ASPPH Presents Webinar Series

An Overview of SBP CEPH Accreditation

Thursday, December 8, 2016
1:00 pm-2:00 pm Eastern
Method for Submitting Questions

Join the Conversation...

- You can ask questions in writing anytime during the webinar.
- Simply type them in the “Questions” field on the right side of your screen.
Today’s Presenters

Nicole Williams, MPH  
CEPH

William Kernan, EdD, MS,  
MPA, MCHES  
William Paterson University

Jason D. Coleman, PhD,  
MSPH  
University of Nebraska at Omaha
SBPs: Applying for CEPH Accreditation

Webinar
December 8, 2016
CEPH background

- Established in 1974 jointly by APHA & ASPH
- Private, non-profit corporation
- 10-member Board of Directors (currently nine)
- 9 staff members
- 100 trained site visitors (academic and practitioners)
- Recognized by the US Department of Education
CEPH guiding statements

Mission: CEPH assures quality in public health education and training to achieve excellence in practice, research and service, through collaboration with organizational and community partners.

Vision: Leading and fostering innovation in quality improvement

Objectives:
• To promote quality in public health education through a continuing process of self-evaluation by the schools and programs that seek accreditation;
• To assure the public that institutions offering graduate instruction in public health have been evaluated and judged to meet standards essential for the conduct of such educational programs; and
• To encourage - through periodic review, consultation, research, publications and other means - improvements in the quality of education for public health.
CEPH: vital statistics

- Accredit 180 total units
  - Accredit 59 schools of public health
  - Accredit 113 public health programs
  - Accredit 8 standalone baccalaureate programs
- 44 schools and programs are currently applicants
- Accredit in 46 states plus DC & PR
- Accredit in 4 countries outside US (Canada, Mexico, Lebanon, Grenada)
The Council
CEPH Councilors

• 3 represent schools of public health
  • Appointed by ASPPH
• 2 represent public health programs
  • Approved by ASPPH and APHA
• 3 represent public health practice
  • Appointed by APHA
• 2 represent the general public
  • Jointly appointed by ASPPH and APHA
• Public Member #2 – currently vacant
Who makes decisions?

• Council makes accreditation decisions
  • Council relies heavily on site visitors’ evaluations as expressed in site visit team’s written report

• Staff/individuals may not make any decision on accreditation—Council, acting in official role, has sole authority
History of SBP Accreditation

- Calls from the field since 2003
- **2005**: Criteria revision allowing PHP to include UG in accreditation unit
- **2007**: USDE included UG PHP in CEPH scope of recognition
- **2008-2011**: CEPH solicited organizational comments, held Though Leaders meeting, adopted revised criteria, formed workgroups for future SBP criteria
- **2012-2013**: Developed and adopted SBP criteria
- **2016**: First SBPs accredited
SBPs

- 14 SBP Applicants
  - American University
  - Appalachian State
  - University of Arkansas
  - Boston University
  - Coastal Carolina University
  - Johns Hopkins University
  - Lake Washington Institute of Technology
  - University of Miami
  - New Jersey City University
  - University of Northern Iowa
  - University of Illinois, Edwardsville
  - SUNY – Old Westbury
  - Western CT State University
  - Western Washington University

- 8 Accredited SBPs
  - East Carolina University
  - University of Nebraska at Omaha
  - University of North Carolina at Wilmington
  - Rutgers, The State University of New Jersey
  - SUNY – Cortland
  - Syracuse University
  - Clemson University
  - William Paterson University
Procedures
Accreditation Procedures

1. Make contact with staff
2. Submit complete application
3. Attend Accreditation Orientation Workshop
4. Begin self-study process (up to 2 years)
5. Schedule site visit
6. Consultation visit
7. Submit preliminary self-study 5 months before visit – receive reader comments – make revisions
8. Final self-study to team 30 days prior to visit
9. Site visit – receive final report – written response
10. Decision at next Council meeting

**Process can take 2 ½ to 3 years**
Unit of Accreditation

All SBP include only baccalaureate public health degree programs. Majors and degree programs that may be eligible for inclusion in an SBP include the following:

The following will not be eligible for inclusion in an SBP:

• minors in public health, related fields or disciplines
• certificates in public health
• associate degrees in public health
Unit of Accreditation

• Variations in the organizational structure of SBP across institutions

• A regionally-accredited institution may contain a single accreditation unit, or a single institution may contain multiple CEPH accreditation units.
Applicant Phase

2-year process
During the Applicant Phase

• Write your self-study
  • Must be submitted within two years of application acceptance
• Attend the Accreditation Orientation Workshop (AOW)
• Host an on-site consultation visit
• Regularly communicate with and ask questions of CEPH staff
  • CEPH staff is there to guide you through the process!
Accreditation timeline (example)

- **Submit application (May 2014)**
- **Application accepted (June 2014)**
- **Attend Accreditation Orientation Workshop (late July/early Aug 2014)**
- **Contact CEPH to schedule site visit (January 2015)**
- **Contact CEPH to schedule consult visit (July - Oct 2015)**
- **Have consult visit (Oct 2015-March 2016)**
- **Submit preliminary self-study document (June 2016)**
- **Receive reviewers’ comments on preliminary self-study (August 2016)**
- **Incorporate comments (Sep-Nov 2016)**
- **Submit final self-study (November 2016)**
- **Have site visit (December 2016)**
- **Receive draft site visit report (February 2017)**
- **Prepare response to draft report (March - May 2017)**
- **CEPH staff sends updated/corrected report to Council (May 2017)**
- **Council makes accreditation decision (June 2017)**
Upcoming Application Deadlines

• Mid-June 2017 Application Decision
  • May 10, 2017
• Late-October 2017 Application Decision
  • August 22, 2017

• Twice per year (Spring and Fall)
Application Template
Walkthrough
Initiating the Review Process

• Written application, addressed to the CEPH president, which summarizes its ability to meet the accreditation criteria

• 15 pages or less, plus appendices if needed

• Application template available at www.ceph.org

• Address each item individually and succinctly
Application Components

1. A statement indicating that the program understands the required components of the accreditation process (AOW, Consult Visits, etc.)

2. A request signed by the chief executive officer of the institution and cosigned the chief administrative officer of the university unit in which the program is located and by the program’s designated leader.

3. Documentation of the eligibility requirements found in the Accreditation Procedures.
Eligibility Requirements

• 3a: Statement of Regional Accreditation
  • SBP must be located in a regionally accredited institution

• 3b: Organizational Structure
  • documented primary responsibility for curriculum development, admission standards, faculty selection and retention, and fiscal planning
    • Internal and external reporting lines

• 3c: Mission and Expected Student Learning Outcomes

• 3d: Curriculum Overview
  • Demonstrate ‘accreditable’ curriculum
4.0 **Curriculum**

- 4.1 General Undergraduate Curriculum
- 4.2 Public Health Curriculum
- 4.3 Specific Credentials
- 4.4 Public Health Skills
- 4.5 Cumulative and Experiential Activities
- 4.6 Cross-Cutting Concepts
- 4.7 Syllabi
4.1 General Undergraduate Curriculum

• The foundations of scientific knowledge, including biological and life sciences and the concepts of health and disease.
• The foundations of social and behavioral sciences.
• Basic statistics
• The humanities/fine arts
## Criterion 4.1: Template K

<table>
<thead>
<tr>
<th>DOMAINS</th>
<th>Courses and other learning experiences through which students are introduced to the domains specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science: Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease</td>
<td></td>
</tr>
<tr>
<td>Social and Behavioral Sciences: Introduction to the foundations of social and behavioral sciences</td>
<td></td>
</tr>
<tr>
<td>Math/Quantitative Reasoning: Introduction to basic statistics</td>
<td></td>
</tr>
<tr>
<td>Humanities/Fine Arts: Introduction to the humanities/fine arts</td>
<td></td>
</tr>
</tbody>
</table>
4.2 Public Health Domains

• History and philosophy of public health
• Basic concepts, methods and tools of public health data collection, use, analysis and evidence-based approaches in PH practice
• Concepts of population health and corresponding processes, approaches and interventions
• Underlying science of human health and disease including health promotion and protection across the life course
• Socioeconomic, behavioral, biological, environmental and other factors impacting human health and contributing to health disparities
• Project implementation: planning, assessment, evaluation
• Fundamental concepts and features of the US health system and differences in systems in other countries
• Basic legal, ethical, economic, regulatory and governmental concepts of health care and public health policy
• Basic concepts of public health-specific communication
**Criterion 4.2: Template L**

<table>
<thead>
<tr>
<th>PUBLIC HEALTH DOMAINS</th>
<th>Course Name and Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society</td>
<td>Ex. PH 103, Epidemiology</td>
</tr>
<tr>
<td></td>
<td>Ex. PH 105, Health Policy</td>
</tr>
<tr>
<td>Public Health History</td>
<td>C</td>
</tr>
<tr>
<td>Public Health Philosophy</td>
<td>I</td>
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<tr>
<td>Core PH Values</td>
<td>I</td>
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<tr>
<td>Core PH Concepts</td>
<td>I</td>
</tr>
<tr>
<td>Global Functions of Public Health</td>
<td>CIC</td>
</tr>
<tr>
<td>Societal Functions of Public Health</td>
<td>I</td>
</tr>
</tbody>
</table>
4.3 Specific Credentials

- If the program intends to prepare students for a specific credential, then the curriculum must address the areas of responsibility required for that credential’s eligibility (e.g., CHES)
4.4 Public Health Skills

- Students must demonstrate the
  - Ability to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
  - The ability to locate, use, evaluate and synthesize public health information
## Criterion 4.4: Template M

<table>
<thead>
<tr>
<th>Skills</th>
<th>Courses and other learning experiences through which students demonstrate the following skills.</th>
<th>Methods by which these skills are assessed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences</td>
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<tr>
<td>Oral communication</td>
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<tr>
<td>Written communication</td>
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<tr>
<td>Communicate with diverse audiences</td>
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<td></td>
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<tr>
<td>Communicate through variety of media</td>
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<tr>
<td>Information Literacy: Students should be able to locate, use, evaluate, and synthesize information</td>
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<tr>
<td>Locate information</td>
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<tr>
<td>Use information</td>
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<tr>
<td>Evaluate information</td>
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<tr>
<td>Synthesize information</td>
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</tbody>
</table>
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
- honors theses

Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.
Criterion 4.4: Template N

<table>
<thead>
<tr>
<th>Cumulative and Experiential Activity (internships, research papers, service-learning projects, etc.)</th>
<th>Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.</th>
</tr>
</thead>
<tbody>
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4.6 Cross-cutting Concepts

- Advocacy for protection and promotion of the public’s health at all levels of society
- Community dynamics
- Critical thinking and creativity
- Cultural contexts in which public health professionals work
- Ethical decision making as related to self and society
- Independent work and a personal work ethic
- Networking
- Organizational dynamics
- Professionalism
- Research methods
- Systems thinking
- Teamwork and leadership
## Criterion 4.5: Template O

<table>
<thead>
<tr>
<th>Concept</th>
<th>Manner in which the curriculum and co-curricular experiences expose students to the concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy for protection and promotion of the public’s health at all levels of society</td>
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<td>Systems thinking</td>
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<tr>
<td>Teamwork and leadership</td>
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</tr>
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</table>
Eligibility Requirements

• 3e: Institutional Commitment and Fiscal Support
  • Financial resources
  • Faculty and staff resources
  • Administrative support

• 3f. Policies and plans for recruitment and selection of faculty for the program.

• 3g. Policies and plans for recruitment and selection of students
  • Projected enrollments per year, per degree & concentration
Eligibility Requirements

• 3h: Documentation of a Qualified Designated Leader
  • The program must have a qualified designated leader.
    • FT faculty member at the institution
    • immediate responsibility for developing & monitoring the curriculum
    • educational qualifications and professional experience in a public health discipline.
      • formal doctoral-level training in a public health discipline
        OR
      • a terminal professional degree (eg, MD, JD, etc.) and an MPH.
  • If the designated program leader does not have public health educational qualifications and professional experience, the program documents that it has sufficient public health training and experience in its primary faculty members.
Public Health Discipline

A degree in a public health discipline is a degree titled “public health” or a degree in a public health concentration or specialty area.

Areas may include, but are not limited to:
- health education/promotion,
- global health,
- health services research,
- maternal and child health,
- health economics,
- epidemiology or
- public health nutrition.

This set of examples is not intended to be exhaustive.
Eligibility Requirements

• 3i: Documentation of Required Faculty Resources
  • Sufficient faculty resources to accomplish its mission, to teach the required curriculum and to achieve expected student and faculty outcomes
  • 2.0 full-time equivalent (FTE) faculty in addition to the designated leader’s effort each semester, trimester, quarter, etc
  • FTE Calculation
    • follows the university or unit’s formula
    • includes all individuals providing instruction in a given semester regardless of their appointment status
  • The program must provide evidence that it meets this requirement or will do so by the time of the site visit or within two years of the application date, whichever comes first.
Eligibility Requirements

• 3j. Graduation Data
  • At least 1 graduated class from accreditable curriculum (for every concentration) within two years or by the time of the site visit
Accreditation Procedures

1. Make contact with staff
2. Submit complete application
3. Attend Accreditation Orientation Workshop
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**Process can take 2 ½ to 3 years**
Accredited SBPs
Bachelor of Science in Public Health

William Paterson University

Will. Power.
BS in Public Health

Department of Public Health
College of Science and Health

Program Overview

• 29 Faculty
  – 8 Full-time faculty
  – 21 Adjunct / Practitioner faculty

• 250+ enrolled students

• 2012-present
  – Fastest growing major in the College of Science and Health (COSH)
Program Overview

Bachelor of Science in Public Health (53 credits)

| General Public Health Track | Public Health Education Track |

PBHL Core Values

Research Experience

Civic Engagement

Diversity & Social Justice

Global Awareness
BS in Public Health

Lessons from our Accreditation Self-Study Process

**Challenges**

1. Time
2. Institutional deadlines for program & course revisions
3. Gathering required artifacts for the Electronic Resource File

**Advice**

1. Make sure to have top-level institutional support
2. Develop a timeline
3. Use team approach for writing the self-study; have 1-2 people charged with final edits
4. Ask for release time if possible
5. Involve stakeholders (students, alumni, employers) throughout
University of Nebraska - Omaha
BSPH Program
Program Overview: BSPH

- University of Nebraska at Omaha
  - BSPH program housed in the School of Health, Physical Education and Recreation within the College of Education
- Launched in 2011
  - Previous program: Community Health Education
  - CEPH accreditation in 2016
- Current enrollment: ~100 students
- Faculty
  - 5 full-time (3 tenure/tenure track; 2 instructors)
  - Various part-time instructors from the field
Accreditation Process

• Surprises:
  • How much we learned about our institution and program
  • How little data we had about student outcomes

• Challenges
  • Coordinating information gathering across the campus and system
  • Working with external partners to gather needed data

• Advice
  • Start early!
  • Spread tasks across faculty and staff; meet regularly to review findings
  • Create a user friendly file system for documents and organization
  • Work closely with CEPH staff
Contact us with your questions!

- Call us: 202-789-1050
- Email Nicole: nwilliams@ceph.org
- Follow us on Twitter: @CEPHtweets
- SBP FAQs: http://ceph.org/constituents/programs-baccalaureate-level/sbp_faq/
Thank you to today’s Presenters

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Now taking questions.
Thank You!

See the webinar event page on the ASPPH website for a link to the archived webinar:

http://www.aspph.org/event/aspph-presents-an-overview-of-sbp-ceph-accreditation/

Contact: webinars@aspph.org
Coming Attractions...

**ASPPH Presents**

WEBINAR

For more information about and to register for upcoming webinars, visit the ASPPH Events page:

http://www.aspph.org/events/category/webinar/
Coming Attractions...

2017 ASPPH Annual Meeting
MARCH 15-17 • ARLINGTON, VA

Undergraduate Summit
Public Health and Global Health Education
MARCH 15, 2017 • ARLINGTON, VA

Registration opening the week of December 12
Thank you!