfolder for each course such as “PH 201.” Within these course subfolders, the corresponding syllabus and additional documentation are saved.

Example of file set up for B4:



Note that each concentration includes five student samples, and each student sample includes the cumulative paper.