



CEPH

Council *on* Education *for* Public Health

Criteria & Evaluation Workshop

San Diego, CA

November 10, 2018

Welcome! Meet your colleagues!



Agenda

- Top Tips presentations
- Discussion 1
- Check-in on discussion 1
- Discussion 2
- Check-in on discussion 2
- Networking reception



Top Tips Presentations

1. Guiding statements, data, evaluation
2. MPH curriculum
3. Bachelor's curriculum
4. Concentration competencies



Guiding statements, data, evaluation



What's this topic all about?

- Starting with a solid foundation
 - Guiding statements in good shape
 - Know what you need to know
- Building clean, smooth data collection
- Course correcting as needed

Tip 1

Clean up your guiding statements & “research questions” now!

Strategies

- Put a meeting on the calendar within the next 3 months
 - Assemble a team that includes the right people
- Ask the right questions
 - Are we measuring all of the key words in our guiding statements?
 - If not, do we revise the statement OR do we develop new measures?
 - Is this meaningful? Will it give us information we can act on?
 - Is this practical? Will we be able to collect the information?

Tip 2

Get REALLY specific on your data sources

Strategies

- Task an individual or group with testing your data collection & thinking through contingencies
 - Where are the gaps? What will need to be cleaned or extracted?
- Fill the gaps
 - As soon as you identify an issue, identify a fix!
 - Do we revise the measure? Find a new data source? Find a new process for cleaning/extracting data?
 - Do we need to revise our calendar/schedule? Do we need to build in more time?

Tip 3

Scrutinize your data review & use your calendar

Strategies

- View the next year as your pilot year
 - Task an individual with keeping track of what worked & didn't
- Keep notes & keep revising
 - If something didn't produce actionable data, track why & what you need to do differently next year

Bonus Tip! New Resource!



About CEPH

Who We Accredit

Criteria & Procedures

For Schools and Programs

For Students

For Site Visitors

Criteria & Procedures Self-Study Templates Data Templates Required Data Initial Application Submission (IAS) Templates

Required Data

Data Guides

For PHP/SPH: [Guide to Required Data and Documentation \(Extended version\)](#)

For SBP: *Coming soon!*

*** Note: this guide is intended as a helpful reference and is not a replacement for CEPH criteria, procedures, and/or requests for information from the Council.*



MPH curriculum



What's this topic all about?

- Dealing with D2 competencies!
- Shifting thinking from practicum to APE
- Do you have the “I” in ILE?

Tip 1

Go back to basics on D2

Strategies

- Always look at the verb in the competency. Does your assessment match the verb?
- Write 2-3 sentences in the D2 template that captures the heart of the assessment activity's alignment
- Assemble the RIGHT documentation
 - The syllabus is often not enough!

Tip 2

The key to APE compliance is the work products,
NOT the process

Strategies

- Do you have your syllabus/handbook/expectations structured correctly to clarify what students need to submit to you?
- Are you getting work products that are useful to the practice site?
- Are the work products linked to competencies?

Tip 3

You may THINK your ILE is integrative, but is that documented?

Strategies

- Make sure it's explicit, not implicit!
- Use syllabus/handbook instructions & grading rubrics (not required) to clearly document expectations
- Focus on SPECIFIC competencies



Bachelor's curriculum



What's this topic all about?

- Mapping to the domains
- Mapping to the competencies
- Anticipating challenges

Tip 1

Not all domains & comps will be equally challenging
for your curriculum

Strategies

- Sit down & look at your required major courses next to the domains & comps
 - Any sense of the likely gaps?

Tip 2

Make your plan realistic for your review timeline

- What can you do to address gaps?
 - Add to or revise the list of required courses for the major
 - Change the content within a course that is already required

Tip 3

Curriculum may be a lesser challenge than data & evaluation for bachelor's degrees!

Strategies

- Double down on evaluation & data tips mentioned earlier!
- Don't assume that challenges will be similar to those with your grad degrees' accreditation, if applicable



Concentration competencies



What's this topic all about?

- Identifying which competencies won't pass muster
- Replacing them with competencies that will!

Tip 1

Some of the concentration comps overlap with foundational comps

Strategies

- Put a meeting on the calendar within the next 2 months
 - Assemble a team that includes the right people
- Project the foundational competencies or give everyone a handout
- Flag the problems

Tip 2

Some comps could use a “bump” in level of rigor

Strategies

- Make this round 2—after your first pass for overlap with foundational
- Bring a Bloom’s Taxonomy list of verbs
- Would this be a skill a grad could cite in a job interview?
- Flag the problems

Tip 3

Writing replacements may seem daunting

Strategies

- Brainstorm based on required classes for this concentration
 - What are the major projects in those classes? Are they all covered?
- Brainstorm based on the simple question of what you want students to get out of this concentration
 - Why would they take this concentration rather than another?

What Happens Next? Discussions & Check-ins

- Structure & expectations for discussions
- Structure & expectations for check-ins

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