

REVIEW FOR ACCREDITATION
OF THE
SCHOOL OF PUBLIC HEALTH
AT THE
SUNY – DOWNSTATE HEALTH SCIENCES UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

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CRITERIA:

Accreditation Criteria for Schools of Public Health & Public
Health Programs, amended August 2021

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INTRODUCTION

One of 64 campuses in the State University of New York (SUNY) system, SUNY–Downstate Health Sciences University (DHSU) is an institution of higher learning for healthcare professionals. Founded as a medical school in 1860, a time when the science of medicine was in its infancy, DHSU has made major contributions in shaping the current practice of medicine and beyond. Presently, the institution offers a variety of health-focused degrees across its College of Medicine; College of Nursing; School of Public Health; School of Health Professions; and School of Graduate Studies, including three undergraduate degrees, seven master’s degrees, and seven doctoral degrees.

DHSU holds regional accreditation by the Middle States Commission on Higher Education and responds to seven accrediting bodies in addition to CEPH, including the Commission on Collegiate Nursing Education and the Liaison Committee on Medical Education. As of spring 2023, the institution enrolled 2,322 students and employed 1,216 faculty and 265 staff.

The public health organizational structure has undergone significant evolution since the early 2000s to form what is now the School of Public Health. In 2002, the MPH program, which was housed in the College of Medicine, admitted its first 12 students. In 2005, the program introduced four DrPH concentrations, four additional MPH concentrations, and merged the existing urban and immigrant health concentration with the newly created community health sciences concentration. Given the university’s position within an ethnically diverse urban community with a sizable immigrant population, the focus on urban and immigrant health is intentionally integrated throughout all public health concentrations.

In 2010, the program transitioned to the School of Public Health accreditation category. The school is organized into the Departments of Community Health Sciences; Epidemiology and Biostatistics; Environmental and Occupational Health Sciences; and Health Policy and Management. In 2011, the school discontinued one of its four DrPH concentrations, and, in fall 2022, launched a sixth MPH offering. As of spring 2023, the school enrolls 397 MPH students and 74 DrPH students, including 126 students in its MPH in health policy and management; 21 students in its MPH in biostatistics; 25 students in its MPH in healthcare administration; 123 students in its MPH and 31 students in its DrPH in epidemiology; 81 students in its MPH and 22 students in its DrPH in community health sciences; and 21 students in its MPH and 21 students in its DrPH in environmental and occupational health sciences. Forty-nine MPH students are enrolled in the MD/MPH concurrent degree. The school will enroll its inaugural cohort of Master of Healthcare Administration (MHA) students in fall 2023, which can also be pursued concurrently with an MD degree.

DHSU has held CEPH accreditation since 2005, and the school was most recently reaccredited in 2016. Since its last review, the school has submitted nine interim reports, two addressing MPH and DrPH foundational knowledge, three addressing MPH and DrPH foundational competencies, two addressing stakeholder feedback, one addressing DrPH graduation rates, and one addressing faculty resources. The reports were accepted by the Council as evidence of compliance in all identified areas. The school submitted one substantive change in 2019, which addressed revisions made to the community health sciences concentration.

Instructional Matrix - Degrees and Concentrations						
			Categorized as public health	Place based	Distance based	
Master's Degrees		Academic	Professional			
Biostatistics			MPH	X	MPH	MPH
Community Health Sciences			MPH	X	MPH	MPH
Environmental and Occupational Health Sciences			MPH	X	MPH	MPH
Epidemiology			MPH	X	MPH	MPH
Health Policy and Management			MPH	X	MPH	MPH
Healthcare Administration			MPH	X	MPH	MPH
Healthcare Administration			MHA		MHA	MHA
Doctoral Degrees		Academic	Professional			
Community Health Sciences			DrPH	X	DrPH	
Environmental and Occupational Health Sciences			DrPH	X	DrPH	
Epidemiology			DrPH	X	DrPH	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		Academic	Professional			
2nd Degree Area	Public Health Concentration					
Medicine	Any MPH Concentration		MPH/MD	X	MPH	MPH
Medicine	Healthcare Administration		MHA/MD		MHA	MHA

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The School of Public Health (SPH) has an organizational structure and administrative processes in place that are effective and sufficient. The school is led by a dean whose roles and responsibilities are outlined in the SPH faculty and professional staff constitution and bylaws. The school's administrative and governance structure is organized into five broad groups, including SPH advisory boards; SPH Leadership Council; Faculty and Professional Staff Assembly (FAPSA) standing committees; and dean-appointed standing and ad hoc committees. During the site visit, school leaders explained that many of the school's committees were created alongside the recent strategic planning process as needs were identified.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 		The dean chairs the SPH Leadership Council, which includes both a Core Leadership Team comprising senior Dean's Office leaders, and the broader Leadership Council, which includes all department chairs, the vice dean, associate and assistant deans, and directors of school-wide programs.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The school's bylaws outline the faculty governance structure, which includes the SPH FAPSA. The assembly holds primary responsibility for developing school programs and policies and meets at least twice per year. Membership includes the university chancellor, the DHSU president, the school dean, all faculty members holding		

		<p>academic rank or rank of instructor, and all professional staff, as defined in the bylaws.</p> <p>The assembly includes one standing committee, the Executive Committee, membership on which includes one elected faculty representative from each department and one elected staff representative, as well as the leadership of the assembly itself. The Executive Committee comprises standing sub-committees focused on key areas including research, resources, and budget; nominations, elections, and bylaws; student admissions, academic standards, and faculty-student relations; educational policy and curriculum; appeals (Appeals Board); and academic and professional qualifications. The school's bylaws clearly outline each sub-committee's responsibilities. All sub-committees include faculty representation, and many include student representation as well.</p> <p>The dean-appointed standing committees include the Committee on Student Admissions; Committee on Outcomes, Evaluation and Assessment; Committee on the Doctoral Program; Committee on Curriculum Innovation and Enhancement; Committee on Instructional Effectiveness; Committee on Instructional Quality Improvement; Committee on Evidence Inventory; Committee on Diversity, Equity, and Inclusion; Committee on Student Technology Fee Fund; Committee on Distance Learning Instructional Quality; and Committee on Student Evaluation, Promotion, and Honors, each of which includes faculty representation. The school also has several dean-appointed ad hoc committees, including those focused on school reaccreditation, faculty and staff searches, and student appeals.</p>		
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		<p>The self-study outlines the duties and responsibilities, formula for membership, and meeting frequency for each committee. During the site visit, school leaders and faculty said that the committees have clear responsibilities and charges that were not overlapping, but rather supplementing, each other, and that meetings are scheduled to balance productivity with service time for committee members. One faculty member, who serves on several committees, noted that the school's relatively small faculty complement fosters an environment conducive to frequent cross-communication between members and their respective committees.</p> <p>The school is also supported by two stakeholder advisory boards, the Community Advisory Board and the Alumni Advisory Board, whose roles and contributions are detailed in Criterion F1.</p> <p>School degree requirements, including new programs and substantial revisions to existing programs, are established within the requirements of the New York State Department of Education and SUNY. All new programs undergo a multi-step examination that includes approval by the Committee on Student Admission, Academic Standards, and Faculty-Student Relations, and the Committee on Educational Policy and Curriculum. External reviewers also evaluate the program, and comments must be addressed prior to state-level approval by the SUNY Board of Trustees.</p> <p>Beyond the requirements for degree structure and approval, curriculum design is informed by inputs from as many as three different faculty committees (Instructional Quality Improvement; Doctoral Program; Curricular</p>		
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		<p>Innovation and Enhancement), and the Committee on Educational Policy and Curriculum, which reviews the existing curriculum each semester to ensure compliance with competencies and best practices and approves any curriculum revisions.</p> <p>Student assessment conforms to both SUNY and university policies and guidelines, which are detailed in student handbooks. Course requirements, competencies, learning objectives and outcomes, and grading rubrics are included in course syllabi. Instructors evaluate students based on the competencies included in their courses. The Committee on Student Admissions, Academic Standards, and Faculty-Student Relations reviews policies pertaining to the evaluation of student academic performance, examination procedures, and the granting of diplomas. The Committee on Instructional Quality Improvement reviews student course evaluations of faculty and other data to improve course quality.</p> <p>Admissions policies and decisions are the purview of the Committee on Student Admissions, Academic Standards, and Faculty-Student Relations. Applicants are reviewed holistically, and a majority vote determines which applicants are admitted. A separate committee evaluates doctoral applicants, with an interview process to ensure fit and a pathway for success within the program.</p> <p>Faculty recruitment conforms to the job posting requirements of SUNY. School faculty and administrators have the primary responsibility and total authority for hiring new faculty, though all position descriptions are reviewed by the Committee on Faculty Search, which oversees job advertisement efforts, contacting</p>		
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		<p>candidates, and organizing interviews and evaluations of candidates. The department chair chooses a final candidate, and the dean then seeks university approval for the hire, which is ultimately made by the university Department of Human Resources.</p> <p>Faculty promotions are governed by SUNY policies and procedures and guidelines from the Committee on Academic and Professional Qualifications, which evaluates candidates for promotion and tenure. The committee provides recommendations to the school dean. Faculty may be promoted in any of the school's four tracks, two of which are eligible for tenure (the academic track and the education and community/professional service track). Faculty performance is evaluated annually by the department chair. The school's Faculty Mentoring Program Charter supports career development of early-stage and underrepresented faculty members. During the site visit, school leaders confirmed faculty are pursuing promotion and tenure within all available tracks.</p> <p>Research and service activities are expected for all school faculty, and productivity is assessed annually. The vice dean for faculty affairs and research oversees research activities for the school and works with the Committee on Research, Resources and Budget to develop and implement strategies to secure and sustain faculty research support. Community service activities are overseen by the associate dean for community engagement. Faculty have autonomy in their research and service activities.</p> <p>In addition to participating in SPH decision-making activities, faculty are active on university-wide</p>		
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		<p>committees. This includes recent representation on the university-wide Faculty and Professional Staff Assembly and its various standing committees, including the Executive Committee, as well as the university Research Advisory Council, Committee on Diversity, Equity, and Inclusion, Coronavirus Task Force, Library Collection Committee, Institutional Review Board, and the Student Orientation Committee.</p> <p>Full- and part-time faculty regularly interact through school standing committees, departmental meetings, annual events (e.g., Public Health Week; various symposia), monthly seminars, and co-teaching. Part-time and adjunct faculty also participate in faculty pedagogy workshops. During the site visit, school leaders confirmed that part-time faculty are expected to be involved in school operations and attend monthly and/or quarterly department meetings. Faculty commented on the value that part-time faculty and adjuncts bring to the school's environment, from helping to organize events and facilitate partnerships to involvement in practice projects and course instruction.</p>		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students have a variety of formal methods to participate in policy and decision making at the school- and university-level.	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate		<p>Students at both degree levels are members of the SPH Student Council, and a member of that council represents the school's students on the University Council. The Student Council is led by four students (two MPH, two DrPH) and has its own constitution and bylaws. The council meets regularly to discuss student issues and holds regular meetings with the assistant dean for student affairs and monthly meetings with the dean to express student concerns, provide feedback on areas of improvement, and/or highlight program aspects that are working well. The council was also recently involved in the school's strategic planning process.</p> <p>Students also serve on 11 of the school's standing committees, including the Leadership Council, Committee on Educational Policy and Curriculum, and Committee on Admissions, as well as on the ad hoc reaccreditation committee. Moreover, the dean works in conjunction with the Student Council to host regular town hall meetings that provide another means for students and school leaders to consult and exchange information.</p> <p>During the site visit, students described their contributions to school activities. For example, in a recent climate survey</p>		

		(that was informed by Student Council feedback) students identified confusion with how to report complaints and concerns, which led to the development of a website and improved communication to help students understand the pathways available for reporting and support. Doctoral students requested a grant writing course, and the school developed one that has now been offered. Feedback about the doctoral program from students and alumni resulted in the development of the Committee on the Doctoral Program and the development of the doctoral handbooks. Students have also raised concerns about the quality of online courses, and the school responded by adding resources to improve the online courses.		
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		<p>The school has an appropriate level of independence and status. The school's dean, like all other deans at the university, reports directly to the university president.</p> <p>During the site visit, university leaders affirmed that the school operates at the highest level of organizational status. The university president conveyed his strong support of the school, its mission, and its leadership.</p>	Click here to enter text.	

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master's degree in at least three distinct concentrations		The school offers the MPH in six concentrations and the DrPH in three concentrations, exceeding this criterion's minimum requirements.	Click here to enter text.	
Offers public health doctoral degree programs in at least two distinct concentrations		The instructional matrix in the introduction of this report presents the school's entire list of degrees and concentrations.		

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		<p>The school's mission is <i>"to improve the health status of urban and immigrant populations by educating the next generation of diverse public health leaders, conducting innovative research that promotes health equity, and enhancing public health practice that transforms policy implementation and interventions to create health communities."</i></p> <p>The school's vision is <i>"to lead the way to urban health equity in New York and beyond."</i></p>	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				
Guiding statements reflect aspirations & respond to needs of intended service area(s)				

<p>Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes</p>		<p>The shared values are health equity; social justice; optimism; compassion; service; and collaboration.</p> <p>The guiding statements reflect the recent strategic planning process that was initiated by the school’s dean following his appointment in 2019. Now complete, the SUNY DHSU SPH Impact 2030 Strategic Plan was developed through an iterative process, including a SWOT analysis and five Strategic Planning Workgroups (representing the areas of leadership, education, research, community, and branding) consisting of faculty, staff, students, and alumni. The plan was formed during a school-wide retreat and, subsequently, discussed with and modified based on feedback from the Community Advisory Board, Alumni Advisory Board, and CEPH Reaccreditation Steering Committee.</p> <p>The school outlines five strategic priority goals (with additional sub-goals and objectives presented in the supporting materials with the self-study) to advance its 2030 Strategic Plan and mission, which, taken together, address instruction, scholarship, and service. The five goals, as summarized by the school for brevity and clarity, are as follows:</p> <ol style="list-style-type: none"> 1. Attract, motivate, engage, and monitor the success of our diverse students to become transformative public health leaders. 2. Provide the highest quality of rigorous, affordable, innovative public health education that sets national standards. 3. Advance innovative research that promotes health equity and scholarship that impacts public policy and transforms public health practice. 		
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		<p>4. Develop and nurture strong community partnerships based on principles of reciprocity, co-learning, transparency, honesty, and trust to support healthy communities.</p> <p>5. Instill leadership with public accountability that supports a culture of excellence and commitment to diversity, equity, and inclusion in all aspects of the school's mission.</p> <p>During the site visit, faculty and professional staff provided several examples of how the school's guiding statements inform its instructional and scholarly activities, as well as the school's commitment to community engagement. For example, in support of its goal to advance innovative research, the school recently established the Office of the Vice Dean for Faculty Affairs and Research and hired a grants manager who supports the office and assists with pre- and post-award operations. In support of its goal to attract, motivate, engage, and monitor the success of diverse students, the school fosters relationships and pipeline programs with numerous minority-serving undergraduate institutions and provides abundant scholarships to support a diverse student body.</p>		
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B2. EVALUATION AND QUALITY IMPROVEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Collects & reviews all measures in Appendix 1		The school's evaluation plan defines measures, data sources, and parties responsible for review and decision-making for its five strategic priority goals, although some	We appreciate the site visit team's recognition that the school has developed and implemented a comprehensive evaluation plan. The	The Council appreciates the school's response and notes the progress made in implementing data collection practices. Based on the
Measures mission & goals & addresses unit's unique context				

Reviews & discusses data		evaluation components have not been consistently collected.	team also noted that "in the self-study and during the site visit, the school provided examples to demonstrate that they engage in a review of and strategic discussions about evaluation findings and have established processes for translating them into programmatic plans and changes." However, the team raised concerns about the 2022 student satisfaction survey and pointed out that the findings may not reflect the student body's opinions because of the low response rate. The team also pointed out the utility of an additional year data point to evaluate the school's progress in student satisfaction.	school's response, the Council determined that the school is at least minimally compliant with this criterion's expectations, so the Council acted to change the team's finding of partially met to a finding of met with commentary.
Makes data-driven quality improvements				
Consistently implements evaluation plan(s) over time		<p>The evaluation plan measures student success and progress in advancing public health through such indicators as retention and graduation rates, time to graduation, post-graduation outcomes, and graduates' perceptions of their preparation for the workforce. The school defines school-specific measures in addition to those in Appendix 1. For example, the school tracks the percentage of online students who have had their learning needs and readiness for online learning assessed to promote student success in its online programs. The self-study reports that the Office of the Director for Pedagogical Advancement and Evaluation compiles data from the SUNY Online Student Success Inventory Survey for biannual review by the Committee on Distance Learning Instructional Quality.</p> <p>The school's Committee on Diversity, Equity, and Inclusion tabulates data from the Office of the Associate Dean for Education to assess the percentage of students from underrepresented racial/ethnic minority groups as well as data from the climate survey. These data are used, in conjunction with data from the Office of Admissions, to assess the school's progress toward its goal to attract and enroll a diverse student body. School leaders emphasized the importance of this goal to its mission, as the school seeks to enroll students who reflect the communities the school serves.</p> <p>The plan includes specific measures to advance public health by strengthening engagement with community stakeholders and alumni. The evaluation plan includes a</p>	<p>Downstate Health Sciences University (DHSU) conducts a yearly student satisfaction survey among graduating students of the five schools and colleges, including the School of Public Health. This practice was briefly interrupted during the COVID-19 Pandemic. Realizing that gap, in 2022, the School of Public Health developed and administered a student exit survey to assess student satisfaction and collected information, including the data elements pointed out by the site visit team (e.g., satisfaction with</p>	<p>The commentary relates to the need for continued attention to student survey response rates so that the school can consistently ensure that it has accurate data on student perceptions.</p>

		<p>measure that tracks the number of community-based organizations that are recognized for their support in training students; to assess this, the SPH Leadership Council reviews a roster of SPH annual award recipients annually. The school also tracks efforts such as the number of faculty engaged in extramural service and the number of community-based service projects. It also collects and incorporates feedback from the practice community and alumni on research and curricula.</p> <p>In the self-study and during the site visit, school faculty and staff provided examples to demonstrate that they engage in review of and strategic discussions about evaluation findings and have established processes for translating evaluation findings into programmatic plans and changes. For example, to address faculty feedback indicating dissatisfaction with faculty development opportunities, the school implemented an online pedagogy training and created a director of pedagogical advancement position to continue these efforts. The school's Council on Instructional Quality Improvement is responsible for tracking and monitoring data related to this measure.</p> <p>The school collects and reviews data for many measures on a regular basis; however, tracking of some measures has only started recently and/or exhibits low response rates. For example, reviewers noted that, although Criterion E3 asks for information that characterizes the school's performance related to instructional effectiveness over the last three years for selected indicators, the school provides only a single year of data (2022-23) to demonstrate its progress.</p>	<p>class size, whether class sizes are conducive to learning, satisfaction with faculty availability, and satisfaction with academic and career advising). The survey utilized quantitative and qualitative (open-ended questions) methodologies to assess student satisfaction (please see the description of the methods in Attachment A).</p> <p>In response to the site visit team's concern about an additional year data point and low response rate, the school administered the Student Exit Survey to the 2023 graduating class since the site visit. The school employed multiple communication strategies and incentives to increase student participation. As a result of this effort, the 2023 survey response rate was increased to 88 percent, and the findings are displayed in Attachment A. Based on this high response rate, about 88 percent of respondents were very or somewhat satisfied; 86 percent strongly or somewhat agreed that class sizes were conducive to learning; 93 percent were very or somewhat satisfied with faculty availability; 95 percent were very or somewhat satisfied with academic advising; and 67% were very or</p>	
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		<p>The concern relates to a lack of adequate data collection and low response rates, particularly on the student experience survey, student exit survey, and alumni survey; current practices and results may limit the school's ability to engage in regular, substantive review of feedback that is representative of the student body as a whole. This, in turn, limits the school's ability to make data-driven quality improvements in some key areas. For example, in its response in Criterion C2, the school notes that the response rates to the MPH student experience survey was low (22%), adding that inference on the sample is likely to be biased.</p> <p>The site visit team noted that the low survey response rates particularly affect the school's ability to assess student satisfaction in areas required in Appendix 1, including class size, faculty availability, academic and career advising, and alumni perceptions of curricular effectiveness. For example, the alumni perception data presented in the self-study reflects 16% of the school's MPH graduates. Similarly, the data on satisfaction with advising reflects only 24 MPH responses, and the self-study reports that the number of DrPH responses were too small to analyze.</p>	<p>somewhat satisfied with career advising. Student responses to the open-ended questions regarding class sizes, faculty availability, academic advising, and career advising were mostly positive. Student satisfaction with class sizes, faculty availability, academic advising, and agreement with whether class sizes were conducive to learning was similarly high in the 2022 and 2023 surveys, with a significantly higher response rate (88 percent) in 2023. On the other hand, satisfaction with career advising has increased from 44 percent in 2022 to 67 percent in the 2023 student exit survey, with a relative increase of 52 percent. Although the 2022 survey has a low response rate, the improvement was partly due to the expansion of the career advising services provided by the School of Public Health since the site visit. The school has hired a Career Advisement Manager since the CEPH site visit (Ms. Danvy Truong). It has added the following career advising services: Drop-In Career Advising, Individual Career Counseling, Virtual Career Advising, Regular Monthly Workshops, Mock Job Interviews, and social media.</p>	
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			<p>Our accreditation review also noted that the self-study reports that the number of DrPH responses related to satisfaction with advising was too small to analyze. Given the size of our doctoral program and the small number of doctoral graduates per year, doctoral student feedback will continue to yield low sample sizes. However, we note that 62 of 72 current DrPH students responded to our annual survey questions, yielding an 86 percent response rate (Criterion H1 of the self-study).</p> <p>In addition to the biennial School of Public Health survey on student satisfaction, since the time of the site visit, the SUNY Downstate Health Sciences University Office of Student Affairs has re-instituted its interrupted (due to the COVID-19 pandemic) annual institution-wide student surveys that assess key student satisfaction parameters. The survey was distributed to all downstate students (five colleges), including the school of public health, on October 16, 2023, and includes a series of questions that assess perceived quality of instruction, availability of instructors, adequacy of classrooms and other educational</p>	
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			facilities, satisfaction with academic advisement, satisfaction with career advisement and employment planning services, and perceptions of campus climate. A spreadsheet that includes the questions distributed to students is included in Attachment A. These questions are planned for implementation annually. In addition to our surveys, this information will serve as an important means of triangulating data and an essential source of data to ensure continuous quality improvement both within the SPH and across our institution.	
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B3. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The school reports graduation rates for its MPH and DrPH degrees that exceed, or are on target to meet or exceed, the CEPH-defined thresholds.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		MPH students have a maximum of six years to complete the degree. The school presents graduation data beginning with the 2016-17 cohort, which reports a 91% graduation rate. The next two cohorts have already		

		<p>exceeded this criterion's 70% threshold and still have students enrolled.</p> <p>DrPH students have a maximum of 10 years to complete the degree. The 2012-13 cohort is the most recent to reach the maximum time to graduation and reports a 67% graduation rate. The 2013-14 cohort also reports a 67% graduation rate and still has one student enrolled.</p> <p>Based on current levels of attrition, subsequent cohorts for both degree levels have enough students enrolled to achieve the CEPH-defined thresholds.</p>		
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B4. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		<p>The school reports post-graduation outcomes for its 2019 through 2021 MPH and DrPH graduates. The data presented reflect a university-administered graduate exit survey distributed via email to alumni approximately six months to one year following graduation. The school supplements these data with social media (e.g., LinkedIn) searches, information gathered from student advisors, and, as of spring 2022, responses to the SPH alumni and exit surveys.</p> <p>The school reports known outcomes for between 93-98% of MPH graduates for the three years reported. Of the known graduates, nearly all (98-100%) report employment or enrollment in further education. One graduate in both</p>	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree				

		<p>the 2018-19 and 2019-20 cohort reported actively seeking employment or enrollment in further education.</p> <p>The school reports known outcomes for all five DrPH graduates from the last three years, all of whom report employment.</p>		
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B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The school employs mixed data collection methods to assess graduates' perceptions of curricular effectiveness, including a quantitative alumni survey and periodic in-depth interviews and focus groups.	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data		The survey collects alumni perceptions of the curriculum and student experience, including skills most useful and applicable in post-graduation destinations; areas in which graduates feel well prepared; and areas in which they would have benefited from more training or preparation. The survey also asks alumni to indicate their interest in participating in an alumni focus group designed to elicit additional qualitative data on their experience at the school. Historically, these focus groups have included a mix of three to five MPH and DrPH graduates.		
Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation		The data presented in the self-study reflect responses from 16% of MPH graduates and 43% of DrPH graduates. Of those who responded, 84% of MPH and 83% of DrPH graduates reported that their coursework prepared them for the workforce. Overall, between 70-77% of graduates		

		<p>strongly or somewhat agreed that they have attained skills related to performing on interprofessional teams, discussing structural bias and inequalities, and analyzing, interpreting, and presenting quantitative and qualitative data. Skills with a lower degree of agreement included designing health promotion programs (50% agreed), negotiation and mediation skills (52% agreed), and proposing strategies to identify stakeholders and build coalitions (54% agreed). Most (70% or more) students identified skills in communication, interprofessional teamwork, and using evidence-based public health approaches to be most important in post-graduation settings.</p> <p>In response to open-ended questions, DrPH respondents suggested additional courses and/or coursework related to leadership, nutrition, and qualitative data analysis methods. DrPH graduates also requested more opportunities for research, faculty mentorship, and grant writing. MPH respondents suggested additional courses and/or coursework related to financial management, budgeting, and health economics.</p> <p>In June 2022, the coordinator for strategic partnerships conducted two focus groups with 10 alumni (eight MPH, two DrPH) and five in-depth interviews (three MPH, two DrPH) to evaluate the effectiveness of the school's current curriculum and to gain additional insight on graduates' perceptions of their skills and preparation for workforce/post-graduation destinations. Participants highlighted that their program was especially effective in areas such as thinking theoretically, creating logic models to perform effectively on interprofessional teams, and collaborating with diverse populations. Most alumni who</p>		
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		<p>participated in the focus groups and interviews agreed that the programs would benefit from adding additional courses and/or coursework specific to more advanced levels of quantitative and qualitative data analysis.</p> <p>During the site visit, the school said that it intends to survey alumni approximately every two years and is considering strategies for improving response rates. The school views its recently created Alumni Advisory Board as a venue to foster meaningful alumni engagement and to gather more robust feedback on curricular effectiveness.</p>		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The school maintains sufficient financial resources to fulfill its stated mission and goals and has experienced steady resource growth in recent years given increases in student enrollment and grants and contracts. The school's projected revenues for its current fiscal year are 73% higher than the beginning of the five-year self-study reporting period.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		Tuition and fees are billed and collected by the school and transferred to SUNY; the revenues are then redistributed to individual campuses within the system according to a budget allocation method. These appropriations make up the school's major source of funds. After the university receives its allocation, the DHSU president determines how it is distributed among the academic and clinical units, taking into consideration budget proposals submitted by		

		<p>the units for the next academic year. School faculty salaries are fully covered by state appropriations. The school can hire additional faculty and staff based on increases in enrollment, scholarly activity, and operational needs and have been able to do so successfully mid-budget year in the current 2022-23 fiscal year.</p> <p>The school defines operational costs as ongoing non-salary-related expenses for faculty, staff, students, offices, and facilities, including contracts, institutional and professional memberships, registration fees, travel, supplies, and contracted services. These costs are covered through state appropriations and can be supplemented from other sources with approval from the DHSU president. Additionally, the SPH Dean's Office has a discretionary account that comes from the salary offset of faculty who are covering part of their salary on research grants. The Dean's Office often uses this account to support faculty and staff professional development endeavors.</p> <p>The school also uses its state appropriation to support professional membership and registration fees for eligible students to attend and present their work at the APHA annual meeting. The school also offers scholarships and financial awards to up to 20 students each year from an endowment. Additional student scholarships are funded through the school's recent HRSA Public Health Scholarship Program award, a grant of \$1.5 million which will support tuition for 85 MPH/DrPH students from underrepresented groups each year. The school uses its student technology fee fund to purchase hardware and software for student use.</p>		
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		<p>The school funds professional memberships, registration fees, and travel expenses to encourage faculty attendance at professional meetings and conferences. As mentioned above, the institution returns faculty salary dollars that are offset with external funding back to the school, which provides the school with additional funds to further incentivize faculty development and fund pilot projects and travel costs.</p> <p>Although indirect costs from grants and contracts are not returned to the school, these funds are used by the institution's Office of the Senior Vice President for Research to support faculty research costs not funded with external sources. The school also provides an extramural research incentive to stimulate research activities among faculty.</p> <p>During the site visit, the school's dean expressed a positive perception of university leaders' support. He said that the university is receptive to, and has historically approved, the school's additional personnel requests based on the data the school presents. Reviewers noted that the dean conveyed confidence in the school's current financial position.</p>		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The school has a faculty complement sufficient to satisfy this criterion's expectations based on the 27 primary	Click here to enter text.	

3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable		<p>instructional faculty (PIF) and 34 non-PIF. At the time of self-study submission, there were six vacant or posted PIF lines, which, once filled, will reach the 33 PIF reported in the self-study as the school's intended faculty complement. During the site visit, school leaders said that searches for a few positions were currently underway, one was recently filled, and university leaders expressed support to ensure that vacancies are filled.</p> <p>All PIF are allocated to the school at 1.0 FTE. Non-PIF allocations are calculated by multiplying the number of courses taught by 0.10 plus the FTE associated with the individual's advising and committee participation load. Each of the six concentrations has at least three faculty members. For concentrations with two degree levels, the additional faculty member is a PIF.</p> <p>A senior staff associate is allocated at 0.5 FTE to provide career counselling to SPH students. PIF also provide general and career advising to, on average 17 master's students (minimum of five and maximum of 20) and five doctoral students (minimum of one and maximum of nine).</p> <p>PIF advise, on average, two MPH or DrPH students in the integrative learning experience (ILE), with a minimum of one and maximum of five. Non-PIF may also provide ILE advising to, on average, one DrPH student.</p> <p>The self-study presents data on MPH student perceptions of class size and faculty availability gathered from the 2022 student exit survey and student experience survey. Among the 41 responses, 97% of respondents indicated satisfaction with class sizes. Among the 26 responses to</p>		
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A			
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable				
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)				

		<p>the item on faculty availability, 85% were satisfied with faculty responsiveness.</p> <p>The school assesses DrPH student satisfaction with class size and instructor availability and responsiveness using both Likert-type scale and open-ended questions on the DrPH student survey. The school received 62 responses, 91% of whom reported satisfaction with class sizes. When asked about availability and responsiveness of faculty course instructors, 86% of respondents were satisfied.</p> <p>The school recognizes low response rates for its MPH student surveys (22% and 35% in 2022), as discussed in Criterion B2. During the site visit, faculty discussed some of the strategies the school plans to implement during future survey iterations to increase the number of responses, although none were implemented at the time of the site visit. Strategies include shortening the survey and/or moving certain questions to course evaluations, offering survey completion incentives, marketing surveys on SPH social media accounts, and using a more personalized distribution approach (e.g., using the student's name in the email invitation, changing the sender to a program faculty member).</p>		
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C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The school is well-staffed to fulfill its mission, improve the quality and scope of services to support student and faculty success, and support enrollment growth. The	Click here to enter text.	

<p>Staff & other personnel resources appear sufficiently stable</p>		<p>school recently filled two new staff positions in finance and recruitment to support the increase in revenues from grants and contracts. During the site visit, school leaders expressed satisfaction with the school's staff resources.</p> <p>The school has 18 full-time (1.0 FTE) dedicated staff positions, including eight individuals in administrative affairs; five in student affairs; three in educational affairs; and one in both faculty affairs/research and community affairs/career advisement.</p> <p>At the time of the site visit, four of the positions in administrative affairs (marketing director, Dean's Office administrative assistant, and two department coordinators) were vacant. Site visitors learned that these senior-level staff positions are new and were created to advance accountable management of growth in enrollment, expand outreach, and improve student services.</p> <p>In addition to its full-time staff, the school employs up to 36 student assistants each year who provide support to instructional faculty. The school also receives support from university departments for financial aid, registration, residential life, student health services, and student counseling.</p>		
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C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			

Physical resources adequate to fulfill mission & goals & support degree programs		All classrooms, offices, and shared meeting space are in the School of Public Health Academic Building. The building is LEED-certified and opened in 2019. The school also occupies an extension site in Manhattan equipped with classroom and faculty office space for its new MHA program.	Click here to enter text.	
Physical resources appear sufficiently stable		<p>All PIF have private offices and access to conference rooms for larger meetings. At the time of the visit, all staff had private offices, although the school anticipates that some non-student-facing staff may need to share spaces as the school continues to grow. The school is renovating two large office spaces to accommodate those anticipated needs.</p> <p>The SPH building has six public health-dedicated classrooms and shares five additional classrooms with other DHSU programs. The self-study notes that these classrooms are adequate for all instructional activities. All classrooms are equipped with technology for teaching in hybrid and online modalities, including computers, cameras, microphones and speakers, as well as the suite of Microsoft 365 tools and videoconferencing software.</p> <p>The building offers 24-hour access to two floors of student study space, which allows for both independent work and group collaboration, as well as other amenities such as a kitchen and conference room. Students can also use space in the DHSU Student Center and the medical research library, both of which are located adjacent to the SPH building.</p> <p>Site visitors found the SPH building to be a spacious, modern facility with ample space for students and faculty</p>		

		to work and congregate. School leaders noted that the anticipated growth in funded research led by SPH faculty has highlighted a need for additional storage space, and they noted that the school is currently collaborating with the university to address this need.		
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C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		<p>The DHSU Medical Research Library of Brooklyn serves all schools and colleges. In addition to its extensive array of available online databases and search tools, students and faculty have access to the collections of all 64 campuses in the SUNY system as well as libraries outside the SUNY system through inter-library loan. Remote users can access library resources using the library’s proxy server.</p> <p>As of fall 2022, the school uses the D2L Brightspace learning management system, and students register for courses, view final course grades, and update personal information using the Banner student information system. As noted in Criterion C4, all classrooms are equipped for both remote and in-person instruction.</p> <p>Faculty are issued a desktop or laptop computer with pre-loaded software based on their needs including, at minimum, the Microsoft 365 suite, as well as data analysis software and Adobe tools. Scientific and statistical software, including SAS and SPSS, is available free of cost to faculty and students and is accessible via the web for cloud computing.</p>	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable				

		In addition to school-level resources, the DHSU Office of Academic Computing and Technology Services offers one-on-one and group training for all technology resources available to faculty and students. This office is also a resource for hardware and classroom technology questions and offers loaner laptops to students as needed.		
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>As displayed in the D1 worksheet, MPH students are grounded in all 12 foundational public health knowledge areas. The knowledge areas are covered through a series of lectures, readings, and quizzes across the following five required courses: Introduction to Health Policy and Management; Principles of Biostatistics; Principles of Epidemiology; Program Planning and Evaluation; and Issues in Environmental Health.</p> <p>Beginning in the 2023-24 academic year, the school is implementing a new DrPH admissions policy requiring that applicants hold an MPH from a CEPH-accredited program, which will assure that all DrPH students enter with coverage of the foundational learning objectives.</p> <p>During the site visit, school leaders said that, in the past, the learning objectives were woven through the DrPH core courses, but some aspects were not consistently implemented. They also said that they are considering how to address the learning objectives in the rare scenario in</p>	Click here to enter text.	

		which an applicant does not already possess a CEPH-accredited MPH but is otherwise qualified; they will implement an alternate requirement in this scenario but do not anticipate using it frequently.		
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D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		The school maps the 22 foundational competencies to five three-credit courses that all MPH and MD/MPH students take. Students are taught and assessed through in-class lectures and discussions, course exams, discussion boards, and individual and group assignments.	Following receipt of the site reviewer's feedback during the CEPH accreditation site visit, the department chairs worked with instructional faculty to address issues raised related to foundational	The Council reviewed the school's response to the site visit team's report, including attachments, and concluded that the school has addressed the concerns identified in the team's report. Therefore, the

		<p>Reviewers validated didactic preparation for all foundational competencies and appropriate assessment opportunities for 20 of the 22 competencies, as indicated in the D2 worksheet.</p> <p>The concern relates to the apparent lack of alignment between foundational competencies 9 and 17 and the mapped assessments. While reviewers recognized the existing assignments, and their associated didactic components, as valuable, the assessments should be refined to ensure full alignment with each competency statement.</p> <p>For competency 9, the mapped assessment requires the development of a logic model based on a case study, but the model is based on an existing intervention rather than an intervention designed by the student. The assessment for competency 17, as described in the self-study and by faculty during the visit, does not appear to explicitly require that students employ negotiation and mediation skills.</p> <p>While reviewers were unable to validate that the logic model/rapid assessment assignment fully addresses foundational competency 9, discussions with faculty clarified how the assignment allows students to assess population needs and assets (competency 7). The assignment requires that students conduct key informant interviews with community leaders to assess the community of interest's existing resources and previously employed strategies to justify a need for an intervention. Students also review publicly available information for additional context.</p>	<p>competencies 9 and 17, and to incorporate modifications to learning objectives, learning materials, and methods of assessments into revised syllabi. The revised syllabus for CHSC 5206, which covers competency 9, underwent review and updates in the fall 2023 semester and will be implemented in the spring 2024 semester. This update includes clarity on language related to the program design assessment. This assessment clarifies that students are to conduct a rapid assessment and utilize a theory of change framework to design an intervention that addresses identified gaps in their assigned case studies. The assignment requires that students submit their group work in the form of a theory of change figure, which details the outcomes, identified determinants, and the intervention approaches that will address those determinants. While this assessment happens in a group format, individual competencies related to program design and the rapid assessment approach are also reinforced individually through assessed through quizzes and other course activities.</p>	<p>Council acted to change the team's finding of partially met to a finding of met.</p>
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			<p>The learning objectives, materials, and assessments for competency 17, covered in MPH foundation course PUBH 5201, which covers competency 17, were substantially revised after the CEPH site visit. The updated assessment related to competency 17 requires that students define the role of each team member and detail each member's contribution to the overall negotiations for a systems map. The negotiation process is reflected upon in a team peer evaluation at the end of the semester. The revised syllabus includes this assessment along with associated readings and a video related to this competency, including a required reading on emotional intelligence in negotiation and mediation (Kelly & Kaminskiene, 2016), an optional book (Fisher, 2011), and a video on the "Art of Negotiation." In addition, these learning materials are assessed and reinforced through a Discussion Board. The revised syllabus for PUBH 5201 was reviewed and approved by the SPH Committee on Educational Policy and Curriculum and was implemented in the summer 2023 semester.</p>	
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			Attachment B includes the revised syllabi for these courses, which also provide details on updated assessments and learning materials related to the foundational competencies 9 and 17.	
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D2 Worksheet

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

20. Describe the importance of cultural competence in communicating public health content	Yes
21. Integrate perspectives from other sectors and/or professions to promote & advance population health	Yes
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all DrPH students, at least once, on their ability to demonstrate each foundational competency (see worksheet for detail)		<p>All DrPH students, regardless of concentration, are taught and assessed on their ability to demonstrate all 20 foundational competencies through the following three-credit courses: Quantitative Research Methods for Public Health Practice; Study Design in Public Health Practice; Public Health Management and Ethics; and Public Health Policy and Politics Seminar.</p> <p>Students are taught and assessed through course lectures, policy analyses, research projects, assignments, and individual and group projects. Site visit discussions with faculty clarified how the community-engaged research assignment aligns with foundational competency 17. After students individually interview a relevant intersectoral stakeholder, students work in groups to synthesize the perspective gathered in their respective interviews and create a report for addressing a relevant public health issue, including community-level recommendations.</p> <p>The D3 worksheet summarizes reviewers' findings.</p>	Click here to enter text.	

D3 Worksheet

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree		The school defines five distinct competencies for its MPH in biostatistics; community health sciences; environmental and occupational health sciences; and epidemiology; as	Click here to enter text.	

in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		well as its DrPH in community health sciences; environmental and occupational health sciences; and epidemiology. It defines six distinct competencies for its MPH concentrations in healthcare administration and health policy and management.		
Assesses all students at least once on their ability to demonstrate each concentration competency		Reviewers validated that MPH, MD/MPH, and DrPH students are taught and appropriately assessed on the competencies for each concentration. Assignments include various papers, data collection projects, evaluation proposals, policy analyses, case studies, and exams.		
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	N/A	Discussions with faculty during the site visit clarified questions reviewers had about certain competency assessments. For example, the discussions helped reviewers better understand how DrPH students in the community health sciences concentration are creating and communicating tailored public health information using scientific data in the mapped assignment. Faculty explained that students read and review a relevant MMWR article and must translate the complex data presented in the article to a lay audience. Students complete the CDC's Single Overriding Health Communication Objective worksheet to create an effective communication strategy and, subsequently, a communication product (e.g., PSA, brochure), which they present to the class.		

D4 Worksheet

MPH in Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply statistical inference methods to evaluate public health research hypotheses	Yes	Yes
2. Critically appraise public health research literature using knowledge of study design, statistical methods, and subject matter context	Yes	Yes
3. Construct and manage datasets for cross-sectional and longitudinal studies using statistical software	Yes	Yes
4. Analyze continuous and categorical data using advanced statistical methods	Yes	Yes
5. Create data displays to communicate biostatistical analysis findings to diverse stakeholders	Yes	Yes

MPH in Community Health Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Synthesize the role of social and community factors in both the onset and solution of public health problems	Yes	Yes
2. Analyze historical, social and community factors in the onset and persistence of contemporary health inequities in immigrant and/or urban populations	Yes	Yes
3. Explain the language, legal, economic, cultural and access barriers that must be considered in the development and design of research and interventions to improve the health of immigrant and urban populations	Yes	Yes
4. Assess methods for conducting a community health assessment	Yes	Yes
5. Apply social and behavioral science concepts, theories, and models to understand and modify health behavior	Yes	Yes

MPH in Environmental and Occupational Health Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify environmental and occupational hazards or social contextual factors that influence working conditions and contribute to injury, illness and health	Yes	Yes
2. Describe complex environmental systems, including climate change, and identify methods for measuring their impacts on human health	Yes	Yes
3. Describe regulations and the role of agencies in preventing and controlling environmental and occupational health hazards	Yes	Yes
4. Develop strategies for exposure reduction in accordance with federal and state regulations to reduce injuries, illnesses, and promote health equity	Yes	Yes
5. Apply strategies for assessment, prevention and control of environmental and occupational health hazards	Yes	Yes

MPH in Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe patterns in the incidence and prevalence of diseases affecting the health of immigrant and urban populations, including etiologic and prognostic factors	Yes	Yes
2. Design an epidemiologic study to test a research hypothesis	Yes	Yes
3. Evaluate the effect of potential sources of bias in epidemiologic studies and identify ways of minimizing them	Yes	Yes
4. Using a large public access health dataset, conduct and interpret secondary data analyses	Yes	Yes
5. Assess strengths and limitations of epidemiologic studies in terms of how they affect causal inference	Yes	Yes

MPH in Health Policy and Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply theories and strategies of healthcare management to the routine operations and emerging issues in the healthcare environment	Yes	Yes
2. Assess policy alternatives in response to key public health issues	Yes	Yes
3. Appraise the determinants of healthcare that impact individuals, systems, organizations, or communities	Yes	Yes
4. Communicate online, orally, and in writing health policy and management issues using appropriate channels and technologies	Yes	Yes
5. Assemble and utilize reliable and valid information sources and data to support evidence-informed decision-making	Yes	Yes
6. Apply relevant social justice frameworks to analyze and advocate for health policy and management policies	Yes	Yes

MPH in Healthcare Administration Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply theories and strategies of healthcare management to the routine operations and emerging issues in the health care environment	Yes	Yes
2. Create and differentiate a mission statement, vision, values statement, and action plan	Yes	Yes
3. Investigate the changing context of healthcare systems and identify stakeholder-generated solutions	Yes	Yes
4. Apply funding and payment principles and strategies to healthcare systems	Yes	Yes
5. Identify ethical issues in healthcare administration and analyze and resolve those issues using appropriate frameworks and principles	Yes	Yes
6. Demonstrate leadership and management skills that promote equity and inclusion in a healthcare organization	Yes	Yes

DrPH in Community Health Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Implement qualitative research studies to inform public health practice	Yes	Yes
2. Design a community engaged intervention utilizing social and behavioral theories, concepts, and models from a range of disciplines	Yes	Yes
3. Design and apply evaluation methods and frameworks to real-world public health interventions	Yes	Yes
4. Using scientific data, create and communicate tailored public health information for specific audiences	Yes	Yes
5. Conduct a community asset and needs assessment and articulate concerns in communications with diverse stakeholders, decision-makers, and academic audiences	Yes	Yes

DrPH in Environmental and Occupational Health Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Evaluate current environmental health risk assessment methodologies	Yes	Yes
2. Assess occupational hazards and social contextual factors that influence working conditions and contribute to injury, illness and health disparities	Yes	Yes
3. Evaluate the performance and impact of regulatory agency policies and programs to prevent and control environmental and occupational hazards	Yes	Yes
4. Develop an assessment plan or outbreak investigation to characterize a particular environmental or occupational risk in a community or workplace setting	Yes	Yes
5. Assess risk communication approaches in relation to issues of environmental and occupational justice and equity	Yes	Yes

DrPH in Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify appropriate data sources and apply advanced statistical methods for causal inference to answer epidemiologic research questions	Yes	Yes
2. Synthesize epidemiologic research findings, including assessment of strengths and limitations, ethical considerations, and policy implications	Yes	Yes
3. Communicate the findings from advanced epidemiologic data analyses orally and in writing to colleagues, policymakers, and the public	Yes	Yes
4. Select and evaluate surveillance and screening approaches to identify and mitigate chronic or infectious disease outbreaks	Yes	Yes
5. Develop data management and statistical analysis plans appropriate for a chosen epidemiologic study design	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		All students, including those in the concurrent MD/MPH, complete a 120-hour applied practice experience (APEX) at an external organization under the supervision of the organization's field supervisor (APEX preceptor). The APEX can occur within a single block of time or in a flexible arrangement acceptable to the preceptor and student.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		Students select at least five competencies (at least three foundational and two concentration-specific) in consultation with their faculty advisor and site preceptor to ensure that the experience aligns with both the student's interests and organization's needs. The competencies, as well as the associated two deliverables, are documented using the APEX Proposal Form.		
All students demonstrate at least five competencies, at least three of which are foundational		<p>The Office of Community Engagement (i.e., the associate dean for community engagement and the community partnerships and career advisement manager) liaises with external constituents to identify APEX opportunities, as well as new sites, based on identified student needs or interests (e.g., flexible arrangements, non-traditional hours). Students learn about opportunities via email, announcements on the APEX webpage, and/or meetings with the community engagement coordinator.</p> <p>Students present their work products and other materials in an ePortfolio and complete and submit a self-evaluation. The faculty advisor and preceptor also</p>		

		<p>complete an evaluation of the student's attainment of the five competencies and two deliverables using prescribed evaluation forms. A review of the evaluation forms provided demonstrated clear assessment of the required two deliverables and the attainment of at least five competencies.</p> <p>The portfolios provided in the electronic resource file reflect a diverse array of projects and practice sites. For example, a biostatistics student helped create a database of maternal socioeconomic needs and birth outcomes for the DHSU hospital's Department of Obstetrics and Gynecology. A community health sciences student developed a digital resource for older adults for the Brooklyn Initiative to Develop Geriatric Education. An environmental and occupational health student created a report for the New York State Nurses Association on the impact of the COVID-19 pandemic on the nursing workforce in the state.</p> <p>Site visitors heard from preceptors that they feel well prepared for their APEx responsibilities. They also expressed appreciation of the school's processes to ensure that deliverables and competencies align with the needs of the host organization. Preceptors noted that the school has been responsive to their feedback on ways to increase students' preparation for the experience, citing examples of curricular improvements such as a newly introduced grant-writing course. Students and alumni also commented on the usefulness of the experience.</p>		
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D6. DRPH APPLIED PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete at least one applied project that is meaningful for an organization & to advanced public health practice		Like MPH students, all DrPH students complete an APEx with an external organization. In conjunction with their faculty advisor and APEx preceptor, students identify at least five competencies, one of which must be from the leadership, governance, and management domain in Criterion D3 or a leadership-related concentration competency. This collaboration ensures that the deliverables align with the organization’s needs. The experience requires, at minimum, 150 hours at the external site.	Click here to enter text.	
Project(s) allow for advanced-level collaboration with practitioners				
Project(s) include reflective component				
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		The APEx requirement is not waived for students with professional experience; however, students can choose to complete the experience at their current place of employment if the scope of work extends beyond their regular work duties. Work supervisors cannot serve as preceptors.		
Processes in place to ensure that project(s) demonstrate at least five competencies, including at least one related to leadership		<p>DrPH students are evaluated using a process similar to that of the MPH APEx, and includes an evaluation by the student, preceptor, and faculty advisor. As of spring 2023, students are also required to record a five-minute self-reflection presentation.</p> <p>The electronic resource file contains examples of all work products completed in the last three years. Site visitors reviewed each of the samples and determined that they reflect the quality and rigor expected from a doctoral-level</p>		

		<p>student. For example, a community health sciences student assessed housing needs among patients at DHSU hospital. An environmental and occupational health student developed a tool to estimate the associated benefits of reducing lead exposure.</p> <p>Site visitors heard from preceptors that their agencies looked to the school as a valuable source of competent future employees, in part due to their positive experiences working with students in the APEX.</p>		
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D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		<p>All MPH students, including those in the concurrent MD/MPH, complete an ILE near the end of their program of study that culminates in a high-quality written paper, most often in the form of a literature review or research study. Students in the health policy and management and healthcare administration concentrations have an additional policy analysis option.</p> <p>The ILE is the final requirement for the program, and students register at the start of the semester in which they plan to complete the ILE. Students are expected to initiate meetings with their faculty advisor prior to registration and throughout the ILE process. A syllabus provides department-specific guidance on all aspects of the experience, and the MPH ILE Handbook provides a summary of all drafts, deliverables, and due dates.</p>	<p>In Fall 2023, the SPH designed and implemented revised rubrics for the ILE that are used by all departments and that provide guidelines for evaluation for application and integration of competencies, and also the extent to which the competencies are synthesized in the final product. The MPH ILE Handbook was also updated to communicate this change. Both MPH students developing their ILE and their faculty advisors are currently using the revised rubrics. The revised MPH ILE Handbook and rubrics were made available on the SPH website. The revised MPH ILE</p>	<p>The Council reviewed the team's report, self-study document, and the school's response. Based on the available information, the Council acted to change the team's finding of partially met to met.</p>
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

		<p>Students complete an ILE proposal form in which they identify the proposed topic and competencies to be addressed in the paper. Students must select at least two foundational competencies and at least one concentration competency, often with the assistance of their advisor, as described during the site visit. The proposal must be approved by the faculty advisor and competencies must be included and integrated within the final paper.</p> <p>At the end of the semester, students submit the final paper and present their project to the school community, during which faculty and stakeholders can ask questions and provide input and feedback. Students are required to submit at least one draft of their paper to their faculty advisor one month before the last day of classes and a draft of their presentation one week before their scheduled presentation date.</p> <p>Per a review of the ILE Paper Assessment Form provided in the electronic resource file, reviewers noted that students list the selected competencies and are instructed to self-assess “the specific work product that demonstrates your integration of the competency.” The form is also completed by the faculty advisor, who rates the student’s integration of each competency, as well as “the student’s overall demonstration of an ability to integrate and apply information from the core public health disciplines” as either “adequate” or “inadequate,” and recommends a grade of “pass” or “fail” to the department chair, who assigns the final grade. Both the ILE proposal form and assessment form were introduced in the 2021-22 academic year in response to student feedback regarding the content and structure of the experience.</p>	<p>Handbook and associated rubrics are included in Attachment C.</p>	
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		<p>Through a review of the student samples provided in the electronic resource file, site visitors determined that the projects were of high quality. Some examples include an analysis of the health benefits of physical activity in workplace settings; the influence of the Medicaid expansion on maternal mortality; the association of race with postpartum depression; an analysis of health outcomes in U.S. immigrant family detention centers; and an analysis of barriers to healthcare access among New York City residents.</p> <p>The concern identified by the site visit team relates to the inconsistent faculty evaluation of the synthesis of the selected competencies within the ILE final products. The rubric used by faculty for evaluation of the final ILE product does not specify synthesis but rather focuses on inclusion of each competency within the final product. Differences among programs in the final product evaluation approach result in inconsistencies in ensuring faculty are evaluating both integration and synthesis of the ILE competencies.</p>		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students generate field-based products consistent with advanced practice designed to influence programs, policies or systems		The ILE for all DrPH students is a high-quality written dissertation of at least six credits focused on an applied public health topic. Students are not eligible to begin the dissertation until they successfully pass a qualifying examination.	Click here to enter text.	
Products allow students to demonstrate synthesis of				

foundational & concentration competencies		The dissertation requires students to select, in consultation with faculty, at least three DrPH competencies, including at least one foundational and one concentration-specific competency, and provide a rationale for choosing the selected competencies as well as how they will enhance public health leadership.		
Qualified individuals assess student performance & ensure that competencies are addressed		<p>Competencies are mapped to the dissertation within the final written product, which can take many forms including a program or policy evaluation, development and pilot testing of a public health intervention, a policy analysis, a needs and assets assessment, development of a public health manuscript, or other formats reflecting advanced doctoral-level study focused on an applied public health issue. Students must also present their work for review and approval by a dissertation committee. Faculty complete a rubric that assesses the inclusion and synthesis of the required competencies as well as the applied public health implications of the work. Guidelines are provided in the DrPH dissertation student handbook, and the Committee on the Doctoral Program oversees all aspects of the process and final work products.</p> <p>The student samples reviewed by the site visit team included an analysis of Hepatitis C treatment readiness; outcome evaluation of a hospital antimicrobial stewardship program; analysis of cholera mortality in Haiti; and development of a statistical model to assess the role of multiple nonfatal events in cardiovascular disease.</p> <p>During the site visit, faculty and students described many recent changes to the DrPH ILE procedures and expectations, which have been received positively across the school. Owing in large part to slow student progress in</p>		

		<p>the dissertation and inconsistent work products, the school developed the Committee on the Doctoral Program, which oversees the entire process and works closely with students and faculty to ensure consistent expectations and outcomes. For example, the committee developed a new student handbook and a specific dissertation handbook, which outlines procedures and expectations for both students and faculty. The school also developed rubrics for faculty evaluation of both the proposal and the dissertation itself.</p> <p>According to faculty and students present at the site visit, these changes have improved expectations for students and faculty and improved student progress through the dissertation stages.</p>		
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D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D11. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D12. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D13. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		<p>MPH students complete 42 semester-credit hours to earn the degree.</p> <p>A credit hour is defined by at least 15 hours of instruction (of 50 minutes each), and at least 30 hours of supplementary assignments. During the fall and spring semesters, each three-credit course extends over a 15-week period, with 2.5 instructional hours per week and at least five hours of supplementary assignments weekly. During the summer semester, courses are offered over a 7.5-week period.</p>	Click here to enter text.	

D14. DRPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
DrPH requires at least 36 semester-credits, 48 quarter-credits of post-master's coursework or equivalent		All DrPH students must complete 45 semester-credits to earn the degree. Students complete 36 coursework credits, along with a three-credit APEx, and six-credit ILE.	Click here to enter text.	
Defines credits appropriately—e.g., credit for thesis writing or independent internship hours not included in 36		As stated in Criterion D13, a credit hour is defined by at least 15 hours of instruction and at least 30 hours of supplementary assignments.		

D15. BACHELOR'S DEGREE PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D16. ACADEMIC AND HIGHLY SPECIALIZED PUBLIC HEALTH MASTER'S DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D18. ALL REMAINING DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school's inaugural cohort of MHA students will begin the degree in fall 2023. At the time of the site visit, the degree offering had been approved by the New York State Education Department, and the program of study and relevant syllabi had been reviewed and approved by the Committee on Educational Policy and Curriculum.	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		<p>The three-credit Public Health Foundations course provides instruction and assessment of all 12 public health foundational learning objectives. Site visitors reviewed the syllabus and assessment descriptions provided in the electronic resource file and determined that students are adequately assessed on all 12 learning objectives, as shown in the D18 worksheet. The mapped assessments include short-answer exam questions, a health profile paper, and a journal article review.</p> <p>During the site visit, faculty and university leaders shared their rationale for the degree offering, including how they see it as different from the MPH in healthcare administration. The university president said that the</p>		

		<p>degree was created, in part, to offer a more affordable and time-flexible alternative to other MHA programs in the area. Faculty shared that the MHA is geared toward those looking for training in various areas of business and administration, while the MPH concentration offers a much more in-depth grounding in public health concepts and skills. The school sees the MPH as a better fit for students interested in governmental and/or public health organization administration and the MHA as a better fit for those looking for careers at larger health systems. The school offers targeted information sessions that highlight the differences between the two degrees.</p>		
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D18 Worksheet

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

D19. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
Met				
Instructional methods support regular & substantive interaction between & among students & the instructor		The school offers all six MPH concentrations and its MHA in a fully distance-based format. The school developed these online programs to meet student needs for additional flexibility, which is especially beneficial to working professionals and first-generation college students. The director of online learning and the director of pedagogical advancement and evaluation oversee the distance education programs.	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university		Distance education students use the same admission and registration practices as campus-based students; they also attend an online new student orientation. When enrolling, students identify their preferred modality of attendance, synchronous or asynchronous, both of which are delivered via the Brightspace learning management system and SUNY Online, the platform through which all SUNY system online education and technical assistance is administered.		
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners		The school launched the synchronous modality in January 2022, and the asynchronous modality was fully implemented during the spring 2023 semester.		
Provides necessary administrative, information technology & student/faculty support services		Students advance through the distance-based program using the SPH’s “high-touch, high-tech” cohort model. The cohort approach is intended to foster opportunities for distance learners to interact and build community with other students and faculty. The distance education program hosts five online events each semester to increase student success and belonging, including a		
Ongoing effort to evaluate academic effectiveness & make program improvements				
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification				

		<p>student support workshop, Student Council virtual game night, faculty-student mixer, APEx/ILE workshop, and an informal coffee/tea meeting with the dean.</p> <p>Course instructors foster regular and substantive interaction through direct feedback on assignments, discussion board interaction, office hours, and videoconference and email communication. Some courses require interactive assignments such as group activities, presentations, and/or discussions.</p> <p>Distance-based students receive support from a variety of staff and school leaders. The assigned academic advisor provides mentorship and guidance on expectations and timely program completion. Students are required to meet with their advisor at least twice per semester. The director of pedagogical advancement and evaluation serves as a liaison and assists academic advisors to identify needed resources. Together, the director, assistant dean for student affairs, and associate dean for educational advancement and evaluation (also called the success enhancer) monitor student academic progress. The success enhancer meets with students in small groups to identify distance learner needs and provide guidance.</p> <p>Library resources are available online through the library website. The Academic Computing and Technology Office assists students with Brightspace, email, internet, hardware, and software issues. Students can also attend the office's workshops and training offerings. To verify student identity, all students use a unique Student Identification Number and secure password to access university systems, including Brightspace. The school is currently reviewing technology such as biometric</p>		
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		<p>signature recognition and remote exam proctoring software.</p> <p>Students who enroll in an online degree program complete the SUNY Online Student Success Inventory (SOSSI), which measures thoughts and behaviors to impact success in the online learning environment, including self-efficacy, self-regulated learning, and reading and writing skills. If a student is identified as needing support based on the findings, the director of online learning and others from the Office of the Assistant Vice President of Academic Services design an Individualized Student Action Plan with additional support or interventions to address identified weaknesses.</p> <p>All online courses are designed with a uniform format and approach according to best practices for online education. To maintain currency and competence in online education, full-time and adjunct faculty have access to, and participate in, one-on-one support, workshops, and training through both the SPH Center for Teaching and Learning and SUNY Online Teaching Community. For example, in 2022, faculty took part in the two-week IDEAS: Instructional Design Essential for Academic Success training course hosted by the school's director of pedagogical advancement and evaluation.</p> <p>Content is delivered in weekly modules that include an overview, competencies, to-do list, learner resources, video lectures, and reading materials. During the site visit, faculty explained that, while the course content used to teach and assess all degree learning objectives and competencies are the same for both the place- and distance-based programs, faculty tailor the content</p>		
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		<p>delivery and assessments to the online environment. For example, one faculty member said that she blocks online class time for students to collaborate on a group project.</p> <p>To ensure consistency, the Committee on Educational Policy and Curriculum, a committee of the SPH Faculty and Professional Staff Assembly, review course content and quality annually. The school is also implementing the OPEN SUNY Course Quality Review (OSCQR) Course Design Review Card, which is designed to assess a variety of areas related to instructional design and accessibility.</p> <p>The Committee on Distance Learning Instructional Quality, a dean-appointed standing committee, comprising representatives from each department, instructional designers, the director of online learning, and the director of pedagogical advancement and evaluation, guides, monitors, and provides support to the programs.</p> <p>The school is currently designing a comparative effectiveness study to monitor and assess educational and student outcomes among students in synchronous online, asynchronous online, and place-based modalities, using a mixed-method approach. The study will assess outcomes for each modality including student satisfaction and course evaluation ratings; student time to completion, attrition, and graduation rates; and average student GPA.</p>		
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E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The school has a highly qualified faculty complement for its degree programs based on the 27 PIF and 34 non-PIF.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		<p>All PIF hold terminal doctoral degrees (e.g., PhD, DrPH, MD, ScD, EdD), and many also hold master's degrees in relevant subjects (e.g., MPH, MA, MS). In addition, nearly all non-primary instructional faculty hold doctoral degrees (MD, PhD, DrPH, EdD). The one faculty member who does not have a doctorate is pursuing a DrPH.</p> <p>Of the 27 PIF, 23 are tenured/tenure-track and four are non-tenure-track in clinical professor ranks. As discussed in Criterion C1, the school notes six vacant PIF lines, including four open-rank and two assistant professor tenure-track positions.</p> <p>All faculty have appropriate education and experience for their instructional, research, and service duties. Faculty hold degrees in relevant disciplines, including population health and behavioral sciences; health policy and management; applied mathematics and statistics; epidemiology; environmental health sciences; biostatistics; and related fields. The array of disciplines in which degrees are earned are appropriate for the school and consistent with the degree offerings. The vacant positions are in the areas of biostatistics, behavioral science, health policy, and healthcare administration.</p>		

		During the site visit, school leaders and faculty confirmed the regular engagement of non-PIF in school activities. Students expressed appreciation for faculty members' knowledge base and expertise.		
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E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		Site visitors reviewed PIF CVs and confirmed that several PIF have or have had significant practical experience outside of academia, including as director of child health services in a county health department, statistician, hospital physician-administrator, clinical dietitian, health department epidemiologist, pharmaceutical industry biostatistician, and hospital administrator. Many PIF are active in community-engaged research, and the school is dedicated to supporting these practice linkages through its Office of Community Engagement. The self-study highlights 22 of the school's numerous non-PIF who are employed within diverse practice settings such as the city health department (several former deputy health commissioners), clinicians from the medical school, attorneys, and emergency preparedness experts who all complement the expertise of full-time faculty. They integrate perspectives from their fields as seminar presenters, course guest speakers, and research collaborators on issues such as vaccine-preventable diseases. Part-time faculty who provide classroom instruction have access to on-demand instructor training	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

		<p>and are observed and evaluated on their pedagogic skills in the same manner as PIF.</p> <p>The school demonstrates its commitment to encouraging academic-practice links with public health agencies and community-based organizations through its alternative community engagement tenure track.</p>		
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>The school has systems in place to document that faculty are current in their areas of instructional responsibility and pedagogical methods. Faculty professional development and advancement in instructional effectiveness is supported and monitored through various school-level administrative channels, including the dean and department chairs, the Committee on Educational Policy and Curriculum, Committee on Curriculum Innovation and Enhancement, Committee on Instructional Effectiveness, Committee on Distance Learning Instructional Quality, and the Council on Instructional Quality Improvement.</p> <p>Each year, faculty submit an activity dossier to document their instructional contributions and professional development. The department chair reviews the dossier, which includes information such as courses taught, mentorship activities, service on dissertation committees or as an MPH ILE supervisor, and research and scholarship involving students. Department chairs review the dossier</p>	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

		<p>and use the information to provide mentorship and feedback on instructional effectiveness.</p> <p>Student course evaluations, which are distributed by the Dean’s Office to students at the end of each semester, are another component of the annual dossier. The evaluations use both Likert-type scale questions and open-ended fields to assess overall course satisfaction, satisfaction with the instructor and their responsiveness and engagement, clarity of course expectations, course climate, and attainment of course competencies. Each department chair receives a de-identified aggregate report to review, using a standardized form, for needed course modifications or corrections and/or student concerns. One department chair said during the site visit that this feedback has been used to make improvements such as incorporating live quizzes into course lectures.</p> <p>Department chairs also lead an interdepartmental self-study and peer review of course currency at least every two years. The peer review is based on a review of syllabi using a standardized curriculum and pedagogical currency form; this review was conducted on all foundational and concentration courses during the 2022-23 academic year. Faculty said that they see this review structure as being quite helpful. They also explained that a direct observational process is under development, with plans for peer observations taking place over the next year.</p> <p>School committees also conduct periodic evaluations of the curriculum and faculty instructional effectiveness. For example, the Committee on Educational Policy and Curriculum reviews the curriculum each semester to ensure that all competencies are covered and clearly</p>		
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		<p>mapped to syllabi. The Committee on Curriculum Innovation and Enhancement evaluates the curriculum with respect to workforce needs and instructional approach using feedback from employers, alumni, and advisory board members. The committee provides recommendations to the Committee on Educational Policy and Curriculum and the dean.</p> <p>The Committee on Instructional Effectiveness designs and implements the student exit survey, alumni survey, advisory board survey, and employer survey. It synthesizes feedback collected, which is used by the Council on Instructional Quality Improvement. The Council on Instructional Quality Improvement also reviews course evaluations and ensures alignment between the curriculum and the school's mission, as well as other key indicators of instructional effectiveness.</p> <p>The school introduced three new leadership positions in 2022, all of which are intended to support instructional effectiveness, including the associate dean for education, director of curricular innovation, and director of pedagogical advancement and evaluation. These individuals develop and coordinate various activities including program assessment, implementation of new course technology, and pedagogical training. For example, these individuals recently attended meetings and leveraged insights to support all faculty, including the SUNY Student Success Summit and the ASPPH Annual Meeting.</p> <p>The self-study lists several trainings that faculty have attended in the last year. A selection of training titles and number of attendees are as follows: Brightspace</p>		
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		<p>workshop (14 faculty); IDEAS: Instructional Design Essentials for Academic Success workshop (16 faculty); Enhancing Your Course Site (four faculty); and Mindmaps, Timelines, and Infographics: Graphic Tools You Can Use With Your Students (nine faculty). Many of these workshops were recorded and made available for faculty to access on their own time.</p> <p>At the institutional level, the Academic Computing and Technology Office and the SUNY Center for Professional Development (SUNY CPD) provide group and individual faculty development trainings to support instructional effectiveness. For example, SUNY CPD recently hosted trainings on universal design for hybrid learning and learning theories and effective teaching practices.</p> <p>Adjunct faculty have access to the same training opportunities and are encouraged to take advantage of them. These faculty are also evaluated by the department chair.</p> <p>The school presents data on three indicators of instructional effectiveness, including 1) percentage of courses whose syllabi/curricula underwent peer reviews; 2) percentage of faculty who received professional development and training in instructional pedagogy; and 3) percent of student assistants trained in pedagogical techniques. As previously discussed, 100% of MPH and DrPH foundation and concentration courses underwent peer review in the last year, as did all electives that had been offered in the past year. Over the last three years, each new or revised course underwent peer review by the Committee on Educational Policy and Curriculum. At least 80% of primary faculty received at least some training in</p>		
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		instructional pedagogy. The self-study states that all student assistants receive training prior to engaging with students in any course.		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>The school expects all PIF to contribute to research and scholarly activities aligned with their training and experience, and all tenure-track faculty are expected to pursue external funding opportunities to support their research activities. The school values practice-oriented research and scholarship with the goal of building research capacity that serves as a basis for training the next generation of public health practitioners.</p> <p>The school recently hired a vice dean for faculty affairs and research who is tasked with supporting the school's goal of promoting research and scholarship, promoting grant submissions, and providing support for research activity. The vice dean supervises a dedicated grants manager who supports all pre-award activities and coordinates with the university's Office of Research Administration. The office includes several divisions that support faculty in various areas, including sponsored research projects, clinical trials, the institutional review board, human resources and payrolls, and technology transfer, among others.</p> <p>All indirect costs from extramural grants are sent to SUNY, and a share of indirect costs are returned to the</p>	Click here to enter text.	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>university. The university uses those funds to support the central research administration team and support the school in providing faculty startup packages, seed grants, and other supports. Among the resources available to school faculty are a grant-writing consultancy service; seed grant programs; research data systems; high-performance computing services; a DNA sequencing laboratory; and the clinical and translational science center.</p> <p>The self-study includes examples of faculty and students who are engaged in research and other scholarly activities. For example, a faculty member and two students in environmental health are investigating the mental health of young public transport workers. Another faculty member is working with two DrPH students in an investigation examining chronic health conditions among persons living with HIV.</p> <p>Faculty regularly integrate their research expertise into their instructional practice. For example, a faculty member teaching the introductory research methods course uses their funded research as examples for study design and data collection within the course. Another course focused on grant writing relies on multiple faculty who bring their grant writing experience and expertise to the class. Another faculty member brings their expertise in community-engaged co-design and evaluation of health promotion interventions into an MPH foundational course on program design and evaluation.</p> <p>The school offers two tenure-eligible tracks for faculty, one in the traditional academic track and the second in an education and community/professional service track. The</p>		
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		<p>traditional academic track requires evidence of research and scholarly impact in the form of publications, presentations, technical reports, grant funding, and related activities. Scholarship within the educational and community/professional service track emphasizes funded training and mentorship grants, instructional grants, scholarship focused on pedagogy, textbooks, and development and dissemination of educational resources. During the site visit, school leaders confirmed that faculty are pursuing promotion and tenure within both tracks.</p> <p>The self-study lists six metrics for research and scholarly activities. While the percent of PIF participating in research and serving as a principal investigator on an extramurally funded grant has remained fairly steady over the past three years, the number of grant submissions and total research dollars awarded have increased over the past three years. The percentage of funded research projects that include students has remained steady at the school's target goal of 50%. The number of faculty awarded internal seed grants has increased slightly over the past three years and has exceeded the school's target for this metric.</p> <p>The school identified faculty mentoring in research as a challenge, as the small number of senior faculty (i.e., professors) cannot support the demand of the many junior faculty in the school. School leaders described to site visitors how they are working to establish mentoring relationships with senior faculty outside the school to supplement in-house expertise, and they are refining faculty searches to ensure hiring of faculty with strong research experience for some positions. The school is also working to identify synergies across researchers and</p>		
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		research teams to better support faculty scholarship and extramural funding. In particular, the dean's goal of increasing extramural funding and research productivity across the school resulted in the hiring of the school's vice dean for faculty affairs and research. The school confirmed that all incoming junior faculty have a mentoring committee and start-up resources to support their scholarship.		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		The SPH definition of faculty service includes activities both internal and external to the university. The self-study states that while there is an emphasis placed on internal activities, such as service on committees, the school also values faculty extramural service.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		<p>All PIF are expected to contribute to the school's service mission, and these activities are considered in decisions about promotion and tenure. Faculty document their extramural service activities through a standardized faculty activity summary form, which is reviewed with the department chair during their annual evaluation.</p> <p>In addition to its traditional academic track, the school offers a tenure-eligible education and community/professional service track with the expectation of significant contributions in these areas. The school is seeking to promote and expand recruitment of faculty in</p>		

		<p>this track, as its only tenure recipient in this category recently left the university.</p> <p>One SPH faculty member holds the rank of distinguished service professor, the highest academic rank in the SUNY system. The SUNY-wide Distinguished Faculty Rank program serves to recognize faculty who have achieved a distinguished reputation for service. The self-study lists an example of her service on an NIH study section committee. She leverages this experience to mentor faculty and students and as examples in her DrPH-level Survey Research Methods course.</p> <p>Faculty are engaged in a variety of extramural service activities, including through centers and institutes associated with DHSU. For example, the Brooklyn Health Disparities Center serves to reduce health disparities in Brooklyn through community-based participatory research, education and outreach, and workforce training. Several faculty serve on the center's executive committee and others have established community-engaged research. Many faculty partner with the Arthur Ashe Institute for Urban Health, Inc. to implement community-based participatory research, provide lecturers to individuals in their STEM program, and identify and support solutions to community-identified public health priorities.</p> <p>The self-study also lists examples of individual faculty service activities and how they integrate these experiences into their instruction of students. One faculty member is involved in a working group as a fellow for the Urban Design Forum. As part of the workgroup, she seeks to create passive and active spaces for physical activity to</p>		
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		<p>address chronic disease disparities in NYC neighborhoods. She shares these experiences and discusses proposed policy and programmatic initiatives during her Urban Health Issues course.</p> <p>Another faculty member has served on the committee for the NYC Epidemiology Forum since 2015. In her Epidemiology Methods I and II courses, she encourages her students to submit and present their class projects at the forum's city-wide conference, and, to date, 21 students have presented.</p> <p>The self-study presents quantitative data to demonstrate the school's performance in three areas related to extramural service. The school increased the percentage of PIF involved in service from 58% in 2019-20 to 70% in 2021-22, which is above its established 60% target. The number of faculty-student service collaborations has fluctuated around the school's established target of four, with six collaborations in 2019 and 2021 and three in 2020. The number of community-based service projects remains above the school's 20-project target, with 32 projects in 2019 and 2020 and 28 in 2021.</p>		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from		The school has formal structures for constituent input, including the Community Advisory Board (CAB) and the Alumni Advisory Board (AAB). During the site visit, school leaders said that the school's long history of working in	Click here to enter text.	

supervisors of student practice experiences		the community has fostered a good rapport with a variety of stakeholders.		
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 		The school completes routine data collection efforts and needs assessments through the CAB public health workforce needs survey, APE preceptor evaluation forms, alumni and employer surveys, and focus groups.		
Defines methods designed to provide useful information & regularly examines methods		While the CAB existed prior to 2017, faculty explained that it was reconstituted in 2022 to better reflect the breadth of partnerships and student career outcomes aligned with the school's mission. The CAB provides input on the school's vision, mission, and values, as well as student outcomes, curriculum, and new plans and activities.		
Regularly reviews findings from constituent feedback		During the site visit, school leaders said that they created a more formalized board structure and meeting times as part of the CAB's reconstitution; currently the CAB meets at least twice per year. CAB members are selected through an iterative brainstorming process whereby faculty and school leaders identify individuals from their networks whose feedback would be relevant and/or beneficial to the school. The 2022 CAB roster includes 22 members from a range of sectors, including program managers at local non-profits, a senior director at a pharmaceutical company, a homeland security policy researcher, and a vice dean from a CEPH-accredited SPH, among others. Site visitors met with current CAB members during the visit, many of whom characterized the school as being incredibly responsive when looking for guidance and direction. One stakeholder said that they perceive the dean as being transparent about the direction in which the school is heading.		

		<p>The school also established the AAB in 2022 to build ongoing alumni engagement in the assessment of the content and currency of the public health curricula, and to provide support to the school by actively participating in the school's philanthropic activities. For example, the alumni board was used as a focus group by the dean and school leaders to help explore ways to improve response rates on the alumni survey and has been helpful in identifying better ways to communicate with and engage school alumni. The current roster includes 18 alumni selected with attention to job placement and degree type. The AAB meets approximately three times a year and participates in frequent short surveys and questionnaires. Alumni present at the site visit emphasized that they perceive school leaders as interested in their feedback and that the school incorporates feedback to inform its decision making.</p> <p>The school receives feedback externally from the APEx preceptor evaluation form completed by preceptors at the end of a student's APEx experience. The form assesses students' performance in the experience and seeks to gather information on public health-related skills on which the school can provide additional training and preparation. The Office of Community Engagement reviews the information relevant to the skills needed in the public health workforce. To date, the most frequently mentioned skills include community engagement, program evaluation, project management, and program planning.</p> <p>To help guide a recent discussion on the currency of the SPH curricula, the school administered a CAB public health</p>		
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		<p>workforce needs survey in advance of the December 2022 meeting. Site visitors reviewed the survey and noted that it captures information on skills needed in the workforce, concentration areas most needed to prepare future public health professionals, and members' perceptions of the most pressing public health issues of today. The self-study presents highlights of this feedback. For example, 89% of the 17 respondents said that a concentration in data science and health informatics would be highly relevant to address workforce needs. Respondents cited rising healthcare costs, health equity, social justice, and combating public health misinformation among the most urgent public health issues of today.</p> <p>The school also recently received feedback from its AAB on the currency of its public health curricula. As validated by site visitors using the February 2023 AAB meeting minutes provided in the supporting materials with the self-study, board members discussed how the competency-focused curriculum helped them gain workforce-applicable skills. Some participants discussed the significance of the ILE in integrating the various competencies and knowledge they acquired from several courses.</p> <p>The school's external partners also contribute to ongoing operations through other avenues including participating in the school's community-based needs assessment twice a year; co-development of research proposals and research projects; seminars and workshops; and co-planning round tables on major public health issues.</p> <p>The school's Steering Committee on 2023 CEPH Reaccreditation, which has met monthly since mid-2021</p>		
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		<p>to discuss reaccreditation-related issues, includes two members from the AAB. Community stakeholders, including alumni, also served on work groups during the SPH strategic planning process. One of the alumni present at the site visit noted how the strategic plan was revised, in part, due to his feedback. A community stakeholder commented that the school's commitment to serving the community is apparent in the strategic plan.</p> <p>The school uses a survey to assess employer perceptions of MPH and DrPH graduates' preparation for post-graduation destinations. School leaders said during the site visit that they intend to continue to refine their contact list using information collected from the alumni survey and disseminate the survey every three years, although this conflicts with the timeline presented in Criterion B2, which reports that these data are collected annually.</p> <p>The fall 2022 iteration of the survey gathered 29 responses on topics such as graduates' capabilities in a variety of professional skills and public health competency areas, as well as skills that are most valuable among prospective graduates. The survey also included opportunities for open-ended feedback. Overall, employers rated SPH graduates very highly both in professional skills and competencies. The results show that graduates perform well in areas employers identified as most valuable, such as building community and partnerships, communicating public health content, and evaluating epidemiologic studies and reports.</p> <p>The director of curricular innovation and instructional effectiveness also conducted in-depth interviews with</p>		
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		four employers to follow up on professional strengths of graduates and any areas in which they would benefit from additional training. Employers shared positive experiences working alongside graduates, characterizing them as well-prepared and efficient. Employers also said that they look for skills in areas including data collection and analysis, community engagement, and statistical software proficiency.		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The school introduces students to service and community engagement activities beginning with orientation, where they are introduced to different partner organizations. Faculty emphasize service opportunities for students within their courses and in their advising meetings. Faculty also share opportunities via various communication outlets including a student listserv, social media, and the school website. The school also supports APEx information sessions twice per year.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		The school has supported a variety of professional development and community service opportunities recently. For example, the school co-hosted a two-day workshop on data collection instruments and methods for examining the social determinants of health, and the SPH Student Council has hosted a variety of career development workshops and career fairs to support student professional development. Students have also participated in several community service activities,		

		<p>including an annual social justice symposium, a neighborhood education program focused on diabetes awareness, and the development of Main Street Patrol, a group dedicated to stopping anti-Asian hate in the Flushing, Queens community.</p> <p>During the site visit, the review team learned that the Student Council is active in supporting student professional and career development, including partnering with the school and outside groups to support workshops and related activities. These activities supplement those provided by faculty advisors and programs themselves.</p> <p>Faculty also noted that students are typically already engaged with community service activities prior to enrollment in their degree programs and, as students, want to stay engaged in those efforts. As such, many students are engaged both in and out of the school in service to the school’s mission and public health practice. A community partnership manager staff member will be added soon to help coordinate activities at the school level.</p>		
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F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs of the current public health workforce		The school’s faculty, staff, and students are actively engaged in delivering professional development that serves the public health workforce needs. Through a review of the examples listed in the self-study and	Click here to enter text.	

		<p>discussions with faculty and external stakeholders during the site visit, reviewers validated that the school provides professional development activities.</p> <p>In November 2022, the school's Office of Community Engagement co-led a two-day workshop with the Arthur Ashe Institute for Urban Health that focused on data collection on social determinants of health (SDOH) and widely used and validated SDOH screening tools; capacity building for the creation of secure data sharing systems for multi-institutional and collaborative public health projects; and digital solutions to care coordination. The school identified the need for this activity through APE preceptor evaluations and as a direct request from two community partners. The target audience for this initiative was the care managers at healthcare or social service agencies in NYC; 75 individuals attended the first day and 55 attended the second day.</p> <p>SPH faculty also both host and participate in the annual Translational Program for Health Disparities Research Training Symposium on Community Engagement. The 2023 symposium coincided with the school's site visit, and site visitors spoke with a faculty member who was moderating the event. During the site visit, faculty said that community engagement was a commonly reported workforce development need on the APEx preceptor evaluation survey. In 2022, between 55 and 65 individuals attended, representing community organizations, public health practitioners in the community, social workers, local and federal funders, healthcare payers, and others.</p>		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		<p>School leaders define priority under-represented populations to ensure that students, administrators, and faculty represent the diversity of the communities that the school serves. The school’s priority populations are historically underrepresented students, faculty, and staff, including those who identify as Black, African American, Hispanic/Latinx ethnicity of any race, Native American, Alaskan Native, and/or Pacific Islander, as well as those who are first-generation college graduates. Additionally, the school seeks to enroll and support students of low socioeconomic background, as determined by self-reported factors on the SOPHAS application.</p> <p>The school’s strategic plan outlines two to three goals for increasing representation and supporting the persistence and ongoing success of its priority faculty, staff, and student populations. In support of these goals, the school engages in specific strategies to recruit a highly qualified and diverse student body. For example, the school has MOUs with seven local minority-serving institutions and provides targeted in-person and virtual recruitment events, such as specialized information sessions and guest lecturers to undergraduate students. The school also offers a rapid application process and review to applicants from these institutions. Faculty discussed these relationships during the site visit, adding that their personal backgrounds allow them to connect with prospective students. For example, the student recruitment specialist</p>	<p>Click here to enter text.</p>	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

		<p>is an HBCU alumna and leverages this connection to recruit students from HBCUs.</p> <p>The school evaluates applicants using a holistic review process that takes into consideration additional factors, such as recommendations and professional experience, in addition to GPA and GRE scores (if submitted). During the site visit, faculty said that applications are reviewed with a focus on understanding the students' commitment to public health and the school's mission. Applicants are also allowed to rank concentrations in case they are not admitted to their first choice.</p> <p>Additional strategies to support the success and persistence of students include individualized academic counseling and resources such as workshops and materials on time management, test-taking, and stress management, as well as one-on-one and group tutoring. Approximately 20% of the school's MPH and DrPH students are supported, at least in part, by scholarships. The school provides 10 full-tuition scholarships through its CREST R25 and HRSA grants, as well as an additional 85 partial scholarships through the HRSA Public Health Scholarship program; students in the school's priority populations satisfy the eligibility criteria for these scholarships.</p> <p>According to data presented in the self-study, since 2018, between 48-54% of the school's enrolled students belong to one of the school's historically underrepresented racial/ethnic populations, and between 18-28% are first-generation college students. Additionally, the number of SPH degrees awarded to underrepresented minority students increased from 37% in 2018 to 56% in 2022.</p>		
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		<p>The school employs strategies for recruiting and supporting the success of faculty from its prioritized populations, primarily through encouraging participation in a variety of programs and grant-funded opportunities. For example, the Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth Program (PRODiG) is a state-funded initiative to increase historically underrepresented STEM faculty. In the last three years, two of the 10 faculty recruited through this program were from the school. PRODiG supports a portion of these faculty salaries for the first three years.</p> <p>Two faculty from underrepresented backgrounds have taken part in the Summer Institute Program to Increase Diversity Among Individuals Engaged in Health-Related Research (PRIDE), a funded research career advancement opportunity. These mentored research programs address difficulties experienced by junior investigators in establishing research programs and negotiating through academic ranks.</p> <p>To recruit diverse faculty and staff, the school employs diverse search committees with representation of faculty and staff from underrepresented backgrounds. Staff postings are advertised in media such as Diverse Issues in Higher Education and circulated through personal and professional networks within minority-serving institutions. School faculty and staff are encouraged to attend professional development conferences and workshops, including ASPPH and APHA, as well as partake in other development opportunities.</p> <p>The school ensures representation of diverse faculty and staff on school and university-wide committees to ensure</p>		
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		<p>that policies implemented are inclusive and equitable. The school collaborates with the Office for Institutional Equity, which serves as the central hub for unifying and coordinating diversity, equity, inclusion, and belonging initiatives across the university.</p> <p>School-level initiatives are led and coordinated by individuals who serve on the DEI Committee. For example, the associate dean for education has experience coordinating seminars for students and faculty addressing cultural and linguistic awareness and responding to unconscious bias and microaggressions. The chair of the Department of Health Policy and Management serves on the DEI Committee to facilitate cultural humility and responsiveness to the needs of LGBTQ+ community members. The committee also includes student and staff representation and coordinates initiatives geared toward the curriculum, health equity, and student organizations.</p> <p>The MPH and DrPH curricula incorporate concepts related to diversity, equity, and inclusion in required and concentration-specific courses. The school's focus on urban and immigrant health, particularly how the social determinants of health disproportionately compromise these populations' health and well-being, are woven throughout coursework. Additionally, many APEx projects allow students to work in diverse communities and with diverse populations. Students can also participate in several clubs and organizations, many of which seek to increase a sense of belonging and community and/or provide social and cultural awareness.</p> <p>During the site visit, reviewers learned that the SUNY system conducts a climate survey every two years and</p>		
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		<p>distributes school-specific data to each institution. The SPH recently implemented its own methods to assess faculty, staff, and student perceptions of campus climate through the faculty-staff climate survey and the student climate survey. Both surveys were administered during the fall 2022 semester and, going forward, will be administered every other year.</p> <p>The self-study presents responses to nine Likert-type scale questions and open-ended feedback collected from the faculty/staff and student climate surveys. Each of the Likert-type scale items received between 62-67 student responses and 33-35 faculty/staff responses, all of which reflect generally positive perceptions of the school's climate. During the site visit, faculty discussed open-ended student feedback that it has worked to address. For example, to address a finding that students may not know how to report acts of discrimination and harassment on campus, the school updated its website and improved the manner with which it publicizes its formal complaint procedures to students.</p>		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		The school and university work together to coordinate the significant academic support resources available to assure student success, beginning from the time of enrollment.	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula		Department chairs assign incoming students to faculty		

& about specific courses & programs of study		advisors with the intention of balancing faculty workload with students' study and research interests.		
Qualified individuals monitor student progress & identify and support those who may experience difficulty		As part of the incoming student orientation process, students are briefed on policies and procedures for advising in the student handbook. Orientation also includes presentations from school leaders, finance and student records, health services, student counseling, and an introduction to advising procedures and department-specific information. Students are also enrolled in an online orientation course to reinforce the information provided during the orientation session and complete additional required training in safety and compliance. The same orientation content is provided virtually for remote students in a Brightspace orientation course.		
Orientation, including written guidance, is provided to all entering students		<p>Students must meet with their faculty advisor at least once each semester prior to course registration, during which the faculty member reviews academic progress and goals with the student and provides a one-time code that allows the student to register for courses. Faculty advisors refer students experiencing academic difficulties to the associate dean for education, who coordinates available resources.</p> <p>In response to student feedback regarding the DrPH advising process, the school updated its DrPH and faculty handbooks to clarify expectations for faculty responsiveness, including that faculty and/or advisors respond to student emails within two business days, and submission and review of dissertation drafts. During the site visit, the dean said that he also meets one-on-one with DrPH students to assist in ensuring their progress and success.</p>		

		<p>The school's director of pedagogical advancement and evaluation provides support to faculty to improve their competence as academic advisors. Faculty are evaluated in this domain as part of their annual evaluations with the department chair.</p> <p>The school also employs resources from multiple student services offices at the university level to orient new students. For example, the Office of Academic and Student Affairs backstops the school's academic support services by conducting audits of student academic progress in DegreeWorks, the curricular progress tracker system for students and faculty.</p> <p>The school assesses student satisfaction with academic advising using the student exit survey, student experience survey, and DrPH student survey. The self-study presents responses from MPH students in 2022 and DrPH students in 2023. Among those who responded, 80% of MPH and 76% of DrPH students reported satisfaction with academic advising.</p> <p>During the site visit, reviewers learned that the school and university are re-implementing a SUNY system-wide student opinion survey in the fall of each year. This survey will employ multiple strategies to increase response rates.</p>		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice		<p>Career advising begins with faculty, and faculty advisors are expected to discuss career planning during their required advising encounters with students. Department chairs are responsible for orienting faculty to their career advising responsibilities with help from professional career advising staff.</p>	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				
<p>The school's career resources webpage links students to job postings and the school's LinkedIn career group. The school recently expanded its career services by hiring a career advisement manager who will receive specific training and devote 50% effort to career advising. The career advisement manager is initiating many new career advising opportunities for students, including pairing students with alumni, recruiting industry-specific advisors for students interested in a particular industry, conducting mock job interviews, conducting monthly career-building workshops, and publishing a monthly digest of career opportunities.</p> <p>The school has organized career development workshops for students and alumni like the recent internship workshop sponsored by the New York City Department of Health and Mental Hygiene. The health department internship has been a successful pathway to employment with the health department for some interns. The school's Student Council has also sponsored virtual career development workshops in spring 2021 on cover letter</p>				

		<p>writing, resume writing, and job searching that were attended by 70 students.</p> <p>During spring 2022, a faculty member from a local school of public health and author of a book on public health careers spoke to students about the numerous career opportunities in public health. There were 20 students in attendance. Several alumni interviewed during the site visit expressed appreciation for faculty mentorship, including help finding APEX sites that ultimately led to fellowships and employment.</p> <p>Student satisfaction with career advising is monitored with two sources of data. The 2022 student experience survey received 28 responses; among these respondents, 50% of DrPH and 44% of MPH students reported they were either “very” or “somewhat satisfied” with career advising. The 2022 student exit survey received 18 MPH student responses, 61% of whom reported being “very” or “somewhat” satisfied. As noted in Criterion H1, the school recently updated its student handbooks in response to student feedback.</p>		
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H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances		The school defines policies and procedures that govern informal complaint resolution and formal student complaints and grievances. The school follows published	Click here to enter text.	

Procedures are clearly articulated & communicated to students		university procedures for handling complaints related to harassment and discrimination and/or Title IX.		
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel		Grievances regarding disputed grades or unfair treatment rest within the SPH. The DHSU and SPH student handbooks outline processes for pursuing a complaint or grievance, and processes are described during orientation and published on the website.		
Designated administrators are charged with reviewing & resolving formal complaints		Grievances are first discussed between the student and course director and then submitted in writing to the student, the course director's department chair, and the associate dean for education. The assistant dean for student affairs will inform the student in writing of a resolution within 24 hours.		
All complaints are processed & documented		<p>Students have the right to submit an appeal to the school dean within 48 hours of receipt of a decision. In this case, the dean will appoint an appeals committee composed of SPH faculty, who will recommend a decision to the dean. Students can also submit a written appeal of a course grade or recommendation for repeating a course. The department chair discusses the matter with the involved student and notifies the student of a decision within 10 days of the meeting. Students who have been recommended for dismissal for academic failure or unprofessional behavior may appeal the decision to the dean.</p> <p>The self-study lists seven formal complaints and grievances submitted between 2019 and 2022. These issues (and resolution) include concerns from MPH students about micro-aggressions within the learning environment (DEI workgroup established), concerns from</p>		

		<p>teaching assistants regarding HR onboarding procedures and compensation policies (HR streamlining, onboarding orientation), complaints from MPH students regarding the professional conduct of another student during a group assignment (the course director and associate dean for education met with students involved), and a grievance from MPH and DrPH students regarding the number of elective course offerings (additional MPH and DrPH electives added). Three complaints related to student concerns regarding COVID-19 communication, vaccines, and return-to-campus plans.</p> <p>During the site visit, students reported being aware of the formal grievance procedures. Many students also shared that they are comfortable dealing with potential issues on an informal basis with faculty.</p>		
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H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The Office of Enrollment and Student Affairs oversees the school's recruitment activities. Before the semester starts, the assistant dean for student affairs works with the senior executive director for recruitment, enrollment and student experience and the school's student recruitment specialist to develop a recruitment plan and calendar.	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study &		Recruitment approaches are similar for all degree programs and include eight to 10 virtual information sessions per semester, two university-wide open house days, presentations and guest lecturers at the school's		

<p>developing competence for public health careers</p>		<p>seven partner institutions, participation in public health conference exhibits and graduate fairs (e.g., APHA, ASPPH, This Is Public Health, SUNY college fair), and digital ads.</p> <p>Prospective students apply using SOPHAS unless they are considered an internal applicant (i.e., DHSU employee, faculty, pipeline program students), in which case they apply using an internal application platform called AMP. During the site visit, reviewers learned that SOPHAS allows the school to attract and enroll international students and students from out of state. For example, school leaders said that, historically, it enrolls students from China, India, and Saudi Arabia.</p> <p>For internal applicants, one letter of recommendation is provided by the partner institution or internal unit, which the school says streamlines the admissions process for these applicants, many of whom belong to the school's priority underrepresented populations.</p> <p>As discussed in Criterion G1, the school uses a holistic application review process, and GRE test scores are optional. MPH application requirements include a baccalaureate degree from an accredited institution, official transcripts, and letters of recommendation. A GPA of 3.0 or better is preferred, and certain concentrations prefer that students have record of at least one math and biology undergraduate course. MPH applications are organized by the recruitment specialist according to concentration and assigned to a department designee on the Admissions Committee for review. After final decisions are rendered, decisions are sent to the DHSU Office of Admissions, which generates and sends the admissions letters.</p>		
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		<p>DrPH application requirements include an MPH degree from a CEPH-accredited institution, official transcripts, three letters of recommendation, a personal statement, and an interview with a faculty member. A GPA of 3.5 or better in the major course of study is preferred, and certain concentrations prefer that students have undergraduate coursework in math, biology, and chemistry. The Office of Enrollment and Student Affairs screens DrPH applications upon receipt and shares them with the chosen degree concentration and the chair of the Committee on the Doctoral Program. If an application is deemed appropriate, the department chair arranges for a personal interview and, subsequently, submits their recommendation to the committee chair.</p> <p>The self-study presents data on two outcome measures for recruitment and admissions. The school set a target to admit 15% of students recruited from its pipeline programs to increase diversity and, over the last three years, has surpassed its target (25%, 27%, 17%). The school also set a target to have at least 20% of MPH students with an undergraduate GPA of 3.5 and above, which it surpassed in 2019 and 2021 (28%, 22%) and narrowly missed in 2020 (18%).</p>		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The self-study includes links to the school's academic calendars; admissions requirements and procedures; grading and academic integrity policies; degree completion requirements; and academic requirements and policies. The school has developed handbooks for both MPH and DrPH students. While the MPH handbook is being updated at the time of the site visit and was not available for download on the school website, school leaders confirmed during the site visit that all students have access to the handbooks through the learning management system as well. Both students and faculty present at the site visit expressed support for the value of the handbooks.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information		The self-study also includes links to webpages that display accurate information regarding the school's degree programs, concentrations, dual degrees, and certificates.		