

ASPPH Presents Webinar Series

***An Overview of SBP CEPH
Accreditation***

Thursday, December 8, 2016
1:00 pm-2:00 pm Eastern

ASPPH.ORG

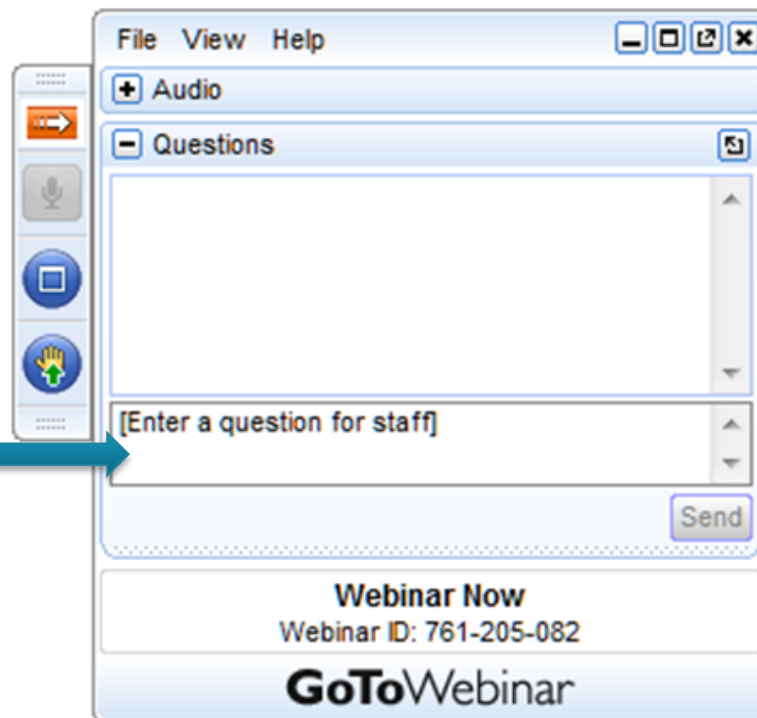
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ASPPH Presents
 **WEBINAR**

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.



ASPPH Presents
WEBINAR

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



Council *on* Education *for* Public Health

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

- Accredited 180 total units
 - Accredited 59 schools of public health
 - Accredited 113 public health programs
 - Accredited 8 standalone baccalaureate programs
- 44 schools and programs are currently applicants
- Accredited in 46 states plus DC & PR
- Accredited 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.

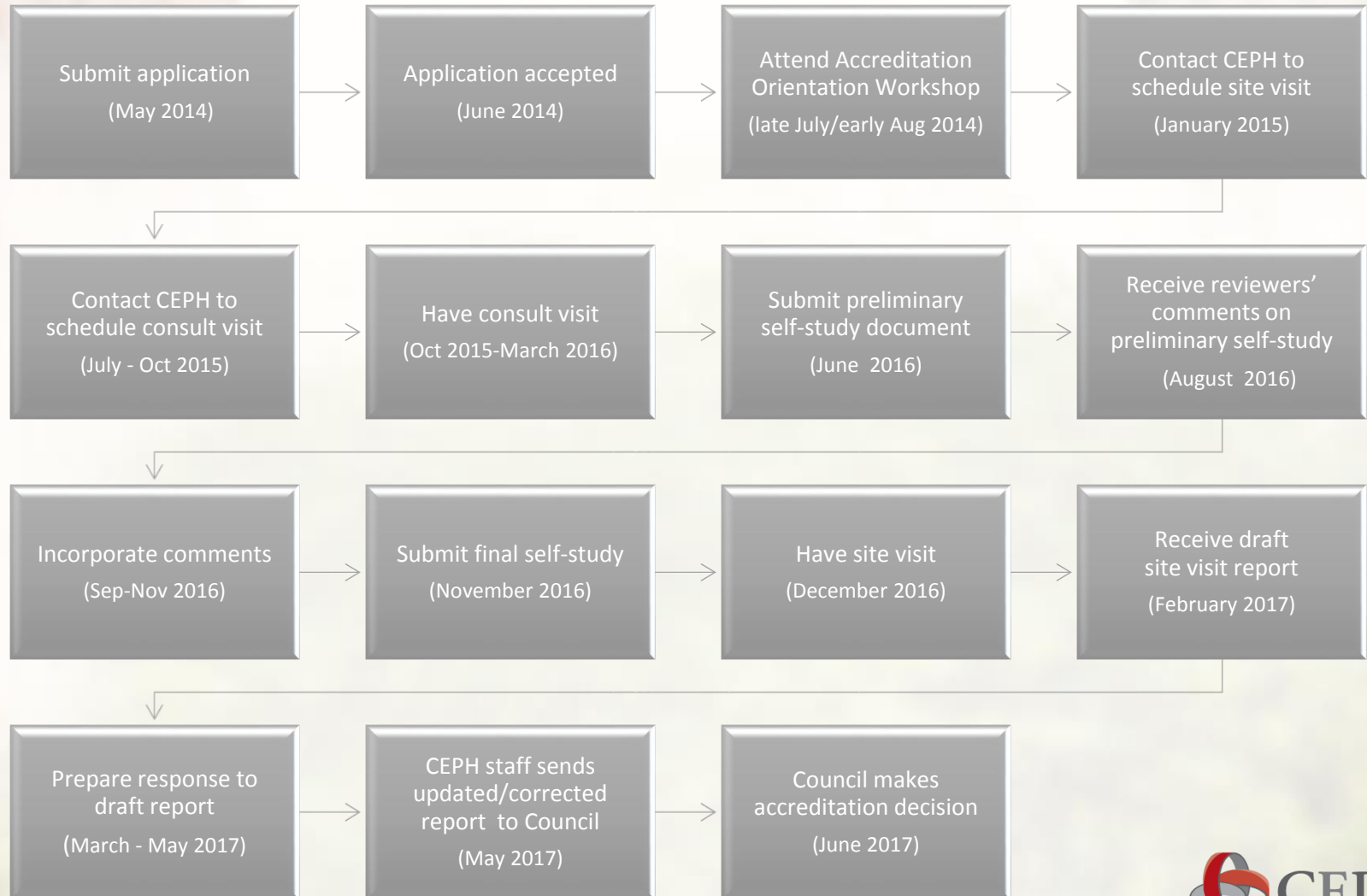
Applicant Phase

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)



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

DOMAINS	Courses and other learning experiences through which students are introduced to the domains specified
Science: Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease	
Social and Behavioral Sciences: Introduction to the foundations of social and behavioral sciences	
Math/Quantitative Reasoning: Introduction to basic statistics	
Humanities/Fine Arts: Introduction to the humanities/fine arts	

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

Key

I - Introduced

C - Covered

PUBLIC HEALTH DOMAINS		Course Name and Number						
		Ex. PH 103, Epidemiology	Ex. PH 105, Health Policy					
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								
	Public Health History	C	I					
	Public Health Philosophy		I					
	Core PH Values	I	C					
	Core PH Concepts	I	IC					
	Global Functions of Public Health							
	Societal Functions of Public Health							

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 (eg, 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

Skills		Courses and other learning experiences through which students demonstrate the following skills.	Methods by which these skills are assessed.
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			
	Oral communication		
	Written communication		
	Communicate with diverse audiences		
	Communicate through variety of media		
Information Literacy: Students should be able to locate, use, evaluate, and synthesize information			
	Locate information		
	Use information		
	Evaluate information		
	Synthesize information		

4.5 Cumulative and Experiential Activities

Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities.

All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the 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

Cumulative and Experiential Activity (internships, research papers, service-learning projects, etc.)	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.

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 0

Concept	Manner in which the curriculum and co-curricular experiences expose students to the 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	

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 & concentraion

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

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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)

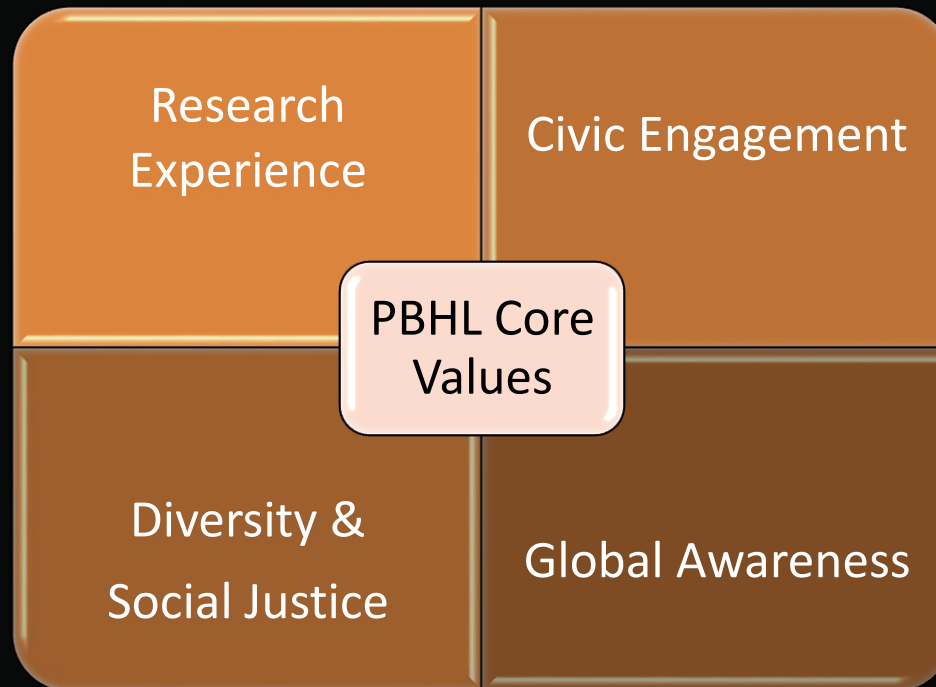


Program Overview

Bachelor of Science in Public Health (53 credits)

General Public Health
Track

Public Health Education
Track



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](https://twitter.com/CEPHtweets)
- SBP FAQs: http://ceph.org/constituents/programs-baccalaureate-level/sbp_faq/

Thank you to today's Presenters



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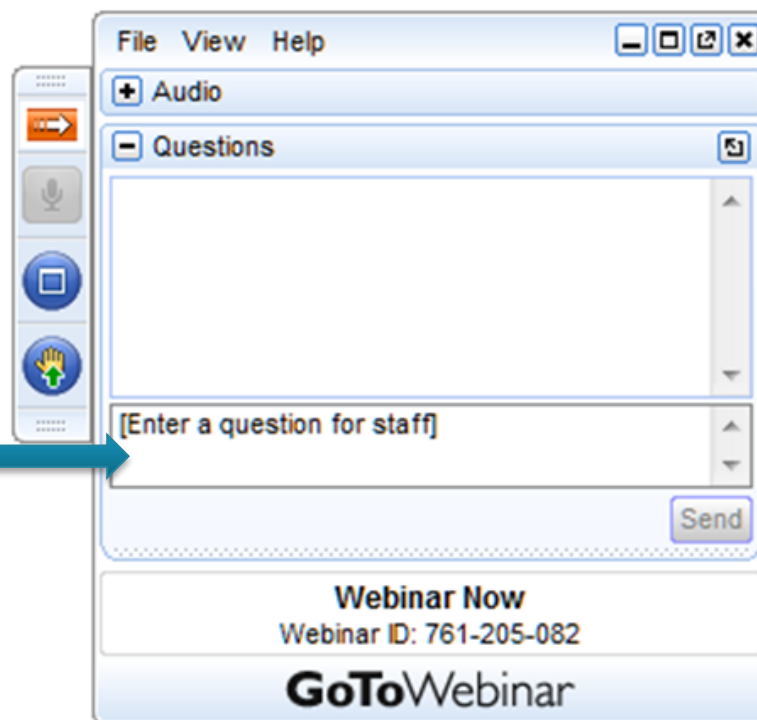


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Now taking questions.



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University of Nebraska at
Omaha

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/>

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Coming Attractions...



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Registration opening the week of December 12

Thank you!