# A1. Organization & administrative Processes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Designates appropriate committees or individuals for decision making, and implementation |  |  | Click here to enter text. |  |
| Faculty have opportunities for input in all of the following: * degree requirements
* curriculum design
* student assessment policies & processes
* admissions policies & decisions
* faculty recruitment & promotion
* research & service activities
 |  |
| Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program |  |

# A2. Multi-Partner Schools & Programs

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Defines clear & comprehensive organizational rights & responsibilities |  |  | Click here to enter text. |  |
| Identifies a single leader & cohesive chain of authority for decision making |  |

# A3. student Engagement

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Students have formal methods to participate in policy making & decision making  |  |  | Click here to enter text. |  |
| Students engaged as members on decision-making bodies, where appropriate |  |

# A4. Autonomy for Schools of Public Health

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Operates at highest level of organizational status & independence  |  |  | Click here to enter text. |  |

# A5. Degree Offerings in Schools of Public Health

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Offers professional public health master’s degree in at least three distinct concentrations |  |  | Click here to enter text. |  |
| Offers public health doctoral degree programs in at least two distinct concentrations |  |

# B1. Guiding Statements

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Defines a vision, mission statement, goals, statement of values |  |  | Click here to enter text. |  |
| Taken as a whole, guiding statements address instruction, scholarship, service |  |
| Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success |  |
| Guiding statements reflect aspirations & respond to needs of intended service area(s) |  |
| Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes |  |

# B2. Evaluation and Quality Improvement

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Collects & reviews all measures in Appendix 1 |  |  | Click here to enter text. |  |
| Measures mission & goals & addresses unit’s unique context |  |
| Reviews & discusses data  |  |
| Makes data-driven quality improvements |  |
| Consistently implements evaluation plan(s) over time |  |

# B3. graduation rates

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Collects, analyzes & accurately presents graduation rate data for each public health degree offered |  |  | Click here to enter text. |  |
| Achieves graduation rates of at least 70% for bachelor’s & master’s degrees, 60% for doctoral degrees |  |

# B4. Post-Graduation Outcomes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Collects, analyzes & presents data on graduates’ employment or enrollment in further education post-graduation for each public health degree offered |  |  | Click here to enter text. |  |
| Chooses methods explicitly designed to minimize number of students with unknown outcomes |  |
| Achieves rates of at least 80% employment or enrollment in further education for each public health degree  |  |

# B5. Alumni Perceptions of Curricular Effectiveness

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions |  |  | Click here to enter text. |  |
| Documents & regularly examines its methodology & outcomes to ensure useful data |  |
| Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation |  |

# C1. Fiscal Resources

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings |  |  | Click here to enter text. |  |
| Financial support appears sufficiently stable at time of site visit |  |

# C2. FAculty resources

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| School employs at least 21 PIF; orprogram employs at least 3 PIF |  |  | Click here to enter text. |  |
| 3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable |  |
| Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable |  |
| Ratios for general advising & career counseling are appropriate for degree level & type |  |
| Ratios for MPH ILE are appropriate for degree level & nature of assignment |  |
| Ratios for bachelor’s cumulative or experiential activity are appropriate, if applicable |  |
| Ratios for mentoring on doctoral students’ integrative project are appropriate, if applicable |  |
| Students’ perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)  |  |
| Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities) |  |

# C3. STAFF AND OTHER PERSONNEL RESOURCES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Staff & other personnel are currently adequate to fulfill the stated mission & goals |  |  | Click here to enter text. |  |
| Staff & other personnel resources appear sufficiently stable |  |

# C4. Physical resources

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Physical resources adequate to fulfill mission & goals & support degree programs |  |  | Click here to enter text. |  |
| Physical resources appear sufficiently stable |  |

# C5. information and technology resources

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Adequate library resources, including personnel, for students & faculty |  |  | Click here to enter text. |  |
| Adequate IT resources, including tech assistance for students & faculty |  |
| Library & IT resources appear sufficiently stable |  |

# D1. MPH & DrPH Foundational Public HEalth Knowledge

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail) |  |  | Click here to enter text. |  |

D1 Worksheet

|  |  |
| --- | --- |
| **Foundational Knowledge** | **Yes/CNV** |
| 1. Explain public health history, philosophy & values |  |
| 2. Identify the core functions of public health & the 10 Essential Services |  |
| 3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population’s health  |  |
| 4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program |  |
| 5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc. |  |
| 6. Explain the critical importance of evidence in advancing public health knowledge  |  |
| 7. Explain effects of environmental factors on a population’s health |  |
| 8. Explain biological & genetic factors that affect a population’s health |  |
| 9. Explain behavioral & psychological factors that affect a population’s health |  |
| 10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities |  |
| 11. Explain how globalization affects global burdens of disease |  |
| 12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health) |  |

# D2. MPH Foundational Competencies

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail) |  |  | Click here to enter text. |  |

D2 Worksheet

|  |  |
| --- | --- |
| **MPH Foundational Competencies** | **Yes/CNV** |
| 1. Apply epidemiological methods to settings & situations in public health practice |  |
| 2. Select quantitative & qualitative data collection methods appropriate for a given public health context |  |
| 3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate |  |
| 4. Interpret results of data analysis for public health research, policy, or practice |  |
| 5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings |  |
| 6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & systemic levels |  |
| 7. Assess population needs, assets & capacities that affect communities’ health |  |
| 8. Apply awareness of cultural values & practices to the design, implementation, or critique of public health policies or programs  |  |
| 9. Design a population-based policy, program, project or intervention |  |
| 10. Explain basic principles & tools of budget & resource management |  |
| 11. Select methods to evaluate public health programs |  |
| 12. Discuss the policy-making process, including the roles of ethics & evidence  |  |
| 13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes |  |
| 14. Advocate for political, social or economic policies & programs that will improve health in diverse populations |  |
| 15. Evaluate policies for their impact on public health & health equity |  |
| 16. Apply leadership and/or management principles to address a relevant issue  |  |
| 17. Apply negotiation & mediation skills to address organizational or community challenges |  |
| 18. Select communication strategies for different audiences & sectors |  |
| 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing & through oral presentation |  |
| 20. Describe the importance of cultural competence in communicating public health content |  |
| 21. Integrate perspectives from other sectors and/or professions to promote & advance population health |  |
| 22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative |  |

# D3. DrPH Foundational Competencies

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Assesses all DrPH students, at least once, on their ability to demonstrate each foundational competency (see worksheet for detail) |  |  | Click here to enter text. |  |

D3 Worksheet

|  |  |
| --- | --- |
| **DrPH Foundational Competency** | **Yes/CNV** |
| 1. Explain qualitative, quantitative, mixed methods & policy analysis research & evaluation methods to address health issues at multiple (individual, group, organization, community & population) levels |  |
| 2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue |  |
| 3. Explain the use & limitations of surveillance systems & national surveys in assessing, monitoring & evaluating policies & programs & to address a population’s health |  |
| 4. Propose strategies for health improvement & elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders & other partners |  |
| 5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior & policies |  |
| 6. Integrate knowledge, approaches, methods, values & potential contributions from multiple professions, sectors, & systems in addressing public health problems |  |
| 7. Create a strategic plan |  |
| 8. Facilitate shared decision making through negotiation & consensus-building methods |  |
| 9. Create organizational change strategies |  |
| 10. Propose strategies to promote inclusion & equity within public health programs, policies & systems |  |
| 11. Assess one’s own strengths & weaknesses in leadership capacities, including cultural proficiency |  |
| 12. Propose human, fiscal & other resources to achieve a strategic goal |  |
| 13. Cultivate new resources & revenue streams to achieve a strategic goal |  |
| 14. Design a system-level intervention to address a public health issue |  |
| 15. Integrate knowledge of cultural values & practices in the design of public health policies & programs |  |
| 16. Integrate scientific information, legal & regulatory approaches, ethical frameworks & varied stakeholder interests in policy development & analysis |  |
| 17. Propose interprofessional and/or intersectoral team approaches to improving public health |  |
| 18. Assess an audience’s knowledge & learning needs  |  |
| 19. Deliver training or educational experiences that promote learning in academic, organizational or community settings |  |
| 20. Use best practice modalities in pedagogical practices |  |

# D4. MPH & DrPH Concentration Competencies

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies |  |  | Click here to enter text. |  |
| Assesses all students at least once on their ability to demonstrate each concentration competency |  |
| If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES) |  |

D4 Worksheet

|  |  |  |
| --- | --- | --- |
| **MPH/DrPH in XXX****Concentration Competencies** | **Comp statement acceptable as written?****Yes/No** | **Comp taught and assessed?****Yes/CNV** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |

|  |  |  |
| --- | --- | --- |
| **MPH/DrPH in XXX****Concentration Competencies** | **Comp statement acceptable as written?****Yes/No** | **Comp taught and assessed?****Yes/CNV** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |

|  |  |  |
| --- | --- | --- |
| **MPH/DrPH in XXX** **Concentration Competencies** | **Comp statement acceptable as written?****Yes/No** | **Comp taught and assessed?****Yes/CNV** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |

Repeat table for each MPH and DrPH concentration

# D5. MPH Applied Practice Experiences

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings |  |  | Click here to enter text. |  |
| Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies |  |
| All students demonstrate at least five competencies, at least three of which are foundational |  |

# D6. DrPH Applied Practice Experience

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Students complete at least one applied project that is meaningful for an organization & to advanced public health practice |  |  | Click here to enter text. |  |
| Project(s) allow for advanced-level collaboration with practitioners |  |
| Project(s) include reflective component |  |
| Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies |  |
| Processes in place to ensure that project(s) demonstrate at least five competencies, including at least one related to leadership |

# D7. MPH Integrative Learning Experience

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies |  |  | Click here to enter text. |  |
| Project occurs at or near end of program of study |  |
| Students produce a high-quality written product |  |
| Faculty reviews student project & validates demonstration & synthesis of specific competencies |  |

# D8. DrPH Integrative Learning Experience

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Students generate field-based products consistent with advanced practice designed to influence programs, policies or systems |  |  | Click here to enter text. |  |
| Products allow students to demonstrate synthesis of foundational & concentration competencies |  |
| Qualified individuals assess student performance & ensure that competencies are addressed |  |

# D9. Public Health Bachelor’s Degree Foundational Domains

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail) |  |  | Click here to enter text. |  |
| If curriculum intends to prepare students for a specific credential (e.g., CHES), curriculum addresses the areas of instruction required for credential eligibility |  |

D9 Worksheet

|  |  |
| --- | --- |
| **Public Health Domains** | **Yes/CNV** |
| 1. Concepts and applications of basic statistics
 |  |
| 1. Foundations of biological and life sciences
 |  |
| 1. History & philosophy of public health as well as its core values, concepts & functions across the globe & in society
 |  |
| 1. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice
 |  |
| 1. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations
 |  |
| 1. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course
 |  |
| 1. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities
 |  |
| 1. Fundamental concepts & features of project implementation, including planning, assessment & evaluation
 |  |
| 1. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries
 |  |
| 1. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government
 |  |
| 1. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology
 |  |

# D10. Public Health Bachelor’s Degree Foundational Competencies

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Students demonstrate & are assessed on each competency & all its elements: |  |  | Click here to enter text. |  |
| 1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences
 |  |
| 1. ability to locate, use, evaluate & synthesize public health information
 |  |

D10 Worksheet

|  |  |
| --- | --- |
| **Competency Elements** | **Yes/CNV** |
| **Public Health Communication** |
| Oral communication |  |
| Written communication |  |
| Communicate with diverse audiences |  |
| Communicate through variety of media |  |
| **Information Literacy** |
| Locate information |  |
| Use information |  |
| Evaluation information |  |
| Synthesize information |  |

# D11. Public Health Bachelor’s Degree Cumulative and Experiential Activities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Students complete cumulative & experiential activities  |  |  | Click here to enter text. |  |
| Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies |  |

# D12. Public Health Bachelor’s Degree Cross-Cutting Concepts and Experiences

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Program ensures opportunities available in all cross-cutting areas |  |  | Click here to enter text. |  |

D12 Worksheet

|  |  |
| --- | --- |
| **Cross-cutting Concepts & Experiences** | **Yes/CNV** |
| 1. Advocacy for protection & promotion of the public’s health at all levels of society |  |
| 2. Community dynamics |  |
| 3. Critical thinking & creativity |  |
| 4. Cultural contexts in which public health professionals work |  |
| 5. Ethical decision making as related to self & society |  |
| 6. Independent work & a personal work ethic |  |
| 7. Networking |  |
| 8. Organizational dynamics |  |
| 9. Professionalism |  |
| 10. Research methods |  |
| 11. Systems thinking |  |
| 12. Teamwork & leadership |  |

# D13. MPH Program Length

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| MPH requires at least 42 semester credits or equivalent |  |  | Click here to enter text. |  |

# D14. DrPH Program Length

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| DrPH requires at least 36 semester-credits, 48 quarter-credits of post-master’s coursework or equivalent |  |  | Click here to enter text. |  |
| Defines credits appropriately—e.g., credit for thesis writing or independent internship hours not included in 36 |  |

# D15. Bachelor’s Degree Program Length

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Required credit hours commensurate with other similar degrees in institution |  |  | Click here to enter text. |  |
| Clear, public policies on coursework taken elsewhere, including at community colleges |  |

# D16. Academic And Highly Specialized Public Health Master’s Degrees

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail) |  |  | Click here to enter text. |  |
| Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course |  |
| Ensures curriculum is grounded in appropriate competencies |  |
| Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge  |  |
| Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course |  |
| Students produce an appropriately rigorous discovery-based paper or project at or near end of program |  |
| Students have opportunities to engage in research at level appropriate to program’s objectives |  |

D16-1 Worksheet

|  |  |
| --- | --- |
| **Foundational Knowledge** | **Yes/CNV** |
| 1. Explain public health history, philosophy & values |  |
| 2. Identify the core functions of public health & the 10 Essential Services |  |
| 3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population’s health  |  |
| 4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program |  |
| 5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc. |  |
| 6. Explain the critical importance of evidence in advancing public health knowledge  |  |
| 7. Explain effects of environmental factors on a population’s health |  |
| 8. Explain biological & genetic factors that affect a population’s health |  |
| 9. Explain behavioral & psychological factors that affect a population’s health |  |
| 10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities |  |
| 11. Explain how globalization affects global burdens of disease |  |
| 12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health) |  |

D16-2 Worksheet

|  |  |
| --- | --- |
| MS Concentrations | Does the school/program define appropriate competencies & ensure that curriculum is grounded in them?Yes/No\* |
|  |  |
|  |  |
|  |  |

# D17. Academic Public Health Doctoral Degrees

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail) |  |  | Click here to enter text. |  |
| Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course |  |
| Ensures curriculum is grounded in appropriate competencies |  |
| Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge |  |
| Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course |  |
| Students produce an appropriately advanced research project at or near end of program |  |
| Students have opportunities to engage in research at appropriate level |  |
| Curriculum includes doctoral-level, advanced coursework that distinguishes program from master’s-level study |  |

D17-1 Worksheet

|  |  |
| --- | --- |
| **Foundational Knowledge** | **Yes/CNV** |
| 1. Explain public health history, philosophy & values |  |
| 2. Identify the core functions of public health & the 10 Essential Services |  |
| 3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population’s health  |  |
| 4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program |  |
| 5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc. |  |
| 6. Explain the critical importance of evidence in advancing public health knowledge  |  |
| 7. Explain effects of environmental factors on a population’s health |  |
| 8. Explain biological & genetic factors that affect a population’s health |  |
| 9. Explain behavioral & psychological factors that affect a population’s health |  |
| 10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities |  |
| 11. Explain how globalization affects global burdens of disease |  |
| 12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health) |  |

D17-2 Worksheet

|  |  |
| --- | --- |
| PhD Concentrations | Does the school/program define appropriate competencies & ensure that curriculum is grounded in them?Yes/No\* |
|  |  |
|  |  |
|  |  |

# D18. All Remaining Degrees

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail) |  |  | Click here to enter text. |  |
| Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course |  |

D18 Worksheet

|  |  |
| --- | --- |
| **Foundational Knowledge** | **Yes/CNV** |
| 1. Explain public health history, philosophy & values |  |
| 2. Identify the core functions of public health & the 10 Essential Services |  |
| 3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population’s health  |  |
| 4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program |  |
| 5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc. |  |
| 6. Explain the critical importance of evidence in advancing public health knowledge  |  |
| 7. Explain effects of environmental factors on a population’s health |  |
| 8. Explain biological & genetic factors that affect a population’s health |  |
| 9. Explain behavioral & psychological factors that affect a population’s health |  |
| 10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities |  |
| 11. Explain how globalization affects global burdens of disease |  |
| 12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health) |  |

# D19. Distance Education

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Instructional methods support regular & substantive interaction between & among students & the instructor |  |  | Click here to enter text. |  |
| Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated |  |
| Curriculum is subject to the same quality control processes as other degree programs in the university |  |
| Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners |  |
| Provides necessary administrative, information technology & student/faculty support services  |  |
| Ongoing effort to evaluate academic effectiveness & make program improvements |  |
| Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification |  |

# E1. Faculty Alignment with Degrees Offered

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience |  |  | Click here to enter text. |  |
| Faculty education & experience is appropriate for the degree level (e.g., bachelor’s, master’s) & nature of program (e.g., research, practice) |  |

# E2. Integration of Faculty with Practice Experience

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice |  |  | Click here to enter text. |  |
| Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels |  |
| Regularly involves practitioners in instruction through variety of methods & types of affiliation |  |

# E3. Faculty Instructional Effectiveness

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Systems in place to document that all faculty are current in areas of instructional responsibility  |  |  | Click here to enter text. |  |
| Systems in place to document that all faculty are current in pedagogical methods |  |
| Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction |  |
| Supports professional development & advancement in instructional effectiveness for all faculty  |  |

# E4. Faculty Scholarship

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Policies & practices in place to support faculty involvement in scholarly activities |  |  | Click here to enter text. |  |
| Faculty are involved in research & scholarly activity, whether funded or unfunded |  |
| Type & extent of faculty research aligns with mission & types of degrees offered |  |
| Faculty integrate their own experiences with scholarly activities into instructional activities |  |
| Students have opportunities for involvement in faculty research & scholarly activities  |  |

# E5. Faculty Extramural Service

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Defines expectations for faculty extramural service  |  |  | Click here to enter text. |  |
| Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means  |  |

# F1. Community Involvement in School/Program Evaluation & Assessment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences |  |  | Click here to enter text. |  |
| Ensures that constituents provide regular feedback on all of these: * student outcomes
* curriculum
* overall planning processes
* self-study process
 |  |
| Defines methods designed to provide useful information & regularly examines methods |  |
| Regularly reviews findings from constituent feedback |  |

# F2. Student involvement in community & professional service

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Makes community & professional service opportunities available to all students |  |  | Click here to enter text. |  |
| Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field |  |

# F3. Delivery of Professional Development Opportunities for the Workforce

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Provides activities that address professional development needs of the current public health workforce |  |  | Click here to enter text. |  |

# G1. Diversity & Cultural Competence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Defines appropriate priority population(s) |  |  | Click here to enter text. |  |
| Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals  |  |
| Learning environment prepares students with broad competencies regarding diversity & cultural competence  |  |
| Identifies strategies and actions that create and maintain a culturally competent environment |  |
| Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s) |  |
| Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s) |  |
| Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies |  |
| Perceptions of climate regarding diversity & cultural competence are positive |  |

# H1. Academic advising

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Students have ready access to advisors from the time of enrollment |  |  | Click here to enter text. |  |
| Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study |  |
| Qualified individuals monitor student progress & identify and support those who may experience difficulty |  |
| Orientation, including written guidance, is provided to all entering students |  |

# H2. career advising

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice |  |  | Click here to enter text. |  |
| Variety of resources & services are available to current students  |  |
| Variety of resources & services are available to alumni |  |

# H3. student complaint procedures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances |  |  | Click here to enter text. |  |
| Procedures are clearly articulated & communicated to students |  |
| Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel |  |
| Designated administrators are charged with reviewing & resolving formal complaints |  |
| All complaints are processed & documented |  |

# H4. student recruitment & admissions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers |  |  | Click here to enter text. |  |
| Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers |  |

# H5. publication of educational offerings

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion Elements** | **Compliance Finding** | **Team’s Evidence for Compliance Finding** | **School/Program Response** | **Council Comments** |
|  | Select a finding. |  |
| Catalogs & bulletins used to describe educational offerings are publicly available |  |  | Click here to enter text. |  |
| Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements |  |
| Advertising, promotional & recruitment materials contain accurate information |  |