# 

# 2021 Criteria Self-Study Template

SCHOOLS OF PUBLIC HEALTH (SPH)

This document provides a template for schools of public health as they write a self-study document.

1. Replace the italicized and/or highlighted language on the pages that follow with the school’s responses.
2. Do not delete any of the text that follows this page unless specifically indicated (e.g., documentation requests for criteria that are not applicable to the school).
3. Do not delete page breaks in the text that follows.
4. Use the formatting provided—text responses are single spaced in 10-point font.
5. When the document is complete, create a cover page and table of contents and REPLACE this page of instructions with the cover page and table of contents. There is no need to provide a list of tables or figures.
6. When producing print copies of the document, print on both sides of the paper and insert a tab in front of each letter of the criteria (A-H). Reviewers prefer spiral-bound documents.

As a self-study document template, this document is designed to provide a format for presenting written information. This document does **not** contain the full text of all criteria and should not be used as a substitute for the criteria document in understanding CEPH’s substantive requirements. Please refer to the [2021 Accreditation Criteria](https://ceph.org/documents/297/2021.Criteria.pdf) for the complete expectations, definitions, and interpretations of the criteria.

See the [2021 Electronic Resource File (ERF) template guide](https://ceph.org/documents/299/SPH-PHP_2021_ERF_Guide.pdf) for instructions on how to organize and label documentation requests for the ERF.

Version: 9/20/2021

# Introduction

1. **Describe the institutional environment, which includes the following:**
2. year institution was established and its type (e.g., private, public, land-grant, etc.)

*INSERT NARRATIVE HERE*

1. 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)

*INSERT NARRATIVE HERE*

1. number of university faculty, staff, and students

*INSERT NARRATIVE HERE*

1. brief statement of distinguishing university facts and characteristics

*INSERT NARRATIVE HERE*

1. names of all accrediting bodies (other than CEPH) to which the institution responds. The list must include the institutional accreditor for the university as well as all specialized accreditors to which any school, college or other organizational unit at the university responds

*INSERT NARRATIVE HERE OR PROVIDE LOCATION OF DOCUMENTATION IN ERF IF LIST IS LONG*

1. brief history and evolution of the school of public health (SPH) and related organizational elements, if applicable (e.g., date founded, educational focus, other degrees offered, rationale for offering public health education in unit, etc.)

*INSERT NARRATIVE HERE*

1. **Organizational charts that clearly depict the following related to the school:**
2. the school’s internal organization, including the reporting lines to the dean

*INSERT CHART HERE*

\*Reviewers find it helpful to also include a copy of the organizational chart in the ERF

1. the relationship between school and other academic units within the institution. Organizational charts may include committee structure organization and reporting lines

*INSERT CHART HERE*

1. the lines of authority from the school’s leader to the institution’s chief executive officer (president, chancellor, etc.), including intermediate levels (e.g., reporting to the president through the provost)

*INSERT CHART HERE*

1. for multi-partner schools and schools (as defined in Criterion A2), organizational charts must depict all participating institutions

*IF APPLICABLE, INSERT CHART HERE*

1. **An instructional matrix presenting all of the school’s degree schools and concentrations including bachelor’s, master’s and doctoral degrees, as appropriate. Present data in the format of Template Intro-1.**

*INSERT TEMPLATE INTRO-1 HERE*

1. **Enrollment data for all of the school’s degree schools, including bachelor’s, master’s and doctoral degrees, in the format of Template Intro-2. Schools that house “other” degrees and concentrations (as defined in Criterion D18) should separate those degrees and concentrations from the public health degrees for reporting student enrollments.**

*INSERT TEMPLATE INTRO-2 HERE*

# A1. Organization and Administrative Processes

**The school demonstrates effective administrative processes that are sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation.**

**The school establishes appropriate decision-making structures for all significant functions and designates appropriate committees or individuals for decision making and implementation.**

**The school ensures that faculty (including full-time and part-time faculty) regularly interact with their colleagues and are engaged in ways that benefit the instructional school (e.g., participating in instructional workshops, engaging in school-specific curriculum development and oversight).**

1. List the school’s standing and significant ad hoc committees. For each, indicate the formula for membership (e.g., two appointed faculty members from each concentration) and list the current members.

*INSERT NARRATIVE HERE*

1. Briefly describe which committee(s) or other responsible parties make decisions on each of the following areas and how the decisions are made:
   1. degree requirements

*INSERT NARRATIVE HERE*

* 1. curriculum design

*INSERT NARRATIVE HERE*

* 1. student assessment policies and processes

*INSERT NARRATIVE HERE*

* 1. admissions policies and/or decisions

*INSERT NARRATIVE HERE*

* 1. faculty recruitment and promotion

*INSERT NARRATIVE HERE*

* 1. research and service activities

*INSERT NARRATIVE HERE*

1. A copy of the bylaws or other policy documents that determine the rights and obligations of administrators, faculty, and students in governance of the school.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Briefly describe how faculty contribute to decision-making activities in the broader institutional setting, including a sample of faculty memberships and/or leadership positions on committees external to the unit of accreditation.

*INSERT NARRATIVE HERE*

1. Describe how full-time and part-time faculty regularly interact with their colleagues (self-study document) and provide documentation of recent interactions, which may include minutes, attendee lists, etc.

*INSERT NARRATIVE HERE AND PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

A2. Multi-Partner Schools **(applicable ONLY if functioning as a “collaborative unit” as defined in CEPH procedures)**

If this criterion is not applicable, simply write “Not applicable” and delete the documentation requests below.

**The school has a single identified leader (dean or director) and a cohesive chain of authority for all decision making relevant to the educational school that culminates with this individual.**

1. Describe the major rights and responsibilities of each participating institution.

*INSERT NARRATIVE HERE*

1. A copy of the formal written agreement that establishes the rights and obligations of the participating universities in regard to the school’s operation.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Describe the role and responsibilities of the identified leader.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

A3. Student Engagement

**Students have formal methods to participate in policy making and decision making within the school, and the school engages students as members on decision-making bodies whenever appropriate.**

1. Describe student participation in policy making and decision making at the school level, including identification of all student members of school committees over the last three years, and student organizations involved in school governance. Schools should focus this discussion on students in public health degree programs.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

A4. Autonomy for Schools of Public Health

**A school of public health operates at the highest level of organizational status and independence available within the university context. If there are other professional schools in the same university (e.g., medicine, nursing, law, etc.), the school of public health shall have the same degree of independence accorded to those professional schools. Independence and status are viewed within the context of institutional policies, procedures, and practices.**

1. Briefly describe the school’s reporting lines up to the institution’s chief executive officer. The response may refer to the organizational chart provided in the introduction.

*INSERT NARRATIVE HERE*

1. Describe the reporting lines and levels of autonomy of other professional schools located in the same institution and identify any differences between the school of public health’s reporting lines/level of autonomy and those of other units.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

A5. Degree Offerings in Schools of Public Health

**A school of public health offers a professional public health master’s degree (e.g., MPH) in at least three concentrations representing at least three distinct sub-disciplinary areas in public health and public health doctoral degree programs (academic or professional) in at least two concentrations representing at least two distinct sub-disciplinary areas in public health. A school may offer more degrees or concentrations at either degree level.**

1. Affirm that the school offers professional public health master’s degree concentrations in at least three areas and public health doctoral degree programs of study in at least two areas. Template Intro-1 may be referenced for this purpose.

*INSERT NARRATIVE HERE*

1. An official catalog or bulletin that lists the degrees offered by the school.

*INSERT LINK HERE OR PROVIDE LOCATION OF DOCUMENTATION IN ERF*

B1. Guiding Statements

**The school defines a *vision* that describes how the community/world will be different if the school achieves its aims.**

**The school defines a *mission statement* that identifies what the school will accomplish operationally in its instructional, community engagement and scholarly activities. The mission may also define the school’s setting or community and priority population(s).**

**The school defines *goals* that describe strategies to accomplish the defined mission.**

**The school defines a statement of *values* that informs stakeholders about its core principles, beliefs, and priorities.**

1. The school’s vision, mission, goals, and values.

*INSERT NARRATIVE HERE*

1. If applicable, a school-specific strategic plan or other comparable document.

*IF APPLICABLE, PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

B2. Evaluation and Quality Improvement

**The school defines and consistently implements an evaluation plan that fulfills the**

**following functions:**

* **includes all measures listed in Appendix 1 in these Accreditation Criteria**
* **provides information that allows the school to determine its effectiveness in advancing its mission and goals (as defined in Criterion B1)**
  + **Measures must capture all aspects of the unit’s mission and goals. In most cases, this will require supplementing the measures captured in Appendix 1 with additional measures that address the unit’s unique context.**
* **defines a process to engage in regular, substantive review of evaluation findings, as well as strategic discussions about their implications**
* **allows the school to make data-driven quality improvements e.g., in curriculum, student services, advising, faculty functions, research and extramural service, and operations, as appropriate**

1. Present an evaluation plan in the format of Template B2-1 that lists the following for each required element in Appendix 1:
   1. the specific data source(s) for each listed element (e.g., alumni survey, student database)
   2. a brief summary of the method of compiling or extracting information from the data source
   3. the entity or entities (generally a committee or group) responsible for reviewing and discussing each element and recommending needed improvements, when applicable
   4. the timeline for review (e.g., monthly, at each semester’s end, annually in September)

*INSERT TEMPLATE B2-1 HERE*

1. Provide evidence of implementation of the plan described in Template B2-1. Evidence may include reports or data summaries prepared for review, notes from meetings at which results were discussed, etc.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Provide at least three specific examples of improvements undertaken in the last three years based on the evaluation plan. At least one of the changes must relate to an area other than the curriculum. See Template B2-2.

*INSERT TEMPLATE B2-2 HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

B3. Graduation Rates

**The school collects and analyzes graduation rate data for each public health degree offered (e.g., BS, MPH, MS, PhD, DrPH).**

**The school achieves graduation rates of 70% or greater for bachelor’s and master’s degrees and 60% or greater for doctoral degrees.**

1. Graduation rate data for each degree in unit of accreditation. See Template B3-1.

*INSERT TEMPLATE B3-1 HERE*

1. Data on doctoral student progression in the format of Template B3-2.

*INSERT TEMPLATE B3-2 HERE*

1. Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion’s expectations and plans to address these factors.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

B4. Post-Graduation Outcomes

**The school collects and analyzes data on graduates’ employment or enrollment in further education post-graduation, for each public health degree offered (e.g., BS, MPH, MS, PhD, DrPH).**

**The school achieves rates of 80% or greater employment or enrollment in further education within the defined time period for each degree.**

1. Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B4-1.

*INSERT TEMPLATE B4-1 HERE*

1. Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion’s expectations and plans to address these factors.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

B5. Alumni Perceptions of Curricular Effectiveness

**For each degree offered, the school collects information on alumni perceptions of their preparation for the workforce (or for further education, if applicable). Data collection must elicit information on what skills are most useful and applicable in post-graduation destinations, areas in which graduates feel well prepared, and areas in which they would have benefitted from more training or preparation.**

**The school defines qualitative and/or quantitative methods designed to provide useful information on the issues outlined above. “Useful information” refers to information that provides the unit with a reasonable basis for making curricular and related improvements. Qualitative methods may include focus groups, key informant interviews, etc.**

**The school documents and regularly examines its methodology, making revisions as necessary, to ensure useful data.**

1. Summarize the findings of alumni self-assessment of their preparation for post-graduation destinations.

*INSERT NARRATIVE HERE*

1. Provide full documentation of the methodology and findings from quantitative and/or qualitative data collection.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

C1. Fiscal Resources

**The school has financial resources adequate to fulfill its stated mission and goals. Financial support is adequate to sustain all core functions, including offering coursework and other elements necessary to support the full array of degrees and ongoing operations.**

1. Describe the school’s budget processes, including all sources of funding. This description addresses the following, as applicable:
2. Briefly describe how the school pays for faculty salaries. If this varies by individual or appointment type, indicate this and provide examples.

*INSERT NARRATIVE HERE*

1. Briefly describe how the school requests and/or obtains additional faculty or staff (additional = not replacements for individuals who left). If multiple models are possible, indicate this and provide examples.

*INSERT NARRATIVE HERE*

1. Describe how the school funds the following:
   1. operational costs (schools define “operational” in their own contexts; definition must be included in response)

*INSERT NARRATIVE HERE*

* 1. student support, including scholarships, support for student conference travel, support for student activities, etc.

*INSERT NARRATIVE HERE*

* 1. faculty development expenses, including travel support. If this varies by individual or appointment type, indicate this and provide examples

*INSERT NARRATIVE HERE*

1. In general terms, describe how the school requests and/or obtains additional funds for operational costs, student support and faculty development expenses.

*INSERT NARRATIVE HERE*

1. Explain how tuition and fees paid by students are returned to the school. If the school receives a share rather than the full amount, explain, in general terms, how the share returned is determined. If the school’s funding is allocated in a way that does not bear a relationship to tuition and fees generated, indicate this and explain.

*INSERT NARRATIVE HERE*

1. Explain how indirect costs associated with grants and contracts are returned to the school and/or individual faculty members. If the school and its faculty do not receive funding through this mechanism, explain.

*INSERT NARRATIVE HERE*

If the school is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the responses must make clear the financial contributions of each sponsoring university to the overall school budget. The description must explain how tuition and other income is shared, including indirect cost returns for research generated by the school of public health faculty appointed at any institution.

*IF APPLICABLE, INSERT NARRATIVE HERE*

1. A clearly formulated school budget statement in the format of Template C1-1, showing sources of all available funds and expenditures by major categories, for the last five years.

*INSERT TEMPLATE C1-1*

If the school is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the budget statement must make clear the financial contributions of each sponsoring university to the overall school budget.

*IF APPLICABLE, INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

C2. Faculty Resources

**The school has adequate faculty, including primary instructional faculty and non-primary instructional faculty, to fulfill its stated mission and goals. This support is adequate to sustain all core functions, including offering coursework and advising students. The stability of resources is a factor in evaluating resource adequacy.**

**Students’ access to a range of intellectual perspectives and to breadth of thought in their chosen fields of study is an important component of quality, as is faculty access to colleagues with shared interests and expertise.**

**All identified faculty must have regular instructional responsibility in the area. Individuals who perform research in a given area but do not have some regular expectations for instruction cannot serve as one of the three to five listed members.**

1. A table demonstrating the adequacy of the school’s instructional faculty resources in the format of Template C2-1.

*INSERT TEMPLATE C2-1 HERE*

1. All primary instructional faculty, by definition, are allocated 1.0 FTE. Schools must explain the method for calculating FTE for any non-primary instructional faculty presented in C2-1.

*INSERT NARRATIVE HERE*

1. If applicable, provide a narrative explanation that supplements reviewers’ understanding of data in the templates.

*INSERT NARRATIVE HERE*

1. Data on the following for the most recent year in the format of Template C2-2. See Template C2‑2 for additional definitions and parameters.

*INSERT TEMPLATE C2-2 HERE*

1. Quantitative data on student perceptions of the following for the most recent year. Schools should only present data on public health degrees and concentrations.
   1. Class size and its relation to quality of learning (e.g., The class size was conducive to my learning)

*INSERT DATA HERE*

* 1. Availability of faculty (i.e., Likert scale of 1-5, with 5 as very satisfied)

*INSERT DATA HERE*

1. Qualitative data on student perceptions of class size and availability of faculty. Only present data on public health degrees and concentrations.

*INSERT SUMMARY HERE AND PROVIDE LOCATION OF FULL RESULTS IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

C3. Staff and Other Personnel Resources

**The school has staff and other personnel adequate to fulfill its stated mission and goals. The stability of resources is a factor in evaluating resource adequacy.**

1. A table defining the number of the school’s staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation. Individuals whose workload is primarily as a faculty member should not be listed.

*INSERT TEMPLATE C3-1 HERE*

1. Provide a narrative description, which may be supported by data if applicable, of the contributions of other personnel.

*INSERT NARRATIVE HERE*

1. Provide narrative and/or data that support the assertion that the school’s staff and other personnel support is sufficient or not sufficient.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

C4. Physical Resources

**The school has physical resources adequate to fulfill its stated mission and goals and to support instructional schools. Physical resources include faculty and staff office space, classroom space, student shared space and laboratories, as applicable.**

1. Briefly describe, with data as applicable, the following. (Note: square footage is not required unless specifically relevant to the school’s narrative.)

* Faculty office space

*INSERT NARRATIVE HERE*

* Staff office space

*INSERT NARRATIVE HERE*

* Classrooms

*INSERT NARRATIVE HERE*

* Shared student space

*INSERT NARRATIVE HERE*

* Laboratories, if applicable to public health degree school offerings

*INSERT NARRATIVE HERE*

1. Provide narrative and/or data that support the assertion that the physical space is sufficient or not sufficient.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

C5. Information and Technology Resources

**The school has information and technology resources adequate to fulfill its stated mission and goals and to support instructional schools. Information and technology resources include library resources, student access to hardware and software (including access to specific software or other technology required for instructional schools), faculty access to hardware and software (including access to specific software required for the instructional schools offered) and technical assistance for students and faculty.**

1. Briefly describe, with data if applicable, the following:

* library resources and support available for students and faculty

*INSERT NARRATIVE HERE*

* student access to hardware and software (including access to specific software or other technology required for instructional schools)

*INSERT NARRATIVE HERE*

* faculty access to hardware and software (including access to specific software or other technology required for instructional schools)

*INSERT NARRATIVE HERE*

* technical assistance available for students and faculty

*INSERT NARRATIVE HERE*

1. Provide narrative and/or data that support the assertion that information and technology resources are sufficient or not sufficient.

*INSERT NARRATIVE AND/OR DATA HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

# **D1. MPH & DrPH Foundational Public Health Knowledge**

**The school ensures that all MPH and DrPH graduates are grounded in foundational public health knowledge.**

**The school validates MPH and DrPH students’ foundational public health knowledge through appropriate methods.**

1. Provide a matrix, in the format of Template D1-1, that indicates how all MPH and DrPH students are grounded in each of the foundational public health learning objectives listed above (1-12). The matrix must identify all options for MPH and DrPH students used by the school.

*INSERT TEMPLATE D1-1 HERE*

1. Provide supporting documentation that clearly identifies how the school ensures grounding in each area. Documentation may include detailed course schedules or outlines to selected modules from the learning management system that identify the relevant assigned readings, lecture topics, class activities, etc. For non-course-based methods, include web links or handbook excerpts that describe admissions prerequisites.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assessment of strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

# **D2. MPH Foundational Competencies**

**The school documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals (e.g., teaching assistants or other similar individuals without official faculty roles working under a faculty member’s supervision) validate the student’s ability to perform the competency.**

**Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the school must assess *all* MPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc. This requirement also applies to students completing an MPH in combination with another degree (e.g., joint, dual, concurrent degrees).**

**Since the unit must demonstrate that all students perform all competencies, units must define methods to assess individual students’ competency attainment in group projects Also, assessment should occur in a setting other than an internship, which is tailored to individual student needs and designed to allow students to practice skills previously learned in a classroom. Additionally, assessment must occur outside of the integrative learning experience (see Criterion**

**D7), which is designed to integrate previously attained skills in new ways.**

**These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and**

**environmental health sciences), as well as cross-cutting and emerging public health areas.**

1. List the coursework and other learning experiences required for the school or program’s MPH degrees, including the required curriculum for each concentration. Information may be provided in the format of Template D2-1 (single- and multi-concentration formats available) or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each MPH degree.

*INSERT TEMPLATE D2-1 OR COMPARABLE INFORMATION HERE*

1. List the required curriculum for each combined degree option in the same format as above, clearly indicating (using italics or shading) any requirements that differ from MPH students who are not completing a combined degree.

*INSERT TEMPLATE D2-1 OR COMPARABLE INFORMATION HERE*

1. Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies listed above (1-22). If the school addresses all of the listed foundational competencies in a single, common core curriculum, the school need only present a single matrix. If combined degree students do not complete the same core curriculum as students in the standalone MPH program, the school must present a separate matrix for each combined degree. If the school relies on concentration-specific courses to assess some of the foundational competencies listed above, the school must present a separate matrix for each concentration.

*INSERT TEMPLATE D2-2 HERE*

1. Provide supporting documentation for each assessment activity listed in Template D2-2. Documentation should include the following, as relevant, for each listed assessment:

* assignment instructions or guidelines as provided to students
* writing prompts provided to students
* sample exam question(s)

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

# D3. DrPH Foundational Competencies (if applicable)

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

**The school documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals validate the student’s ability to perform the competency.**

**Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the school must assess *all* DrPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc.**

1. List the coursework and other learning experiences required for the school’s DrPH degrees. Information may be provided in the format of Template D3-1 or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each DrPH degree.

*INSERT TEMPLATE D3-1 OR COMPARABLE INFORMATION HERE*

1. Provide a matrix, in the format of Template D3-2, that indicates the assessment activity for each of the foundational competencies. If the school addresses all of the listed foundational competencies in a single, common core curriculum, the school need only present a single matrix. If the school relies on concentration-specific courses to assess some of the foundational competencies listed above, the school must present a separate matrix for each concentration.

*INSERT TEMPLATE D3-2 HERE*

1. Provide supporting documentation for each assessment activity listed in Template D3-2. Documentation should include the following, as relevant, for each listed assessment:

* assignment instructions or guidelines as provided to students
* writing prompts provided to students
* sample exam question(s)

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Include the most recent syllabus from each course listed in Template D3-1, or written guidelines, such as a handbook, for any required elements listed in Template D3-1 that do not have a syllabus.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

# D4. MPH & DrPH Concentration Competencies

**The school defines at least five distinct competencies for each concentration or generalist degree at each degree level. These competencies articulate the unique set of knowledge and skills**

**that justifies awarding a degree in the designated concentration (or generalist degree) and**

**differentiates the degree offering from other concentrations offered by the unit, if applicable.**

**The list of competencies may expand on or enhance foundational competencies, but, in all cases,**

**including generalist degrees, the competency statements must clearly articulate the additional**

**depth provided beyond the foundational competencies listed in Criteria D2 and D3.**

**The school documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each defined competency, during which faculty or other qualified individuals validate the student’s ability to perform the competency.**

**If the school intends to prepare students for a specific credential (e.g., CHES/MCHES) that has defined competencies, the school documents coverage and assessment of those competencies throughout the curriculum.**

1. Provide a matrix, in the format of Template D4-1, that lists at least five competencies in addition to those defined in Criterion D2 or D3 for each MPH or DrPH concentration or generalist degree, including combined degree options, and indicates at least one assessment activity for each of the listed competencies. Typically, the school will present a separate matrix for each concentration.

*INSERT TEMPLATE D4-1 HERE*

1. For degrees that allow students to tailor competencies at an individual level in consultation with an advisor, the school must present evidence, including policies and sample documents, that demonstrate that each student and advisor create a matrix in the format of Template D4-1 for the plan of study. Include a description of policies in the self-study document and at least five sample matrices in the electronic resource file.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Provide supporting documentation for each assessment activity listed in Template D4-1. Documentation should include the following, as relevant, for each listed assessment:

* assignment instructions or guidelines as provided to students
* writing prompts provided to students
* sample exam question(s)

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

# **D5. MPH Applied Practice Experiences**

**MPH students demonstrate competency attainment through applied practice experiences.**

**The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.**

**The school** **assesses each student’s competency attainment in practical and applied settings through a portfolio approach, which reviews practical, applied work products that were produced for the site’s use and benefit. Review of the student’s performance in the APE must be based on at least two practical, non-academic work products AND on validating that the work products demonstrate the student’s attainment of the designated competencies.**

**Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.**

1. Briefly describe how the school identifies competencies attained in applied practice experiences for each MPH student, including a description of any relevant policies.

*INSERT NARRATIVE HERE*

1. Provide documentation, including syllabi and handbooks, of the official requirements through which students complete the applied practice experience.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Provide samples of practice-related materials for individual students from each concentration or generalist degree. The samples must also include materials from students completing combined degree schools, if applicable. The school must provide samples of complete sets of materials (ie, Template D5-1 and the work products/documents that demonstrate at least five competencies) from at least five students in the last three years for each concentration or generalist degree. If the school has not produced five students for which complete samples are available, note this and provide all available samples.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

D6. DrPH Applied Practice Experience **(if applicable)**

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

**The work product may be a single project or a set of related projects that demonstrate a depth of competence. It may be completed as a discrete experience (such as a practicum or internship) or integrated into school coursework. In either case, the deliverable must contain a reflective component that includes the student’s expression of personal and/or professional reactions to the applied practice experience. This may take the form of a journal or other written product, a professional portfolio, or another deliverable as appropriate for the school.**

**The school identifies a minimum of five foundational and/or concentration-specific competencies (as defined in Criteria D3 and D4) that are reinforced and/or assessed through application. The school may either choose at least one competency from the leadership, management, and governance domain in Criterion D3 or choose a concentration-specific competency identified in Criterion D4 if it relates to leadership skills. Competencies may differ from student to student.**

1. Briefly describe how the school identifies competencies attained in applied practice experiences for each DrPH student, including a description of any relevant policies.

*INSERT NARRATIVE HERE*

1. Explain, with references to specific deliverables or other requirements, the manner through which the school ensures that the applied practice experience requires students to demonstrate leadership competencies.

*INSERT NARRATIVE HERE*

1. Provide documentation, including syllabi and handbooks, of the official requirements through which students complete the applied practice experience.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Provide samples of practice-related materials for individual students from each concentration or generalist degree. The school must provide samples of complete sets of materials (ie, Template D6-1 and the work products/documents that demonstrate at least five competencies) from at least five students in the last three years for each concentration or generalist degree. If the school has not produced five students for which complete samples are available, note this and provide all available samples.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

# D7. MPH Integrative Learning Experience

**MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student’s educational and professional goals; demonstrating synthesis and integration requires more than one foundational and one concentration competency.**

**Professional certification exams (e.g., CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the ILE, but are not in and of themselves sufficient to satisfy this criterion.**

**The school identifies assessment methods that ensure that at least one faculty member reviews each student’s performance in the ILE and ensures that the experience addresses the selected foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (e.g., preceptors).**

1. List, in the format of Template D7-1, the integrative learning experience for each MPH concentration, generalist degree or combined degree option that includes the MPH. The template also requires the school to explain, for each experience, how it ensures that the experience demonstrates synthesis of competencies.

*INSERT TEMPLATE D7-1 HERE*

1. Briefly summarize the process, expectations, and assessment for each integrative learning experience.

*INSERT NARRATIVE HERE*

1. Provide documentation, including syllabi and/or handbooks, that communicates integrative learning experience policies and procedures to students.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Provide documentation, including rubrics or guidelines, that explains the methods through which faculty and/or other qualified individuals assess the integrative learning experience with regard to students’ demonstration of the selected competencies.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations, if applicable. The school must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

# D8. DrPH Integrative Learning Experience

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

**As part of an integrative learning experience, DrPH candidates generate field-based products consistent with advanced practice designed to influence schools, policies or systems addressing public health. The products demonstrate synthesis of foundational and concentration-specific competencies.**

**The integrative learning experience is completed at or near the end of the school of study. It may take many forms consistent with advanced, doctoral-level studies and university policies but must require, at a minimum, production of a high-quality written product.**

1. List, in the format of Template D8-1, the integrative learning experience for each DrPH concentration or generalist degree. The template also requires the school to explain, for each experience, how it ensures that the experience demonstrates synthesis of competencies.

*INSERT TEMPLATE D8-1 HERE*

1. Briefly summarize the process, expectations, and assessment for each integrative learning experience.

*INSERT NARRATIVE HERE*

1. Provide documentation, including syllabi and/or handbooks, that communicates integrative learning experience policies and procedures to students.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Provide documentation, including rubrics or guidelines, that explains the methods through which faculty and/or other qualified individuals assess the integrative learning experience with regard to students’ demonstration of the selected competencies.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations. The school must provide at least 10% of the number produced in the last three years or five examples, whichever is greater. If the school does not have five recent samples for an option, note this and provide all available samples.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

# D9. Public Health Bachelor’s Degree Foundational Domains

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

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

**If the school intends to prepare students for a specific credential, the curriculum must also address the areas of instruction required for credential eligibility (e.g., CHES).**

1. Provide a matrix, in the format of Template D9-1, that indicates the courses/experience(s) that ensure that students are exposed to each of the domains indicated. Template D9-1 requires the school to identify the learning experiences that introduce and reinforce each domain. Include a footnote with the template that provides the school’s definition of “introduced” and “covered.”

*INSERT TEMPLATE D9-1 HERE*

1. Include the most recent syllabus from each course listed in Template D9-1, or written guidelines, such as a handbook, for any required experience(s) listed in Template D9-1 that do not have a syllabus.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

# D10. Public Health Bachelor’s Degree Foundational Competencies

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

**Students must demonstrate the following competencies:**

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

1. Provide a matrix, in the format of Template D10-1, that indicates the assessment activity for each foundational competency.

*INSERT TEMPLATE D10-1 HERE*

1. Provide supporting documentation for each assessment activity listed in Template D10-1. Documentation should include the following, as relevant, for each listed assessment:

* assignment instructions or guidelines as provided to students
* writing prompts provided to students
* sample exam question(s)

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Include the most recent syllabus from each course listed in Template D10-1 (if not presented in Criterion D9), or written guidelines, such as a handbook, for any required elements listed in Template D10-1 that do not have a syllabus.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

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

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

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

1. Provide a matrix, in the format of Template D11-1, that identifies the cumulative and experiential activities through which students integrate, synthesize, and apply knowledge as indicated.

*INSERT TEMPLATE D11-1 HERE*

1. Include examples of student work that relate to the cumulative and experiential activities.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Briefly describe the means through which the school implements the cumulative experience and field exposure requirements.

*INSERT NARRATIVE HERE*

1. Include 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 electronic copies of any documents that are not available online.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

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

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

**The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education, and lifelong learning. Students are exposed to concepts through any combination of learning experiences and co-curricular experiences.**

1. Briefly describe, in the format of Template D12-1, of the manner in which the curriculum and co-curricular experiences expose students to the identified concepts.

*INSERT TEMPLATE D12-1 HERE*

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

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

# D13. MPH Program Length

**An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for completion.**

**Schools use university definitions for credit hours.**

1. Provide information about the minimum credit-hour requirements for all MPH degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form.

*INSERT NARRATIVE HERE*

1. Define a credit with regard to classroom/contact hours.

*INSERT NARRATIVE HERE*

# D14. DrPH Program Length

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

**The DrPH degree requires a minimum of 36 semester-credits, 48 quarter-credits of post-master’s coursework or its equivalent. Credits associated with the integrative learning experience and, if applicable, a residency, internship or other applied practice experience conducted outside of a didactic course, do not count toward this requirement. The minimum credit requirement also does not count MPH-level prerequisite courses or their equivalent.**

**Schools use university definitions for credit hours.**

1. Provide information about the minimum credit-hour requirements for all DrPH degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form.

*INSERT NARRATIVE HERE*

1. Define a credit with regard to classroom/contact hours.

*INSERT NARRATIVE HERE*

# D15. Bachelor’s Degree Program Length

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

**A public health bachelor’s degree requires completion of a total number of credit units commensurate with other similar degree schools in the university.**

**Schools use university definitions for credit hours.**

1. Provide information about the minimum credit-hour requirements for all bachelor’s degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form.

*INSERT NARRATIVE HERE*

1. Define a credit with regard to classroom/contact hours.

*INSERT NARRATIVE HERE*

1. Describe policies and procedures for acceptance of coursework completed at other institutions, including community colleges.

*INSERT NARRATIVE HERE*

1. If applicable, provide articulation agreements with community colleges that address acceptance of coursework.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Provide information about the minimum credit-hour requirements for coursework for the major in at least two similar bachelor’s degree programs in the home institution.

*INSERT NARRATIVE HERE*

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

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

**Students enrolled in the unit of accreditation’s academic and highly specialized public health**

**master’s degrees (e.g., MS in biostatistics, MS in industrial hygiene, MS in data analytics, etc.)**

**complete a curriculum that is based on defined competencies; produce an appropriately rigorous**

**discovery-based paper or project at or near the end of the program of study; and engage in**

**research at a level appropriate to the degree program’s objectives.**

**These students also complete coursework and other experiences, outside of the major paper or project, that substantively address scientific and analytic approaches to discovery and/or translation of public health knowledge.**

**Finally, students complete coursework that provides instruction in the foundational public health knowledge at an appropriate level of complexity. This instruction may be delivered through online, in-person or blended methodologies, but it must meet the following requirements while covering the defined content areas.**

**The school identifies at least one required assessment activity for each of the foundational public health learning objectives.**

**The school validates academic public health master’s students’ foundational public health knowledge through appropriate methods.**

1. List the curricular requirements for each relevant degree in the unit of accreditation.

*INSERT NARRATIVE HERE*

1. Provide a matrix, in the format of Template D16-1, that indicates the assessment activity for each of the foundational public health learning objectives listed above (1-12). Typically, the school will present a separate matrix for each degree program, but matrices may be combined if requirements are identical.

*INSERT TEMPLATE D16-1 HERE*

1. Provide supporting documentation for each assessment activity listed in Template D16-1. Documentation should include the following, as relevant, for each listed assessment:

* assignment instructions or guidelines as provided to students
* writing prompts provided to students
* sample exam question(s)

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Provide a matrix, in the format of Template D16-2, that lists competencies for each relevant degree and concentration. The matrix indicates how each competency is covered in the curriculum. Typically, the school will present a separate matrix for each concentration. Note: these competencies are defined by the school and are distinct from the foundational public health learning objectives defined in this criterion.

*INSERT TEMPLATE D16-2 HERE*

1. Provide supporting documentation that clearly identifies how the school or program ensures that students complete a curriculum based on defined competencies. Documentation may include detailed course schedules or outlines to selected modules from the learning management system that identify the relevant assigned readings, lecture topics, class activities, etc.)

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Briefly explain how the school ensures that the instruction and assessment in basic public health knowledge is generally equivalent to the instruction and assessment typically associated with a three-semester-credit course.

*INSERT NARRATIVE HERE*

1. Identify required coursework and other experiences that address the variety of public health research methods employed in the context of a population health framework to foster discovery and/or translation of public health knowledge and a brief narrative that explains how the instruction and assessment is equivalent to that typically associated with a three-semester-credit course.

Typically, the school or program will present a separate list and explanation for each degree program, but these may be combined if requirements are identical.

*INSERT NARRATIVE HERE*

1. Briefly summarize policies and procedures relating to production and assessment of the final research project or paper.

*INSERT NARRATIVE HERE*

1. Provide links to handbooks or webpages that contain the full list of policies and procedures governing production and assessment of the final research project or paper for each degree program.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Include completed, graded samples of deliverables associated with the major paper or project. The school must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

# D17. Academic Public Health Doctoral Degrees

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

**Students enrolled in the unit of accreditation’s doctoral degree programs that are designed to**

**prepare public health researchers and scholars (e.g., PhD, ScD) complete a curriculum that is**

**based on defined competencies; engage in research appropriate to the degree program; and**

**produce an appropriately advanced research project at or near the end of the program of study.**

**These students also complete coursework and other experiences, outside of the major paper or project, that substantively address scientific and analytic approaches to discovery and translation of public health knowledge.**

**These students complete doctoral-level, advanced coursework and other experiences that distinguish the school of study from a master’s degree in the same field.**

**The school defines appropriate policies for advancement to candidacy, within the context of the institution.**

**Finally, students complete coursework that provides instruction in the foundational public health knowledge at an appropriate level of complexity. This instruction may be delivered through online, in-person or blended methodologies, but it must meet the following requirements while covering the defined content areas.**

**The school identifies at least one required assessment activity for each of the foundational public health learning objectives.**

**The school validates academic doctoral students’ foundational public health knowledge through appropriate methods.**

1. List the curricular requirements for each non-DrPH public health doctoral degree in the unit of accreditation, EXCLUDING requirements associated with the final research project. The list must indicate (using shading) each required curricular element that a) is designed expressly for doctoral, rather than master’s students or b) would not typically be associated with completion of a master’s degree in the same area of study.

The school may present accompanying narrative to provide context and information that aids reviewers’ understanding of the ways in which doctoral study is distinguished from master’s-level study. This narrative is especially important for institutions that do not formally distinguish master’s-level courses from doctoral-level courses.

The school will present a separate list for each degree program and concentration as appropriate.

*INSERT NARRATIVE HERE*

1. Provide a matrix, in the format of Template D17-1, that indicates the assessment activity for each of the foundational public health learning objectives listed above (1-12). Typically, the school will present a separate matrix for each degree program, but matrices may be combined if requirements are identical.

*INSERT TEMPLATE D17-1 HERE*

1. Provide supporting documentation for each assessment activity listed in Template D17-1. Documentation should include the following, as relevant, for each listed assessment:

* assignment instructions or guidelines as provided to students
* writing prompts provided to students
* sample exam question(s)

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Provide a matrix, in the format of Template D17-2, that lists competencies for each relevant degree and concentration. The matrix indicates how each competency is covered in the curriculum. Typically, the school will present a separate matrix for each concentration. Note: these competencies are defined by the school and are distinct from the introductory public health learning objectives defined in this criterion.

*INSERT TEMPLATE D17-2 HERE*

1. Provide supporting documentation that clearly identifies how the school or program ensures that students complete a curriculum based on defined competencies. Documentation may include detailed course schedules or outlines to selected modules from the learning management system that identify the relevant assigned readings, lecture topics, class activities, etc.)

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Briefly explain how the school ensures that the instruction and assessment in introductory public health knowledge is generally equivalent to the instruction and assessment typically associated with a three semester-credit course.

*INSERT NARRATIVE HERE*

1. Identify required coursework and other experiences that address the variety of public health research methods employed in the context of a population health framework to foster discovery and translation of public health knowledge and a brief narrative that explains how the instruction and assessment is equivalent to that typically associated with a three-semester-credit course.

Typically, the school or program will present a separate list and explanation for each degree program, but these may be combined if requirements are identical.

*INSERT NARRATIVE HERE*

1. Briefly summarize policies and procedures relating to production and assessment of the final research project or paper.

*INSERT NARRATIVE HERE*

1. Provide links to handbooks or webpages that contain the full list of policies and procedures governing production and assessment of the final research project or paper for each degree program.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Include completed, graded samples of deliverables associated with the advanced research project. The school must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

# 

# D18. All Remaining Degrees

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

**Students enrolled in any of the SPH’s degree programs that are not addressed in Criteria D2, D3, D9, D16 or D17 complete coursework that provides instruction in the foundational public health knowledge at a level of complexity appropriate to the level of the student’s degree program.**

**The instruction and assessment of students’ foundational public health knowledge are equivalent in depth to the instruction and assessment that would typically be associated with a three-semester-credit class, regardless of the number of credits awarded for the experience or the mode of delivery.**

**The school identifies at least one required assessment activity for each of the foundational public health learning objectives.**

1. Provide a matrix, in the format of Template D18-1, that indicates the assessment activity for each of the foundational public health learning objectives listed above (1-12). Typically, the school will present a separate matrix for each degree program, but matrices may be combined if requirements are identical.

*INSERT TEMPLATE D18-1 HERE*

1. Briefly explain how the school ensures that the instruction and assessment in introductory public health knowledge is generally equivalent to the instruction and assessment typically associated with a three-semester-credit course.

*INSERT NARRATIVE HERE*

1. Provide supporting documentation for each assessment activity listed in Template D18-1. Documentation should include the following, as relevant, for each listed assessment:

* assignment instructions or guidelines as provided to students
* writing prompts provided to students
* sample exam question(s)

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

# D19. Distance Education

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

**The university provides needed support for the school, including administrative, communication, information technology and student services.**

**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 school improvements. Evaluation of student outcomes and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence school.**

1. Identify all public health distance education degree programs and/or concentrations that offer a curriculum or course of study that can be obtained via distance education. Template Intro‑1 may be referenced for this purpose.

*INSERT NARRATIVE HERE*

1. Describe the public health distance education programs, including
2. an explanation of the model or methods used,

*INSERT NARRATIVE HERE*

1. the school’s rationale for offering these programs,

*INSERT NARRATIVE HERE*

1. the manner in which it provides necessary administrative, information technology and student support services,

*INSERT NARRATIVE HERE*

1. 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

*INSERT NARRATIVE HERE*

1. the manner in which it evaluates the educational outcomes, as well as the format and methods.

*INSERT NARRATIVE HERE*

1. Describe the processes that the university uses to verify that the student who registers in a distance education course (as part of a distance-based degree) or a fully distance-based degree is the same student who participates in and completes the course or degree and receives the academic credit.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

E1. Faculty Alignment with Degrees Offered

**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.**

**Faculty education and experience is appropriate for the degree level (bachelor’s, master’s, doctoral) and the nature of the degree (research, professional practice, etc.) with which they are associated.**

1. Provide a table showing the school’s primary instructional faculty in the format of Template E1-1. The template presents data effective at the beginning of the academic year in which the final self-study is submitted to CEPH and must be updated at the beginning of the site visit if any changes have occurred since final self-study submission. The identification of instructional areas must correspond to the data presented in Template C2-1.

*INSERT TEMPLATE E1-1 HERE*

1. Provide summary data on the qualifications of any other faculty with significant involvement in the school’s public health instruction in the format of Template E1-2. Schools define “significant” in their own contexts but, at a minimum, include any individuals who regularly provide instruction or supervision for required courses and other experiences listed in the criterion on Curriculum. Reporting on individuals who supervise individual students’ practice experience (preceptors, etc.) is not required. The identification of instructional areas must correspond to the data presented in Template C2-1.

*INSERT TEMPLATE E1-2 HERE*

1. Include CVs for all individuals listed in the templates above.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, provide a narrative explanation that supplements reviewers’ understanding of data in the templates.

*IF APPLICABLE, INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

E2. Integration of Faculty with Practice Experience

**To assure a broad public health perspective, the school employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice. Schools encourage faculty to maintain ongoing practice links with public health agencies, especially at state and local levels.**

**To assure the relevance of curricula and individual learning experiences to current and future practice needs and opportunities, schools regularly involve public health practitioners and other individuals involved in public health work through arrangements that may include adjunct and part-time faculty appointments, guest lectures, involvement in committee work, mentoring students, etc.**

1. Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, other than faculty members’ participation in extramural service, as discussed in Criterion E5. The unit may identify full-time faculty with prior employment experience in practice settings outside of academia, and/or units may describe employment of part-time practice-based faculty, use of guest lecturers from the practice community, etc.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

E3. Faculty Instructional Effectiveness

**The school ensures that systems, policies, and procedures are in place to document that all faculty (full-time and part-time) are current in their areas of instructional responsibility and in pedagogical methods.**

**The school establishes and consistently applies procedures for evaluating faculty competence and performance in instruction.**

**The school supports professional development and advancement in instructional effectiveness.**

1. Describe the school’s procedures for evaluating faculty instructional effectiveness. Include a description of the processes used for student course evaluations and peer evaluations, if applicable.

*INSERT NARRATIVE HERE*

1. Describe available university and programmatic support for continuous improvement in teaching practices and student learning. Provide three to five examples of school involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.

*INSERT NARRATIVE HERE*

1. Describe means through which the school or program ensures that all faculty (primary instructional and non-primary instructional) maintain currency in their areas of instructional responsibility. Provide examples as relevant. This response should focus on methods for ensuring that faculty members’ disciplinary knowledge is current.

*INSERT NARRATIVE HERE*

1. Describe the role of evaluations of instructional effectiveness in decisions about faculty advancement.

*INSERT NARRATIVE HERE*

1. Provide quantitative and/or qualitative information that characterizes the unit’s performance over the last three years on its self-selected indicators of instructional effectiveness.

Select at least three indicators, meaningful to the unit, with one from each listed category.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

E4. Faculty Scholarship

**The school has policies and practices in place to support faculty involvement in scholarly activities. As many faculty as possible are involved in research and scholarly activity in some form, whether funded or unfunded. Ongoing participation in research and scholarly activity ensures that faculty are relevant and current in their field of expertise, that their work is peer reviewed and that they are content experts.**

**The types and extent of faculty research align with university and school missions and relate to the types of degrees offered.**

**Faculty integrate research and scholarship with their instructional activities. Research allows faculty to bring real-world examples into the classroom to update and inspire teaching and provides opportunities for students to engage in research activities, if desired or appropriate for the degree program.**

1. Describe the school’s definition of and expectations regarding faculty research and scholarly activity.

*INSERT NARRATIVE HERE*

1. Describe available university and school support for research and scholarly activities.

*INSERT NARRATIVE HERE*

1. Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities. This response should focus on instances in which students were

employed or volunteered to assist faculty in faculty research projects and/or independent student

projects that arose from or were related to a faculty member’s existing research.

*INSERT NARRATIVE HERE*

1. Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students. This response should briefly summarize three to five faculty research projects and explain how the faculty member leverages the research project or integrates examples or material from the research project into classroom instruction. Each example should be drawn from a different faculty member, if possible.

*INSERT NARRATIVE HERE*

1. Describe the role of research and scholarly activity in decisions about faculty advancement.

*INSERT NARRATIVE HERE*

1. Provide quantitative data on the unit’s scholarly activities from the last three years in the format of Template E4-1, with the unit’s self-defined target level on each measure for reference. In addition to at least three from the list in the criteria, the school may add measures that are significant to its own mission and context.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

E5. Faculty Extramural Service

**The school defines expectations regarding faculty extramural service activity. Participation in internal university committees is not within the definition of this section. Service as described here refers to contributions of professional expertise to the community, including professional practice. It is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research.**

**As many faculty as possible are actively engaged with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the school’s professional knowledge and skills. While these activities may generate revenue, the value of faculty service is not measured in financial terms.**

* + 1. Describe the school’s definition and expectations regarding faculty extramural service activity. Explain how these relate/compare to university definitions and expectations.

*INSERT NARRATIVE HERE*

* + 1. Describe available university and school support for extramural service activities.

*INSERT NARRATIVE HERE*

* + 1. Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students. This response should briefly summarize three to five faculty extramural service activities and explain how the faculty member leverages the activity or integrates examples or material from the activity into classroom instruction. Each example should be drawn from a different faculty member, if possible.

*INSERT NARRATIVE HERE*

* + 1. Provide quantitative and/or qualitative information that characterizes the unit’s performance over the last three years on the self-selected indicators of extramural service, as specified below.

Select at least three of the following indicators that are meaningful to the school. In addition to at least three from the list in the criteria, the school may add indicators that are significant to its own mission and context.

*INSERT NARRATIVE HERE*

* + 1. Describe the role of service in decisions about faculty advancement.

*INSERT NARRATIVE HERE*

* + 1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

F1. Community Involvement in School Evaluation and Assessment

**The school engages constituents, including community stakeholders, alumni, employers, and other relevant community partners. Stakeholders may include professionals in sectors other than health (e.g., attorneys, architects, parks and recreation personnel).**

**Specifically, the school ensures that constituents provide regular feedback on its student outcomes, curriculum, and overall planning processes, including the self-study process.**

1. Describe any formal structures for constituent input (e.g., community advisory board, alumni association, etc.). List members and/or officers as applicable, with their credentials and professional affiliations.

*INSERT NARRATIVE HERE*

1. Describe any other groups of external constituents (outside formal structures mentioned above) from whom the unit regularly gathers feedback.

*INSERT NARRATIVE HERE*

1. Describe how the school engages external constituents in regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions.

*INSERT NARRATIVE HERE*

1. Describe how the school’s external partners contribute to the ongoing operations of the school, including the development of the vision, mission, values, goals, and evaluation plan and the development of the self-study document.

*INSERT NARRATIVE HERE*

1. Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation requests 3 and 4.

*INDICATE WHICH AREAS (AT LEAST TWO) SELECTED HERE AND PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Summarize the findings of the employers’ assessment of program graduates’ preparation for post-graduation destinations and explain how the information was gathered.

*INSERT NARRATIVE HERE*

1. Provide documentation of the method by which the school gathered employer feedback.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

F2. Student Involvement in Community and Professional Service

**Community and professional service opportunities, in addition to those used to satisfy Criterion D5, are available to all students. Experiences should help students to gain an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field.**

1. Describe how students are introduced to service, community engagement and professional development activities and how they are encouraged to participate.

*INSERT NARRATIVE HERE*

1. Provide examples of professional and community service opportunities in which public health students have participated in the last three years.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

F3. Delivery of Professional Development Opportunities for the Workforce

**The school advances public health by addressing the professional development needs of the current public health workforce, broadly defined, based on assessment activities. Professional development offerings can be for-credit or not-for-credit and can be one-time or sustained offerings.**

1. Provide two to three examples of education/training activities offered by the school in the last three years in response to community-identified needs. For each activity, include the number of external participants served (i.e., individuals who are not faculty or students at the institution that houses the school) and an indication of how the unit identified the educational needs. See Template F3-1.

*INSERT TEMPLATE F3-1 AND NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

G1. Diversity and Cultural Competence

**The school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.**

**The school or program also provides a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.**

**Schools and programs advance diversity and cultural competency through a variety of practices, which may include the following:**

* **incorporation of diversity and cultural competency considerations in the curriculum**
* **recruitment and retention of diverse faculty, staff, and students**
* **development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination**
* **reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted**

1. List the school’s self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the school; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups.

*INSERT NARRATIVE HERE*

1. List the school’s specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.

*INSERT NARRATIVE HERE*

1. List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of school-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.

*INSERT NARRATIVE HERE*

1. List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.

*INSERT NARRATIVE HERE*

1. Provide quantitative and qualitative data that document the school’s approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.

*INSERT NARRATIVE HERE*

1. Provide student and faculty (and staff, if applicable) perceptions of the school’s climate regarding diversity and cultural competence.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

H1. Academic Advising

**The school provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment, to advisors who are actively engaged and knowledgeable about the school’s curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.**

1. Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.

*INSERT NARRATIVE HERE*

1. Describe the school’s academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering.

*INSERT NARRATIVE HERE*

1. Explain how advisors are selected and oriented to their roles and responsibilities.

*INSERT NARRATIVE HERE*

1. Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable. Schools should present data only on public health degree offerings.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

H2. Career Advising

**The school provides accessible and supportive career advising services for students. All students, including those who may be currently employed, have access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to their professional development needs; these faculty and/or staff provide appropriate career placement advice, including advice about enrollment in additional education or training programs, when applicable. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.**

**The school provides such resources for both currently enrolled students and alumni. The school may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.**

1. Describe the school’s career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students’ specific needs.

*INSERT NARRATIVE HERE*

1. Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.

*INSERT NARRATIVE HERE*

1. Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.

*INSERT NARRATIVE HERE*

1. Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

H3. Student Complaint Procedures

**The school enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to school officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.**

1. Describe the procedures by which students may communicate complaints and/or grievances to school officials, addressing both informal complaint resolution and formal complaints or grievances. Explain how these procedures are publicized.

*INSERT NARRATIVE HERE*

1. Briefly summarize the steps for how a formal complaint or grievance is filed through official university processes progresses. Include information on all levels of review/appeal.

*INSERT NARRATIVE HERE*

1. List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.

*INSERT NARRATIVE HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

H4. Student Recruitment and Admissions

**The school implements student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the school’s various learning activities, which will enable each of them to develop competence for a career in public health.**

1. Describe the school’s recruitment activities. If these differ by degree (e.g., bachelor’s vs. graduate degrees), a description should be provided for each.

*INSERT NARRATIVE HERE*

1. Provide a brief summary of admissions policies and procedures. If these differ by degree (e.g., bachelor’s vs. graduate degrees), a description should be provided for each. Schools should discuss only public health degrees. Detailed admissions policies, if relevant, may be provided in the electronic resource file and referenced here.

*INSERT NARRATIVE HERE*

1. Provide quantitative data on the unit’s student body from the last three years in the format of

Template H4-1, with the unit’s self-defined target level on each measure for reference. In addition

to at least one from the list that follows, the school may add measures that are significant to its own mission and context. Schools should focus data and descriptions on students associated with the school’s public health degree programs.

*INSERT TEMPLATE H4-1 HERE*

1. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

*IF APPLICABLE, INSERT NARRATIVE HERE*

H5. Publication of Educational Offerings

**Catalogs and bulletins used by the school to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions 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, must contain accurate information.**

1. Provide direct links to information and descriptions of all degree schools 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.

*INSERT LINKS HERE*