



Council *on* Education *for* Public Health

Quality Assurance through Accreditation in the United States

Laura Rasar King, EdD, MPH

Executive Director

Agenda

- An overview of credentialing
- Characteristics of accreditation
- Getting to know CEPH
- Criteria for public health accreditation in United States

Quality Assurance for Higher Education



Quality assurance of post-secondary education in the United States is linked to quality and expertise in the workforce.

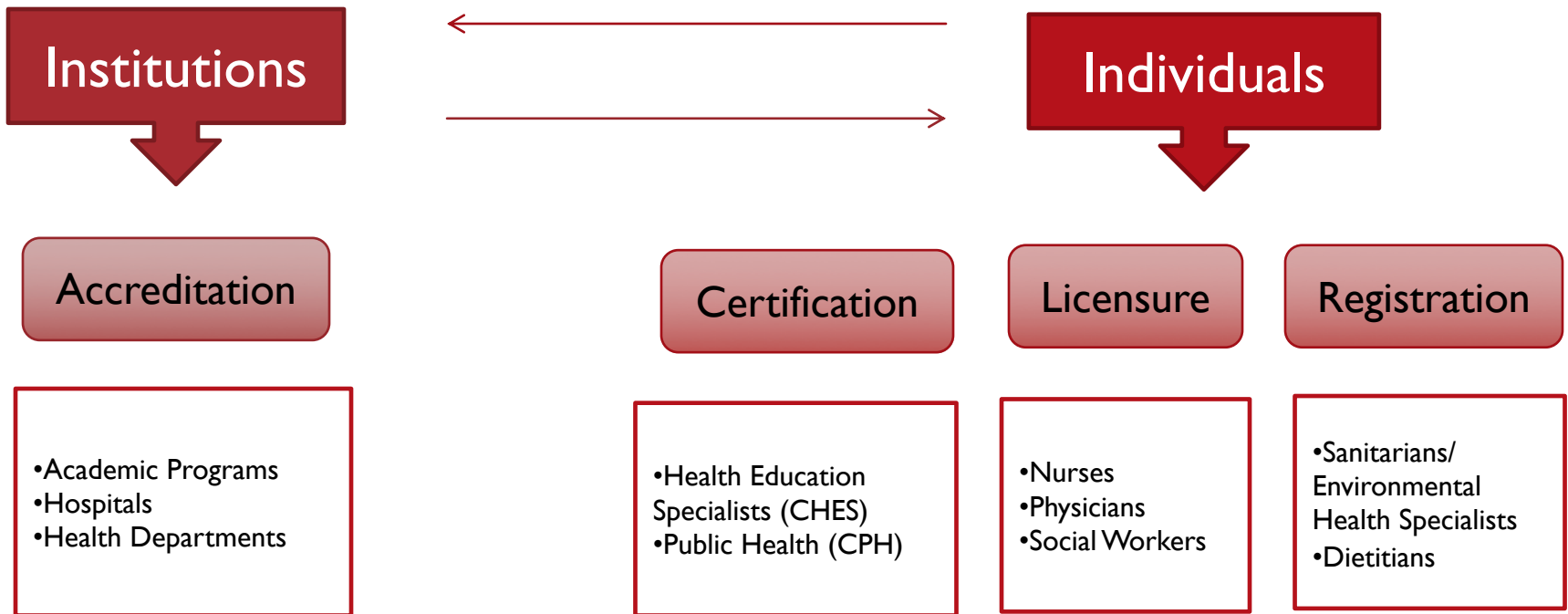
QA is largely a private, non-governmental function based on the concept of holding all accountable by peer review.

Federal government involved in access and financing issues, regulating federal funded activities. Regulates accreditation only when funding involved.

Quality of education – professional workforce is regulated in two ways.

An overview of credentialing

Credentialing



Characteristics of Accreditation

Accreditation

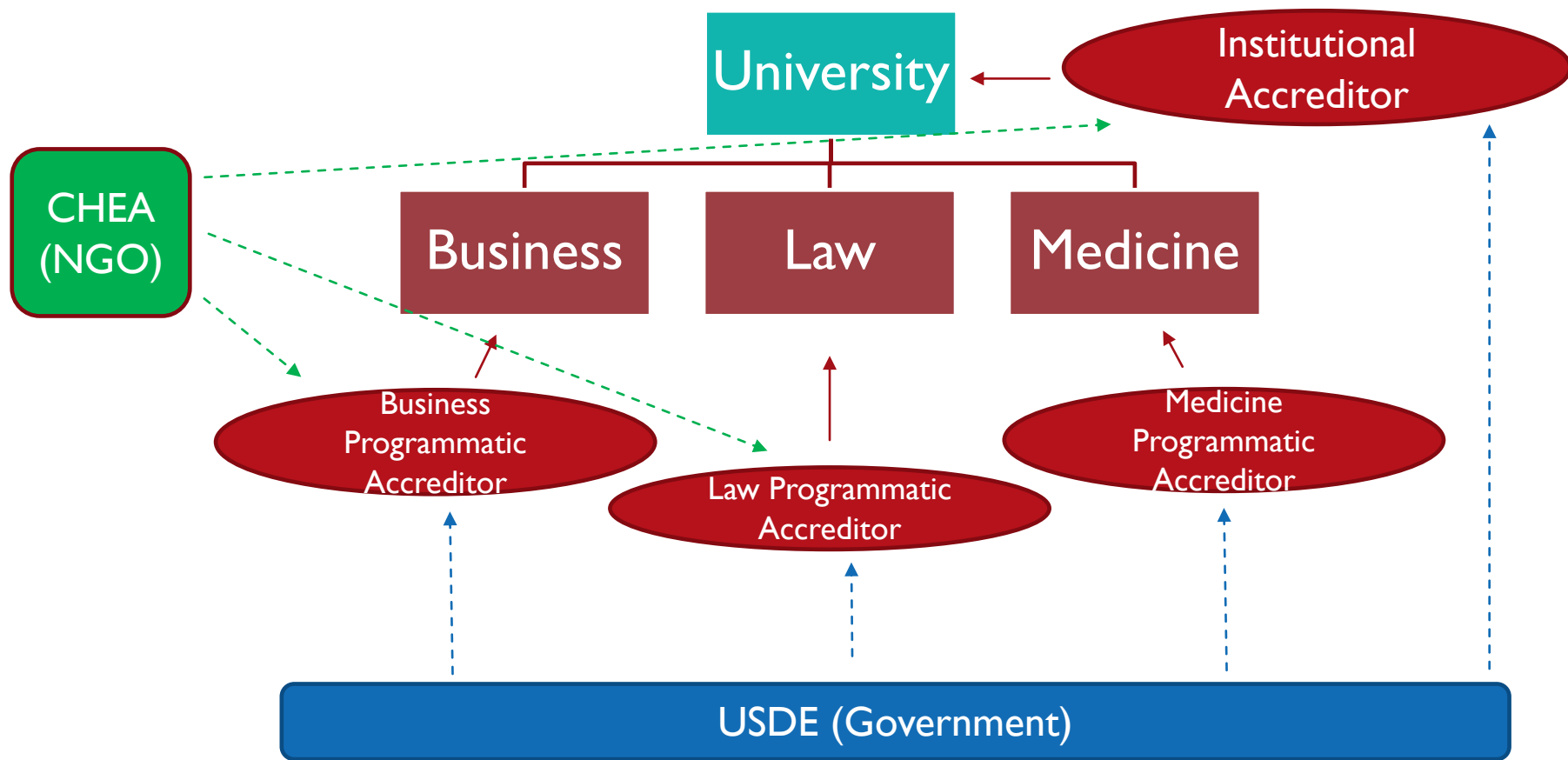
- Voluntary
- Published standards
- Self-evaluation against the standards
- Peer review (on-site)
- Accreditation decision
- Publication of decision
- Ongoing monitoring and reevaluation



Accreditation serves a public purpose

The Accrediting Community

- US Department of Education (USDE)
- National Advisory Committee on Institutional Quality and Integrity (NACIQI)
- Council for Higher Education Accreditation (CHEA)
- Institutional Accreditors (SACS, Middle States, Higher Learning Commission, WASC, New England)
- Specialized/Professional/Programmatic Accreditors (eg, public health, engineering, medicine)



Regulator/Accreditor/University/Program Relationships

Role of US Department of Education (USDE)

- Not a Ministry of Education
- Federal Government (Congress) creates law relating to higher education – includes accreditation
- Regulations are created to assist with implementing law related to accreditation
- An appointed governmental committee (NACIQI) reviews accreditors against regulations.
- Results in accreditors being “recognized” by the USDE as “reliable authorities” in their region or specialty area.
- Allows universities accredited by recognized accrediting agencies to receive federal money.

Other recognition notes...

- Those accreditors not eligible for USDE recognition may be recognized by Council on Higher Education Accreditation (CHEA).
- An accrediting agency may operate without recognition from USDE or CHEA.
- A university may operate without authorization from the federal government. It also may operate without accreditation, BUT would have no access to federal funds
- However, all reputable universities and reputable accreditors participate in the system to the extent allowed – this voluntary system of peer review works.

International Approaches to Quality Assurance

- Ranking – ex. some European, Latin American, Asian countries
 - 45 countries have national rankings
 - 11 global ranking systems
 - Scholarly output, citation patterns, funding, opinion
 - Each system measures different things and are not comparable
- Hybrid – ex. UAE
 - Accreditation by government using peer review
- Individual certification – ex. Great Britain
 - In public health, FPH is standard-setting body for public health specialists in UK

INQAAHE

- International Network for Quality Assurance Agencies in Higher Education
 - Worldwide association of 200 organizations active in the theory and practice of quality assurance in higher education
 - QA organizations from around the globe are members
 - <http://www.inqaahe.org>



CHEA – International Quality Group

Forum for colleges, universities, accrediting and quality assurance organizations to address issues and challenges focused on quality assurance in international settings

- Assists institutions and organizations in enhancing capacity for academic quality
- Advances understanding of international quality assurance
- Provides research and policy direction



Approach to Accreditation Outside the United States

Accredit

- On a case by case basis
- Same criteria
- Works well in countries with few public health training programs

Assist

- Provide technical assistance to other countries/regions in establishing accreditation systems in their own contexts
- May work in countries with larger infrastructure and many public health training programs

Agree

- In the future, evaluate other systems/criteria for substantive equivalence and develop recognition agreements



CEPH

Council *on* Education *for* Public Health

Public Health Accreditation in the United States

CEPH: An Overview

- Accredited **67** Schools of Public Health
- Accredited **126** Public Health Programs
- Accredited **16** Standalone Baccalaureate Programs
- Accredited **209** total units
- **~50** schools and programs currently applicants
- Accredited in **46** states plus DC and PR
- Accredited in **6** countries outside US (Canada, Mexico, Lebanon, Grenada, Taiwan, Israel)

CEPH objectives

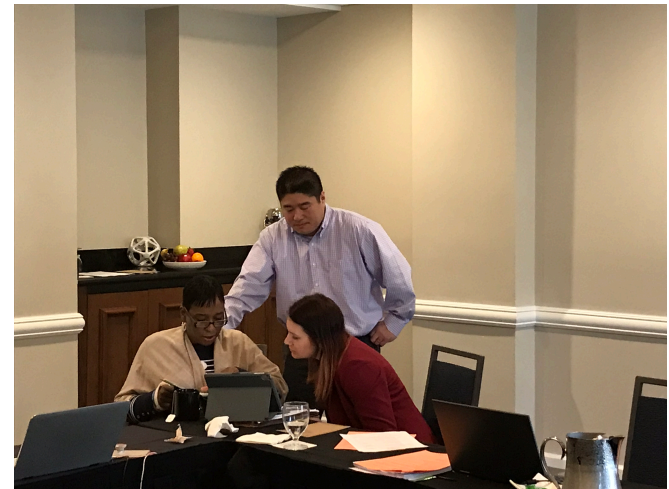
- To **promote quality** in public health education through a continuing process of self-evaluation by the schools and programs that seek accreditation;
- To **assure the public** that institutions offering graduate instruction in public health have been evaluated and judged to meet standards essential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

Broad mission of public health defined by CEPH in 1978:

“enhancing human health in populations through organized community effort”

CEPH Workforce

- 10-member Board of Directors
- 10 full-time staff members
- More than 100 trained site visitors (academic & practitioner)



CEPH Accreditation Policies

- Established by three documents:
 - **Procedures** – establishes a fair and equitable process for accreditation review
 - **Criteria** – identifies the standards by which schools and programs are evaluated
 - SBP – 2013, amended 2018
 - SPH & PHP - 2016

International Accreditation Procedures: An Overview

- ❑ Request for international consultation
- ❑ 1st consultation with staff recommendation - invitation to apply
- ❑ Application
- ❑ 2nd Consultation
- ❑ Selection of dates for site visit: deadlines established
- ❑ Preliminary self-study document submitted
- ❑ Revision and final self-study document submitted
- ❑ Site visit
- ❑ Team's report
- ❑ Response from school or program
- ❑ Council decision is made
- ❑ Decision communicated in letter, accompanied by final report
- ❑ Ongoing monitoring

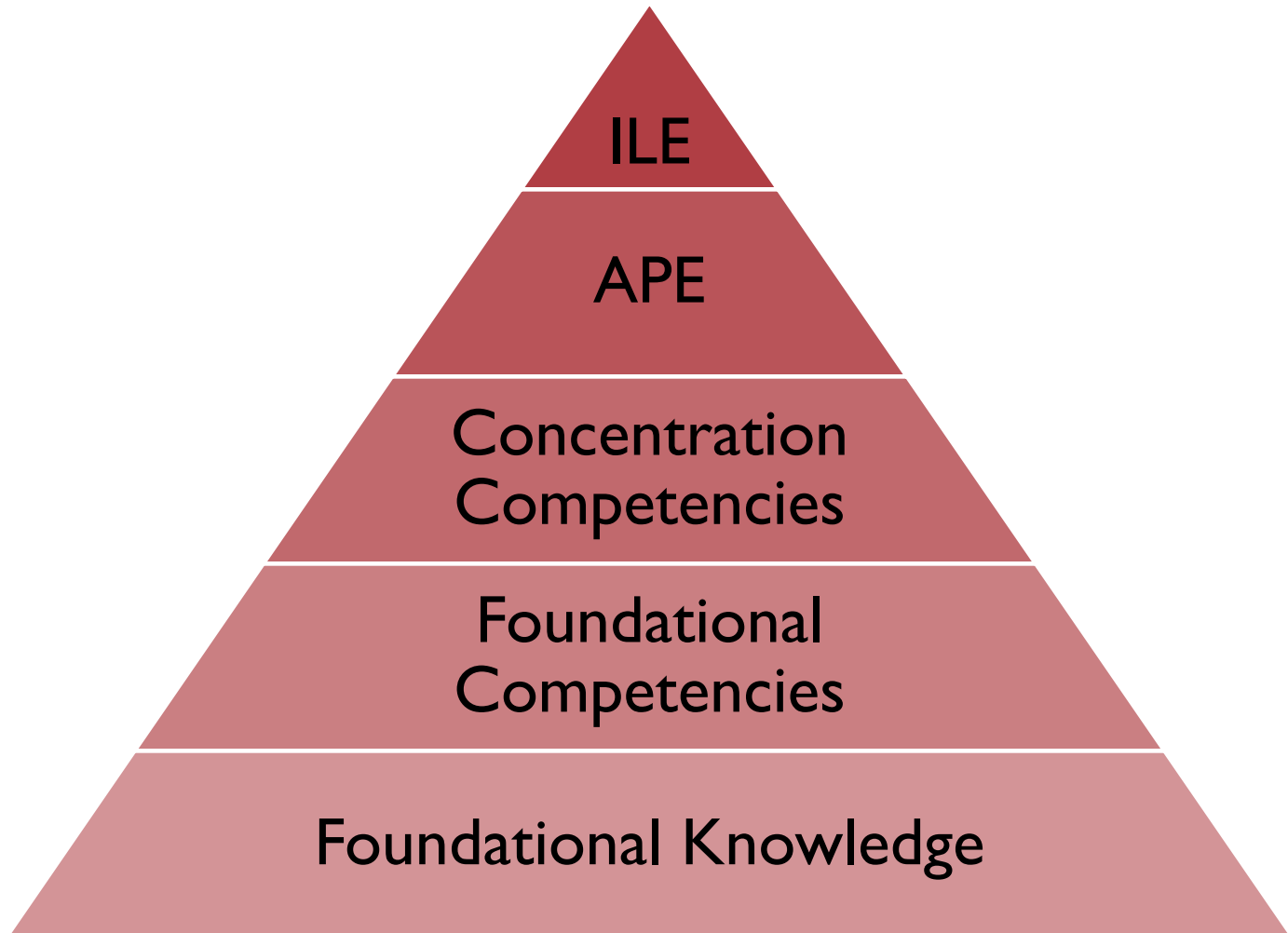


CEPH Criteria Topic Areas

- Administration and Governance
- Evaluation
- Resources
- Curriculum
- Faculty
- Community
- Diversity and Students



Curriculum Structure: MPH & DrPH



MPH or Equivalent Professional Degree

- Eligibility requirement for accreditation
- An MPH is a professional degree and must meet curricular criteria that follow
- If degree is not an MPH – e.g., MS, MSc – the program must define equivalency
- Other degrees can also be accredited, but this is negotiated on a case-by-case basis with the program

Foundational Public Health Knowledge

Grounding in Foundational Knowledge Through Achievement of
12 Learning Objectives

6 Profession and Science of Public Health

→ *10 Essential Services, causes of mortality, etc.*

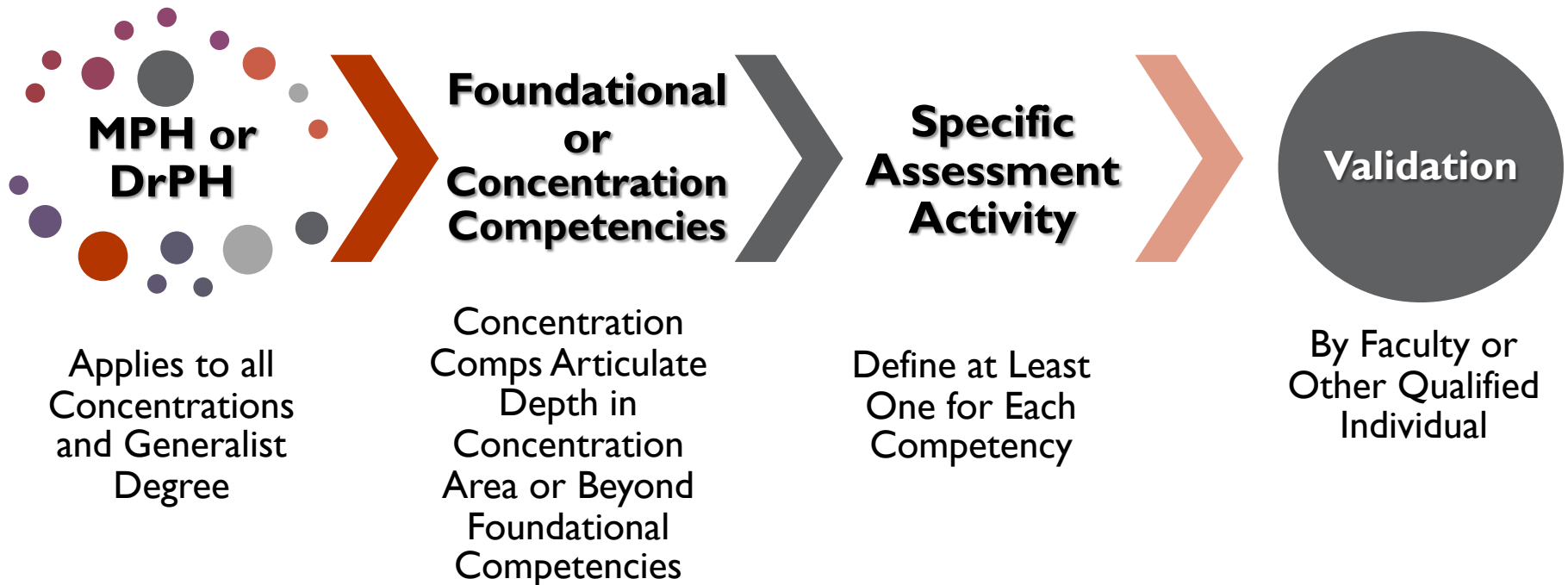
6 Factors Related to Human Health

→ *Environmental factors, health inequities, etc.*

ASSESSMENT

- CEPH-accredited BSPH degree
- Test/Assessment of knowledge
- Foundational course
- Coverage across curriculum

Foundational & concentration competencies



Foundational Competency Areas

One to five competencies related to each of the following areas:

- Evidence-based Approaches to Public Health
- Public Health & Health Care Systems
- Planning & Management to Promote Health
- Policy in Public Health
- Leadership
- Communication
- Interprofessional Practice
- Systems Thinking

Assessment of Foundational Competencies for MPH in Community Health

Competency	Course number(s) or other educational requirements	Specific assessment opportunity
------------	--	------------------------------------

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings & situations in public health practice	MPH 603: Principles of Epidemiology	Assignment 2: simple random sampling
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	MPH 670: Research Methods	Week 15: project - mixed methods study design
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software as appropriate	MPH 605: Intro to Biostatistics	Exam 3: covers course learning objectives 2-9
4. Interpret results of data analysis for public health research, policy and practice	MPH 603: Principles of Epidemiology	Week 7: powerpoint presentation - LGBTQ health inequities

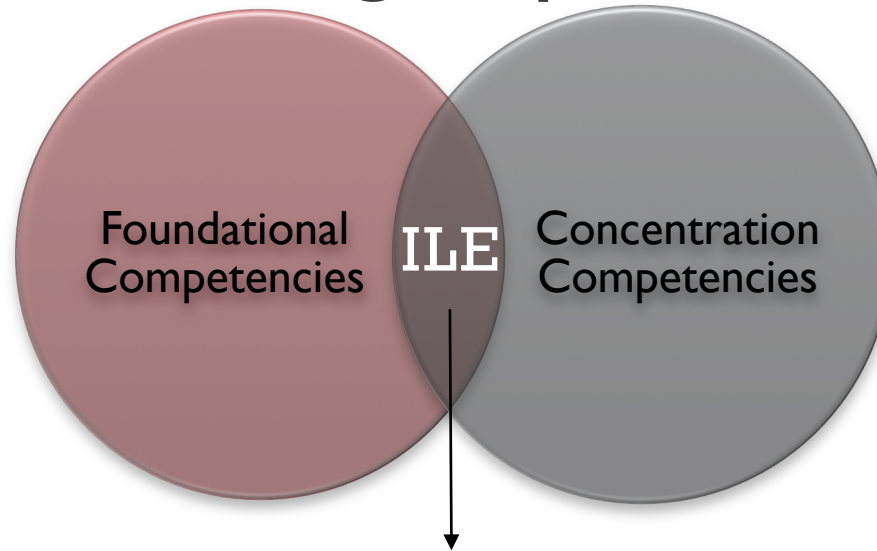
Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	MPH 602: Health Care Systems	Week 3: discussion question post and response
---	------------------------------	---

Applied Practice Experiences

Competencies Addressed	Applied Activities	Mode of Completion	Assessment Method
At least 5 competencies (3 must be foundational)	<ul style="list-style-type: none">• Internships• Community-based course activities• Co-curricular activities	<ul style="list-style-type: none">• Discrete experience or completed across course of study• Non-academic setting• Credit or non-credit bearing	<p>Student portfolio with at least 2 products for MPH</p> <p>Work for client demonstrating advanced practice skills (DrPH)</p>

Integrative Learning Experience



*competencies selected in
consult with faculty & align with
students' educational &
professional goals*

Synthesis of Competencies

High-quality Written Product

*Appropriate to degree
type & objectives*

*faculty or other qualified
individual ensures each
student addresses defined
competencies*

Faculty Assessment

Lots of ways to find us!

- At the office
 - Call us! 202-789-1050
 - Email CEPH: submissions@ceph.org
- On the web
 - Subscribe to *Happenings!*
 - Follow us on LinkedIn:
<https://www.linkedin.com/company/council-on-education-for-public-health/>
 - Find answers to FAQs
 - <https://ceph.org/constituents/schools/faqs/>



Thank you!

