REVIEW FOR ACCREDITATION

OF THE

PUBLIC HEALTH PROGRAM

AT

ARCADIA UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
   January 21 – 22, 2013

SITE VISIT TEAM:
   Adele Amodeo, MPH, Chair
   Carl Hanson, PhD, MS

SITE VISIT COORDINATOR:
   Maraquita L. Hollman, MPH
# Table of Contents

Introduction ................................................................................................................................................... 1

Characteristics of a Public Health Program .................................................................................................. 2

1.0 THE PUBLIC HEALTH PROGRAM ....................................................................................................... 3
   1.1 Mission. ............................................................................................................................................... 3
   1.2 Evaluation and Planning ...................................................................................................................... 4
   1.3 Institutional Environment ..................................................................................................................... 5
   1.4 Organization and Administration ......................................................................................................... 6
   1.5 Governance ......................................................................................................................................... 7
   1.6 Fiscal Resources .................................................................................................................................. 9
   1.7 Faculty and Other Resources ............................................................................................................... 11
   1.8 Diversity ............................................................................................................................................ 12

2.0 INSTRUCTIONAL PROGRAMS .......................................................................................................... 13
   2.1 Degree Offerings ............................................................................................................................... 13
   2.2 Program Length .................................................................................................................................. 13
   2.3 Public Health Core Knowledge .......................................................................................................... 14
   2.4 Practical Skills ................................................................................................................................... 15
   2.5 Culminating Experience .................................................................................................................... 17
   2.6 Required Competencies .................................................................................................................... 18
   2.7 Assessment Procedures .................................................................................................................... 19
   2.8 Bachelor’s Degrees in Public Health. ................................................................................................ 21
   2.9 Academic Degrees ............................................................................................................................ 21
   2.10 Doctoral Degrees ............................................................................................................................ 22
   2.11 Joint Degrees .................................................................................................................................. 22
   2.12 Distance Education or Executive Degree Programs ....................................................................... 23

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE ............................................. 24
   3.1 Research .......................................................................................................................................... 24
   3.2 Service ............................................................................................................................................... 25
   3.3 Workforce Development .................................................................................................................... 25

4.0 FACULTY, STAFF AND STUDENTS .................................................................................................. 27
   4.1 Faculty Qualifications ....................................................................................................................... 27
   4.2 Faculty Policies and Procedures ......................................................................................................... 27
   4.3 Student Recruitment and Admissions ............................................................................................... 28
   4.4 Advising and Career Counseling ....................................................................................................... 29

Agenda ........................................................................................................................................................ 31
Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the Public Health Program at Arcadia University. The report assesses the program’s compliance with the Accreditation Criteria for Public Health Programs, amended June 2011. This accreditation review included the conduct of a self-study process by program constituents, the preparation of a document describing the program and its features in relation to the criteria for accreditation, and a visit in January 2013 by a team of external peer reviewers. During the visit, the team had an opportunity to interview program and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the program and verify the self-study document.

The university traces its origins to 1853 where it began as a school in Beaver County, Pennsylvania to teach the liberal arts of ancient history, rhetoric, logic and analogy. This school, located on the Beaver and Ohio Rivers, attained collegiate status in 1872 and was named Beaver College. In the summer of 2000, the Board of Trustees approved a historic decision to change the name and status of the college to Arcadia University. After a multi-step process that involved report writing, evaluation, a site visit, an open comment period and approval from the Commonwealth of Pennsylvania and the Board of Trustees Beaver College officially became Arcadia University on July 16, 2001.

Today the university offers undergraduate, master’s and doctorate degrees. The university is made up of three colleges: (1) arts and sciences; (2) health sciences; and (3) global studies. The university also includes three schools: (1) continuing studies; (2) education; and (3) global business.

The MPH program received approval in spring 2000 from the Graduate Academic Programs Committee, faculty and the Board of Trustees. The first cohort of MPH students entered in September 2001 followed by the first class of dual degree (MMS: Physician Assistant and MPH) students in May 2002.

This is the program’s first review for accreditation.
Characteristics of a Public Health Program

To be considered eligible for accreditation review by CEPH, a public health program shall demonstrate the following characteristics:

a. The program shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education or its equivalent in other countries.

b. The program and its faculty and students shall have the same rights, privileges and status as other professional preparation programs that are components of its parent institution.

c. The program shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research and service. Using an ecological perspective, the public health program should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem solving and fosters the development of professional public health values.

d. The public health program shall maintain an organizational culture that embraces the vision, goals and values common to public health. The program shall maintain this organizational culture through leadership, institutional rewards and dedication of resources in order to infuse public health values and goals into all aspects of the program's activities.

e. The program shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. At a minimum, the program shall offer the Master of Public Health (MPH) degree, or an equivalent professional degree.

f. The program shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.

These characteristics are evident in the public health program at Arcadia University. Arcadia University has been continuously accredited by the Middle States Commission on Higher Education (MSCHE) since 1946. All degrees offered by the program are structured with an ecological perspective. The association with community organizations and use of dedicated professional practice adjunct faculty and adjunct faculty are evidence of the program's aims to promote collaboration and foster professional public health values. The program's funding consists of an operating budget from central administration based largely on tuition revenue. The program continues to develop and implement new evaluation methods to ensure the professional preparation of its graduates. The program faculty, Arcadia University leadership, current students, community representatives and alumni all emphasized their support for the student-centered and individualized learning focus that exists in the MPH program.
1.0 THE PUBLIC HEALTH PROGRAM.

1.1 Mission.

The program shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.

This criterion is met. The Arcadia University MPH program has a mission statement that includes learning, research and practice. The mission statement of the MPH program is the following:

Educate and train community public health professionals to promote the health of individuals, families, communities and the environment. This is accomplished through a program with a global perspective that integrates learning, research and practice.

The MPH program has a clearly formulated mission statement along with goals, objectives and values. Program faculty, an Advisory Board and students periodically review the mission statement, goals, objectives and values. The most recent review began in spring 2010 and culminated in fall 2010. During that period, the program created a vision statement and revised the MPH program mission, goals and objectives to include an increased focus on global health perspectives. The vision of the MPH program is: *Enhancing health in a global environment through a multidisciplinary community effort.* The process for formulating and revising the mission, goals, objectives and values included several phases: (1) initiation by the MPH program director; (2) review by faculty, administrators, students and advisors from the dual degree programs; (3) additional review by faculty through an MPH Evaluation Committee; and (4) review by the Advisory Board.

The MPH program’s mission statement grows directly from the vision statement and provides the foundation for three broad MPH program goals, one for each of the following: instruction, research/scholarship and service. The instructional goals include four objectives while the research/scholarship and service goals each have two objectives. Each objective has two to six associated measures with clearly defined measurable outcomes.

The MPH program has adopted three values that closely align with Arcadia University’s values for “educational excellence in a rapidly globalizing world.” These program values include (1) multidisciplinary, (2) globally minded and globally engaged and (3) committed to accountability and engagement at the community level. These values permeate the core curriculum and are operationalized through the admission of a diverse student body.
1.2 Evaluation and Planning.

The program shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the program's effectiveness in serving its various constituencies; and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the program must conduct an analytical self-study that analyzes performance against the accreditation criteria.

This criterion is met. The MPH program has established a process for monitoring and evaluating progress toward achieving the mission, goals and objectives. This process includes clearly defined objectives and each objective has two to six program measures with identified instruments for assessing outcomes. Each instrument has a defined time/focus for data collection (when), responsible individual or entity (who) and an associated objective measure.

The self-study presented data concerning program performance for four complete academic years, presenting data to compare with targets for each objective measure.

The site visit team noted that the program had not met targets on some significant outcome measures for AYs 10-11 and 11-12. Specifically at the time of the site visit, targets were not met for faculty publications, faculty presentations, student abstract submissions for presentation and student volunteer activities. The program’s response to the site visit report noted that shortfalls in the faculty-related metrics were due to the fact that the program did not have a full complement of tenure-track faculty in these AYs. The program’s response to the site visit report documented that for AY 12-13, the targets related to faculty publications and presentations were met.

At the program level, faculty have been assigned responsibility for evaluation measures. Class instructors, preceptors, the Evaluation Committee, the Curriculum Committee, the Office of Graduate Studies, enrollment management, human resources and business office and the MPH program director all contributed these data. The program support specialist distributes, collects, scans, files and enters data from evaluation surveys once completed. The program director analyzes the data and faculty complete summary reports of the findings for their area of data stewardship and share data with the Evaluation Committee, adjunct faculty and the Advisory Board.

The program director presents results from each evaluation measure and discusses results with full-time faculty, core professional practice and part-time faculty at an annual meeting. Discussions regarding data continue during monthly faculty meetings and these meetings provide a venue to make decisions regarding the need to solicit additional feedback from stakeholders. Program faculty consult the Advisory Board at its annual meeting (Fall of each year) and also on an “as needed” basis, such as when curricular changes are proposed. This process of data collection, analysis and discussion of results has provided
useful information to the MPH program that has led to modification of the new student orientation, advising materials and student-faculty handbooks.

1.3 Institutional Environment.

The program shall be an integral part of an accredited institution of higher education.

This criterion is met. Arcadia University is accredited by the Middle States Commission on Higher Education (MSCHE). The university or its predecessor institution, have been accredited since 1946. The university completed its most recent re-accreditation in 2009 with its next reaffirmation in 2018-2019. The university traces its origins to 1853, when it began as a school designed to teach the liberal arts of ancient history, rhetoric, logic and analogy. This school, located on the Beaver and Ohio Rivers, attained collegiate status in 1872 and was named Beaver College. In 1925, Beaver College moved east to Jenkintown, Pennsylvania and student enrollment increased so rapidly that the Board of Trustees imposed limitations on the annual enrollment to maintain a small college. Due to increased enrollment, additional property was needed to expand the college, and in 1928 the Board of Trustees secured a nearby estate known as Grey Towers located in Glenside, Pennsylvania, a suburb of Philadelphia. Beaver College operated both the Jenkintown and Glenside campuses until the mid-1960’s, when it consolidated all activities onto the Grey Towers property in Glenside. In the summer of 2000, the Board of Trustees approved a historic decision to change the name and status of the college to Arcadia University. Beaver College officially became Arcadia University on July 16, 2001.

Today the university offers undergraduate, master’s and doctorate degrees. The university is made up of three colleges: (1) arts and sciences; (2) health sciences; and (3) global studies. The university also includes three schools: (1) continuing studies; (2) education; and (3) global business. The Board of Trustees comprise an executive committee, term trustees, alumni, recent graduates, life trustees, an ex-officio trustee and trustees emeriti.

The president is the university’s chief executive officer and has responsibility for the operation of the university, in conformity with the policies determined by the Board of Trustees. The MPH program is located within the Community and Global Public Health Program, which is located within the College of Health Sciences. This college also contains the Department of Medical Science, Department of Physical Therapy and the genetic counseling program. The program is headed by the MPH program director who is also the head of the Community and Global Public Health Program. The MPH program director reports to the dean of the College of Health Sciences, who reports to the academic vice president and provost.

The MPH program director meets with faculty, the MPH student association and the Advisory Board to identify priorities for academic and related program resources. In March of each year, the MPH program director submits a budget request to the dean of the College of Health Sciences who presents the
request, with recommendations, to the provost, including allocations for graduate assistantships are assigned by the graduate dean to each program/department.

The MPH program director requests faculty and staff hiring and promotion and tenure from the dean of the College of Health Sciences. The requests must be submitted each January and are reviewed by the dean, and then submitted to the academic vice president and provost for review by the Executive Council, which makes final decisions pending a final review by the CFO. Personnel processes include the use of search committees, annual faculty evaluations and promotion and tenure decisions by the Promotion and Tenure Committee.

For master’s degrees, the departments or programs develop and approve all proposals for new programs or significant changes to the curriculum and then submit them to the Graduate Academic Programs Committee (GAPC) for review and approval. Once approved, changes are recorded in the GAPC meeting minutes. New courses and revisions to established program curricula need no further approvals. The graduate dean submits proposals for new programs to the Faculty Council for review; approved proposals are given to the full faculty meeting for review. New programs receive two reviews; the first introduces the proposed program and a faculty member is assigned to collect additional information related to any objections voiced during the month between reviews. After the second reading, the faculty vote to approve or reject the program. The Board of Trustees gives final approval for all new programs.

1.4 Organization and Administration.

The program shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the program’s public health mission. The organizational structure shall effectively support the work of the program’s constituents.

This criterion is met. The MPH program director is responsible for day-to-day operations of the MPH program and works closely with the university leadership. The provost holds monthly meetings for all department chairs and program directors. The university, college and program leadership support collaboration for teaching, scholarship and service and encourage faculty and students to seek such opportunities for collaboration, including with regional public health organizations. This takes the form of approving use of faculty time and graduate assistants’ time for these efforts. In addition, tenure and promotion policies value these efforts highly.

Arcadia has a compact campus, facilitating cross-program collaboration. In addition, longstanding relationships in several countries, such as Honduras and Guatemala allow opportunities for experiential learning in those settings, with both local people and with students from other disciplines. In spring of 2009, students from communications worked with public health students to create materials related to sanitation for Honduran villagers, while the students actually assisted in building a new sanitation system.
Students in the International Peace and Conflict/MPH Dual Degree program are required to study abroad for six months to one year. Students are required to design an experience that incorporates both their public health training and their peace and conflict resolution training, to strengthen both sets of skills.

An example of collaboration with local regional organizations includes ties to the Philadelphia Family Planning Council; the MPH program offers online continuing education courses to its staff.

The program’s commitment to fair and ethical dealings can be documented within all of the university’s written policies that address expectations for such practices. During 2008-2009, MPH faculty and students developed an MPH Policies and Procedures Manual for Faculty, covering admissions, grievances and policies and practices related to the practicum. This manual complements the MPH Student Handbook. All are available online and are reviewed and updated regularly, as appropriate. Both documents are well-written and should more than adequately serve the MPH program’s needs in this area.

At the time of the site visit, the program indicated a plan to wait until the college completed its grievance tracking system, rather than implementing a system at the program level. Once the college designed the system, the MPH program planned to adopt the college system as its own grievance procedure. At the time of the site visit, most grievance-related issues were handled relatively informally and on a case-by-case basis, with no systematic tracking or review by the MPH program. However, the program’s response to the site visit report documents a tracking system, which has now been designed and implemented.

1.5 Governance.

The program administration and faculty shall have clearly defined rights and responsibilities concerning program governance and academic policies. Students shall, where appropriate, have participatory roles in the conduct of program evaluation procedures, policy setting and decision making.

This criterion is met. The overall structure of governance appears appropriate for a university of this size and for the MPH program within it. University-level officers and staff advise the MPH program director as needed and have specific oversight functions.

There are six standing MPH program committees:

**MPH Curriculum Committee:** Charged with reviewing, proposing and approving changes to the MPH program, policies, procedures and curriculum. Membership includes primary full-time public health faculty, dual degree program advisors and student representatives, as well as an alumni representative. It meets each summer to review previously offered courses and to discuss suggestions from the Advisory Board,
and student organization and comments noted on the worksite and alumni surveys related to curriculum. This committee has responsibility for decisions regarding updating or adding to the curriculum.

**MPH Admission Committee**: Reviews all applicants to MPH program, including dual degree applicants. Decisions are sent to the Enrollment Management Office for processing. Membership includes all primary full-time public health faculty, and one or more staff from enrollment management.

**Program Resources and Evaluation Committee**: Charged with reviewing evaluation results and making recommendations to the MPH Curriculum Committee. Membership includes all full-time faculty in the MPH program and core professional practice adjunct faculty who contribute significantly to teaching and mentoring MPH students.

**MPH Internship and Capstone Committee**: Charged with oversight of practicum policies, procedures and assessments. Membership includes all public health faculty who contribute and mentor students with internships and/or capstone projects.

**CEPH Accreditation Committee**: Charged with conducting the self-study. Membership includes all primary faculty in the MPH program, one professional practice adjunct faculty and two student representatives, with one representing a dual degree program.

There is one college-wide standing committee relevant to the MPH program:

**Enrollment Management/Community Health (EMCH) Committee**: Charged with coordinating recruitment between the college and the program. Membership includes the MPH program director, MPH program support specialist and staff from the university enrollment management office who are specifically assigned to the MPH program.

The functions of general program policy development fall under the MPH program director and the meetings of the MPH Curriculum Committee. Planning and evaluation functions are discussed in the Program Resources and Evaluation Committee. If necessary, the committee’s discussions move to monthly departmental meetings for a vote. Budget and resource allocations come from the provost each spring, based on previous year’s expenditures and requests from the MPH program director and the dean. Admissions go through the Admissions Committee, once the online application is complete. Search committees are formed to recruit new faculty and the committee and the dean make recommendations to hire. The provost makes the final decision to hire tenure-track faculty. Professional practice and adjunct faculty are selected by the MPH program director in consultation with the primary faculty.
Students are adequately represented in program governance, although they serve by invitation of faculty, and may not always be the most representative of students’ issues. Graduate students formed the Public Health Student Society of Graduate Programs in Community Health and Health Education to serve as their official organization, “to promote academic achievement and clinical excellence and to promote the public health practitioner as a member of the community. The society is designed to pursue integrity, equality, dignity and competence for public health as community-conscious practitioners.” Membership includes all public health students in MPH and health education programs, and in all dual degree programs. Students are enrolled automatically. The organization’s activities are currently funded by the MPH program director’s office. The members created their own student organization bylaws and elect officers annually. Their representatives are invited to attend faculty meetings and alumni events and meet regularly with the MPH program director to discuss student evaluations of core courses and to plan curricular changes. The student organization also participates in the orientation of new students.

It is noted that the MPH program director and the two primary tenure-track faculty members serve on almost all of these committees, a potentially heavy overload given their teaching, advising and research responsibilities.

1.6 Fiscal Resources.

The program shall have financial resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. The MPH program receives an operating budget from the university’s central administration based largely on tuition revenue. Because Arcadia University is private, it does not receive legislative appropriations. The budget process is centralized in that tuition revenues are pooled at central administration and distributed to departments and programs for faculty, staff and administrative salaries, benefits and program operating budgets. Annually, academic units submit requests for operating budgets with an increase of one to four percent. Deans review budget requests and submit them to the provost and treasurer (chief financial officer), who make the final budgetary decisions and allocations.

The MPH program exists within a freestanding academic unit – the community and global public health (CGPH) program in the College of Health Sciences. The MPH program has its own line item budget. Resources for the MPH program increased steadily over the past four years, with significant increases for graduate assistantships occurring since 2010-2011. Overall, university support of the MPH program increased 9% during 2010-2011. Table 1 shows the MPH program revenue and expenses for the past five years.
<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Funds</td>
<td>$207,238</td>
<td>$239,721</td>
<td>$333,065</td>
<td>$362,048</td>
<td>$367,347</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FT Salaries</td>
<td>$112,128</td>
<td>$116,693</td>
<td>$174,111</td>
<td>$174,431</td>
<td>$168,945</td>
</tr>
<tr>
<td>FT Benefits</td>
<td>$34,199</td>
<td>$35,591</td>
<td>$53,104</td>
<td>$53,202</td>
<td>$51,528</td>
</tr>
<tr>
<td>Part-time Salaries</td>
<td>$25,825</td>
<td>$49,520</td>
<td>$59,530</td>
<td>$78,755</td>
<td>$95,165</td>
</tr>
<tr>
<td>Part-time Benefits</td>
<td>$3,047</td>
<td>$5,843</td>
<td>$7,025</td>
<td>$9,293</td>
<td>$11,229</td>
</tr>
<tr>
<td>Faculty Support: College Dean’s Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel Grants</td>
<td>$750</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$750</td>
<td>$1,200</td>
</tr>
<tr>
<td>Faculty Development Grants</td>
<td>$0</td>
<td>$1,200</td>
<td>$1,200</td>
<td>$1,200</td>
<td>$800</td>
</tr>
<tr>
<td>Staff Salaries and Benefits</td>
<td>$17,734</td>
<td>$18,473</td>
<td>$19,243</td>
<td>$20,443</td>
<td>$20,880</td>
</tr>
<tr>
<td>Student Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FT MPH Scholarships</td>
<td>$0</td>
<td>$0</td>
<td>$6,000</td>
<td>$10,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>Student Research</td>
<td>$0</td>
<td>$200</td>
<td>$400</td>
<td>$400</td>
<td>$400</td>
</tr>
<tr>
<td>Grad Assistantships</td>
<td>$3,250</td>
<td>$3,250</td>
<td>$3,250</td>
<td>$5,200</td>
<td>$5,200</td>
</tr>
<tr>
<td>Grants/Contracts-Arcadia Indirect Cost Recovery</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Outside Grants/Contracts</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$207,238</td>
<td>$239,721</td>
<td>$333,065</td>
<td>$362,048</td>
<td>$367,347</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Salaries</td>
<td>$112,128</td>
<td>$116,693</td>
<td>$174,111</td>
<td>$174,431</td>
<td>$168,945</td>
</tr>
<tr>
<td>FT Benefits</td>
<td>$34,199</td>
<td>$35,591</td>
<td>$53,104</td>
<td>$53,202</td>
<td>$51,528</td>
</tr>
<tr>
<td>Part-time Salaries</td>
<td>$25,825</td>
<td>$49,520</td>
<td>$59,530</td>
<td>$78,755</td>
<td>$95,165</td>
</tr>
<tr>
<td>Part-time Benefits</td>
<td>$3,047</td>
<td>$5,843</td>
<td>$7,025</td>
<td>$9,293</td>
<td>$11,229</td>
</tr>
<tr>
<td>Faculty Support: College Dean’s Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel Grants</td>
<td>$750</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$750</td>
<td>$1,200</td>
</tr>
<tr>
<td>Faculty Development Grants</td>
<td>$0</td>
<td>$1,200</td>
<td>$1,200</td>
<td>$1,200</td>
<td>$2,000</td>
</tr>
<tr>
<td>Staff Salaries and Benefits</td>
<td>$17,734</td>
<td>$18,473</td>
<td>$19,243</td>
<td>$20,443</td>
<td>$20,880</td>
</tr>
<tr>
<td>Program Operating Budget</td>
<td>$10,305</td>
<td>$7,451</td>
<td>$7,702</td>
<td>$8,773</td>
<td>$11,100</td>
</tr>
<tr>
<td>Student Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistantships</td>
<td>$3,250</td>
<td>$3,250</td>
<td>$3,250</td>
<td>$5,200</td>
<td>$5,200</td>
</tr>
<tr>
<td>FT MPH Scholarships</td>
<td>$0</td>
<td>$0</td>
<td>$6,000</td>
<td>$10,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>Student Research</td>
<td>$0</td>
<td>$200</td>
<td>$400</td>
<td>$400</td>
<td>$400</td>
</tr>
<tr>
<td>Total</td>
<td>$207,238</td>
<td>$239,721</td>
<td>$333,065</td>
<td>$362,048</td>
<td>$367,347</td>
</tr>
</tbody>
</table>

1 Fiscal Year 2011-2012 includes Summer II 2011 through Summer I 2012; Final data were available August 2012 and are shown.
2 Faculty salaries are guaranteed; no portion is covered from grants.
3 Benefits for adjunct faculty include FICA (Social Security, Medicare, unemployment, worker’s compensation (11.8% rate). Those teaching at least six credits per semester are eligible for partial health care benefits (15.25% benefit rate).
4 Travel grants for conferences ($750) and Faculty Development Grants ($1350…$1200 prior to 2011-2012) are available annually by applying through the dean’s office (conference travel) or (faculty development) annually. The amount awarded depends on the number of faculty applying and available funds (divided over all departments within the college). Priority for these awards goes to un-tenured, tenure-track faculty.
5 Full-time program support staff hired March 2012. Salary and benefits shown for March-August 2012.
6 Scholarships from university are for FT DD MMS/MPH students who meet eligibility requirements (GPA > 3.5 and top quartile GRE scores) can be awarded from $1,000 to $4,000.
7 Estimated data. Under the prior academic affairs structure, staff support was provided as needed by the staff pool of the Department of Medical Sciences but without a designated budget item or percentage of time allocated per staff person. During AY 2011-2012, full-time program support specialist was hired.
Faculty are not required to pursue external grants to cover their salaries; however, external grants are encouraged to help support research activities. The academic unit (ie, community and global health program) shares in the indirect costs associated with external grants. Academic units at Arcadia University that are awarded external grants receive 20% of the overall indirect costs.

1.7 Faculty and Other Resources.

The program shall have personnel and other resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. The MPH program is supported by three full-time tenure-track faculty, one of whom serves as the MPH program director. Faculty maintain a 12 credit teaching load per semester: this includes two three-credit courses, one three-credit internship and one three-credit capstone. A total of .625 FTE is dedicated to core professional practice faculty – long term adjunct faculty members who teach and mentor students in internships and/or capstone projects. Full-time tenure-track faculty plus core professional practice faculty for academic year 2012-2013 total 3.38 FTE.

The student faculty ratio for the MPH program has been calculated with core professional practice faculty in the denominator. As such, the total student faculty ratio for the MPH program ranges from 6.4 in the 2009-2010 academic year to 8.12 in the 2012-2013 academic year. These ratios fall within the acceptable range for CEPH.

The MPH program director receives a three-credit course release to fulfill administrative responsibilities. Administrative responsibilities of the MPH program director pertain to the MPH program as well as all dual degree programs, graduate health education programs and the undergraduate global public health minor. The MPH program director also has responsibilities for program evaluation. Administrative responsibilities of the MPH program director beyond the MPH program accounts for 25% of the program director's time.

Since the 2011-2012 academic year, non-faculty, non-student personnel who support the MPH program is one FTE – increasing from .5 FTE in the three years previous.

The MPH program, faculty and staff offices and a student resource/meeting room, are located in Brubaker Hall. Full-time faculty have private offices in Brubaker Hall with professional practice and adjunct faculty offices immediately adjacent and connected to Brubaker Hall. The student resource and meeting room includes one computer and book spaces and provides students a place to meet as needed. Students have access to computer labs and classrooms in Brubaker Hall. While the MPH program has no dedicated computer lab or laboratory space, students in the program have access to computers in three main buildings on campus, including Brubaker Hall. Faculty have access to a conference room in Brubaker Hall.
The university library was renovated in 2002 and maintains hardcopy books, journal and microform collections. The library also includes eight group study rooms, three computer labs, two meeting rooms, two reading rooms and five classrooms that are independent of computer labs. The library subscribes to medical science databases and students can access journals the library subscribes to. Results from MPH alumni survey revealed several areas that require attention including student use of library resources and satisfaction with library resources, Blackboard services, information technology helpdesk services and computer software availability.

1.8 Diversity.

The program shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.

This criterion is met with commentary. Arcadia University has a written master plan to increase diversity, written around seven themes. The MPH program’s plan adapted key elements of the university’s plan to further its mission and ensure diversity within the program. The MPH program has designed a set of criteria to denote special outreach to underrepresented populations suitable to Arcadia’s public health program. These underrepresented populations include racial/ethnic/foreign born, males, older students (age over 30) and students with significant prior public health work/volunteer experience.

In addition, the university has adopted an initiative, Civility in Action, to encourage Arcadia’s students, faculty, and staff to move from statement to action, based on the theory that “absence of incivility is not the presence of civility.” Important elements include respecting the dignity of all persons, striving to learn from differences in people, ideals and opinions, and acting with integrity.

Site visitors were informed that one of the professional practice adjunct faculty members (one who has a longstanding relationship with the program), approached the MPH program director about creating a course on LGBT issues in public health. She was given the approval to do so, and the class has been very well received.

With respect to recruiting a diverse faculty, the program appears to be taking all the correct steps. With respect to student recruitment, changes have been made in agreements with enrollment management to take some proactive steps to entice students who were not admitted into the highly competitive PA program to be told that they would be considered for the MPH program separately. These steps include the MPH program reviewing the dual degree applications and a letter being sent to the dual degree applicant that they will not be accepted for the dual degree program but they are still eligible to be considered for the MPH program.

The commentary relates to difficulties in meeting diversity goals, despite diligent efforts to increase student and staff diversity as defined by the program. 1) Until recently, the program was not able to hire
support staff, and when it tried to, the pool of available applicants with the skills to handle the support functions for the programs had limited numbers of under-represented groups. 2) The academic program continues to disproportionately attract females (as is true across the field), as well as applicants who have limited work experience, in part because the dual degree programs attract students going directly from undergraduate school, a younger population than the hoped-for cohort over thirty.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Degree Offerings.

The program shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master’s degree. The program may offer a generalist MPH degree and/or an MPH with areas of specialization. The program, depending on how it defines the unit of accreditation, may offer other degrees, if consistent with its mission and resources.

This criterion is met. The program currently offers an MPH concentration in community health. Table 2 presents the program’s degree offerings. The program of study for the MPH requires the completion of 42 credit hours of coursework. The curricular requirements include: 18 credit hours of core public health courses, nine credit hours of concentration-specific courses, six credit hours of electives, three credit hours of practicum experience and six credit hours of culminating experience. A review of the curricular requirements shows a sufficient depth and level of required coursework for the MPH concentration. The program offers four joint degrees further described in Criterion 2.11.

<table>
<thead>
<tr>
<th>Table 2. Degree Offered</th>
<th>Academic</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master’s Degrees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Health</td>
<td></td>
<td>MPH</td>
</tr>
<tr>
<td><strong>Joint Degrees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>MPH/MA (IPCR)</td>
<td></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>MPH/DPT</td>
<td></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>MPH/MMS</td>
<td></td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>MPH/MACP</td>
<td></td>
</tr>
</tbody>
</table>

2.2 Program Length.

An MPH degree program or equivalent professional public health master’s degree must be at least 42 semester-credit units in length.

This criterion is met. The program of study for the community health concentration requires the completion of 42 credit hours. The program follows a semester academic year with courses offered fall, spring and summer. All fall and spring courses are taught for a 15 week semester with classes meeting two and a half hours once per week plus a 15 minute break period for a total of 37.5 contact hours. Core courses and electives offered during the summer semester are 11 weeks and meet for three and half
hours once per week for a total of 38.5 contact hours. Currently, all core courses in the MPH program are three credit hours.

Over the last three years, no MPH degrees were awarded for fewer than 42 credit hours of coursework.

The MPH program allows students to transfer up to six credit hours of graduate-level courses. The transfer credit is reviewed and approved by the MPH program director and includes a syllabus review of both the existing course in the Arcadia MPH program and the proposed transfer course. The courses must be passed with a B or higher to be accepted as transfer credit.

2.3 Public Health Core Knowledge.

All graduate professional public health degree students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.

This criterion is met. All MPH students are required to complete six core courses. The core courses address the five core knowledge areas in public health and total 18 credit hours. The six core discipline courses are listed in Table 3. The site visit team reviewed the syllabi for the six core courses and heard feedback from the alumni regarding one of the core courses.

<table>
<thead>
<tr>
<th>Table 3. Required Courses Addressing Public Health Core Knowledge Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Knowledge Area</td>
</tr>
<tr>
<td>Biostatistics</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Epidemiology</td>
</tr>
<tr>
<td>Environmental Health Sciences</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
</tr>
<tr>
<td>Health Services Administration</td>
</tr>
</tbody>
</table>

At the time of the site visit a review of the PBH 510 Health Care Systems course caused concern. A review of the syllabus showed that students are required to analyze and review journal articles and videos each week and answer chapter discussion questions via participation in discussion boards. However, some of the journal articles dated to 2006 and 2007. Alumni shared with the site visit team that one very recent class utilized a rather dated example from the 2008 presidential election. The program’s response to the site visit report documented that a new textbook is now required, and the readings list has been updated to take advantage of more recent science.
2.4 Practical Skills.

All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students’ areas of specialization.

This criterion is met with commentary. The MPH program requires a population-based field experience that places students in a practice-based situation. Sites for practicum experiences include city and state departments of health, community-based public health organizations, non-governmental organizations and state and national public health associations. Field placement sites may be located domestically or internationally, and field experiences may be paid or unpaid. Students, in consultation with the MPH internship coordinator, identify potential field experience sites. At the time of the site visit, two primary faculty serve as MPH internship coordinators, assisting students in the planning and completion phases of the practicum experience. Students may complete their practicum experience at a location that has hosted previous students or may identify a new site. If the site has never hosted MPH students before, the MPH internship coordinator contacts possible preceptors to assess their qualifications and the appropriateness of the site. This contact occurs via phone, followed by an on-site visit, if possible.

Students complete a public health internship student-supervisor agreement form that defines the relationship between the student, preceptor and MPH internship program coordinator. The agreement details the activities in which the student will be involved during the field experience. The agreement is reviewed by both the preceptor and student before the document is signed by either party and forwarded to the MPH internship program coordinator for review and signature.

Working students may complete their practicum in their primary place of employment as long as it is above and beyond their normal work duties and does not include reporting to their regular supervisor. Students must discuss this placement option with the MPH internship program coordinator, and approval must be given for this type of practicum to occur.

Joint degree students are required to complete a field experience that is carefully planned to fulfill requirements of both degrees.

The practicum experience consists of a total of 180 – 200 hours, which are documented on the student’s internship log and reported to the MPH internship coordinator. If students complete a capstone experience linked with the practicum experience, 400 hours are required and the sequence can be completed as two separate experiences: one domestic and one international. The program does not grant waivers for the field experience.
Practicum preceptors should possess the following: (1) an MPH, a PhD or DrPH degree in public health or a related field with at least five years of public health experience; (2) experience and status with the organization; (3) an ability to provide guidance and professional supervision of the student; (4) the ability to maintain regular communication with the MPH internship coordinator; and (5) a proper work environment for the student. These characteristics are verified by the MPH internship coordinator. The coordinator visits the site, if time and travel permits. Sites located in close proximity to the university are either visited or accessed via a phone interview with the preceptor; distant sites are engaged via telephone and/or Skype.

The MPH internship coordinator and preceptor work closely to evaluate student performance. This evaluation process includes: (1) emails and phone calls between the MPH internship coordinator and preceptor; (2) a preceptor evaluation form; and (3) an end-of-practicum meeting between the student and preceptor to review the preceptor evaluation form. Students are required to submit a final paper and poster that illustrates the work they accomplished during their field experience. The MPH internship coordinator, in consultation with the preceptor, assigns the final grade for the practicum experience based on the internship project grading rubric. This rubric utilizes five components: (1) introduction and background (25%); (2) reflection section/competency evaluation (20%); (3) time log and agreement (10%); (4) quality, integration, depth and complexity of the final submitted report (20%); and (5) poster (25%).

Preceptors spoke enthusiastically about student field experiences and the knowledge that students bring to their field experiences. Site visitors learned from alumni and students that their practice experiences reinforced their knowledge of public health and expanded their knowledge and abilities to work in the field of public health.

The first point of commentary relates to the fact that two primary faculty members serve as the MPH internship coordinators. Given the extensive responsibilities of faculty members in the current structure of the MPH program and the time and effort needed for the MPH internship coordinator duties, the MPH program would benefit from having a separate individual as the MPH internship coordinator. The hiring of a MPH internship coordinator is especially needed as enrollment numbers continue to increase and more students are in need of counsel, assistance and evaluation from the MPH internship coordinator. Also, the hiring of a coordinator would aid in the identification of new practicum sites, which would increase the availability of practice experiences for students and collaborative efforts of the MPH program with additional practice site locations. Finally, the hiring of a MPH internship coordinator would allow the two primary faculty to have time to devote to the building of their research portfolios given that they recently joined the MPH program and that research is considered during faculty evaluations and the promotion
and tenure process. Site visitors heard from four separate groups (current students, community representatives, preceptors and alumni) that an MPH internship coordinator is needed in the program.

The second point of commentary refers to the need for written guidelines for preceptors which would aid their understanding and expectations of their role as preceptors and would better define student requirements. The development and implementation of written guidelines would decrease the occurrence of misconceptions between students and preceptors regarding the MPH field experience and aid both student and preceptor experiences and end products for the real world public health experience.

2.5 Culminating Experience.

All graduate professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

This criterion is met. All MPH students are required to complete a culminating experience, which is a capstone project, for a total of six credits. Students spend two semesters developing an independent community-health based project, which is designed to meet the needs of a specific population that allows students to develop expertise in a specific health-related area. The project can take various forms: (1) planning and/or implementing a program and conducting a needs assessment; (2) analyzing a policy and comparing policies within the United States or internationally; (3) developing health-related computer generated learning tools; (4) conducting a research project by collecting primary data; or (5) analyzing secondary data.

The capstone project consists of three elements: a formal report, a conference quality poster and a comprehensive presentation. The formal report must include an extensive literature review, description of the project, methodology, data analysis and results (where appropriate), discussion and conclusions and appropriate appendices. The oral presentation is conducted before faculty as a group or within the individual seminar classes. The poster presentation is conducted during thesis week at the university when all programs host thesis days and undergraduate and graduate students participate in presentations open to the university community.

As part of the capstone project, students are required to prepare and submit a proposal to the Institutional Review Board (IRB) for review and approval. During the preparation of this proposal, students learn the definition of research, the definition of a human subject and the three levels of review.

Working students are allowed to conduct a capstone project at their regular place of employment. Students are required to contact their supervisor concerning their proposed project. During the capstone project students, will be supervised by both the MPH capstone professor and a manager/supervisor at the work site.
All students are required to prepare and submit a topic proposal letter to their supervisors and obtain his/her signature approving the project within the first month of working on the capstone project. The supervisor and faculty advisor will communicate when necessary to discuss the student’s progress. Students must complete approximately 100 hours per semester for the capstone project. Students are required to keep a log of all activities and the time spent on each activity and have it verified by the placement supervisor. Students are required to meet with the work site supervisor at least twice during the capstone project to determine the student’s progress.

Students are provided with poster presentation guidelines, final paper guidelines, guide to writing a thesis, an Arcadia University IRB face sheet and sample university IRB letter to add them in the successful completion of these elements. The capstone professor determines the final capstone grade utilizing a grading rubric. The rubric evaluates the following: (1) attendance and participation (10%); preparation of thesis (25%); (3) presentation and poster (15%); and (4) thesis content (50%).

Site visitors reviewed several capstone projects, and they showed rigor, professionalism and creativity. Site visitors heard positive feedback from alumni regarding their capstone projects, which were varied in topic area.

2.6 Required Competencies.

For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of degree programs. The program must identify competencies for graduate professional, academic and baccalaureate public health degree programs. Additionally, the program must identify competencies for specializations within the degree program at all levels (bachelor’s, master’s and doctoral).

This criterion is met. The program defines competencies for core public health knowledge and for the community health concentration. Some are narrow in scope, as preparing a program budget. The self-study contains competency matrices. To ensure that all students are fully aware of mastering specific competencies in core and concentration courses, each faculty member includes a list of competencies on the syllabus, describing core and reinforcing competencies to be covered in the course.

Beginning in the summer of 2009, the MPH Program Evaluation Committee performed a systematic review of the existing coursework and learning outcomes with input from professional practice faculty, students and an accreditation consultant. The program paid particular attention to the feedback from adjunct faculty who are employed by regional community public health agencies. Next, the program reviewed the competencies adopted by ASPH and the Council on Linkages. The program faculty reduced the list to 35 competencies for discussion and finally agreed upon 14 competencies after extensive faculty review. Faculty during the summer of 2010 mapped the competencies to existing coursework.
were then further reviewed by individual faculty for amendments. At the request of CEPH, the competencies were reconfigured into two groups: core for the program and core for the concentration.

At the yearly meeting, all faculty discuss the overall curriculum in relation to changes and emerging issues in public health. At the end of the academic year, the MPH program director and primary faculty identify specific issues related to individual courses. If the issue is broader than the scope of existing courses, other ideas are considered. For the first time in academic year 2013-2014, the program will be able to compare pre-enrollment baseline self-reported competencies with competencies reported on degree completion surveys for the same students and to track change over time in the program.

2.7 Assessment Procedures.

There shall be procedures for assessing and documenting the extent to which each student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.

This criterion is partially met. The MPH program uses various methods of assessing student performance: exams, quizzes, presentations, research papers, the practicum and the culminating experience. All students are required to complete a program plan of study before starting their coursework. After completing 15 credits, students are required to complete a degree candidacy form. This form is signed by the student’s faculty advisor or the MPH program director and lists the completed courses to date with grades and includes a plan for the completion of the remaining classes. Students are expected to achieve a B or better in each course and maintain an overall grade point average of 3.0 (on a four-point scale.) Students are allowed to receive one C in the program as long as their GPA remains a 3.0 or better. Students whose grade point average falls below the required standard are placed on academic probation and notified in writing by the dean of the College of Health Sciences. Students are given two semesters to improve their grade point average to the standard. Students in this situation are required to meet with the MPH program director and also receive feedback from the registrar and academic dean, which includes the development of a plan to regain a 3.0 overall GPA. Students who remain on academic probation may be dismissed from the program. If this occurs, students may appeal the dismissal decision to the dean of the College of Health Sciences for review and final decision. Site visitors learned that in the last three years, two students were placed on academic probation and zero students were expelled from the program.

During the 2010-2011 academic year, the MPH program established an outcome measure to better assess students’ core competency attainment. This measure included an internship preceptor assessment of the core competencies (MPH Preceptor Evaluation). During the 2011-2012 academic year, two additional assessments were instituted to assess students’ core competency attainment and included baseline MPH student self-assessment (Pre-Core Competency Survey) at program entry and a
faculty assessment of core competencies (Capstone Course Core Competency Evaluation) at the completion of the capstone project.

The program assesses student progress in achieving competencies: (1) during core and concentration coursework; (2) via student-self assessment of core and concentration competencies at the beginning of the program; (3) via preceptor evaluation at the conclusion of the practicum experience; (4) via faculty evaluation at the conclusion of the capstone experience; and (5) via student-self assessment of core and concentration competencies at the completion of the capstone experience and prior to graduation.

Through the self-study process, faculty in the program recognized the need for a more robust assessment system especially with regard to the evaluation of core competencies. Mechanisms have been instituted for core competency assessment but have only been in place for one to two full academic years. As such, the MPH program lacks summative data related to these competencies.

The MPH program has both full- and part-time students. Full-time students are expected to complete their degree requirements in two years, and part-time students have up until seven years to complete their program. The self-study provides graduation rates for academic years 2003 – 2009 with rates ranging from 76.2% to 95.4%.

The self-study presented graduate employment data for the years 2011 and 2012. This data showed that 95% of graduates in 2011 were employed and 75% of graduates in 2012 were employed. No graduates were continuing their education at the time of graduation.

The program developed and conducted a pilot alumni survey in spring 2011, which was conducted by mail. The survey asked graduates to provide their employment status, current place of employment, and feedback on the use or non-use of eight skills as part of their current job. The response rate to the survey was only 10%, and the program plans to work with the Arcadia Alumni Office for assistance in contacting graduates and obtaining current mailing and email addresses of graduates. The program also plans to have the Advisory Board suggest ways to increase the response rate before the survey is mailed again in spring 2013. The program is exploring how the survey might be mailed in relation to a letter from the university president to alumni that thanks them for their support of the university and encourages them to become active members of the alumni association.

At the time of the site visit no students had taken any national examinations.

The concern relates to the lack of the implementation of a systematic process for tracking employer assessments of MPH graduates. Site visitors learned that the MPH program has not ever tracked or
surveyed employers of graduates. At the time of the site visit, the MPH program had not created an employer survey that measures the overall satisfaction the employer has with the alumnus and specific measures of alumni capabilities. The tracking of alumni and employers and the creation, implementation and analysis of data is crucial so that the program may understand how graduates are being seen by employers and to identify needed changes in curriculum that the program may have to develop and implement based on employer feedback. The site visit team also noted that the program had not met established metrics for student abstract submissions for presentations and student volunteer efforts.

2.8 Bachelor’s Degrees in Public Health.

If the program offers baccalaureate public health degrees, they shall include the following elements:

Required Coursework in Public Health Core Knowledge: students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

Elective Public Health Coursework: in addition to the required public health core knowledge courses, students must complete additional public health-related courses.

Public health-related courses may include those addressing social, economic, quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.

Capstone Experience: students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelor’s degree at the parent university. The experience may be tailored to students’ expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.

This criterion is not applicable.

2.9 Academic Degrees.

If the program also offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

This criterion is not applicable.
2.10 Doctoral Degrees.

The program may offer doctoral degree programs, if consistent with its mission and resources.

This criterion is not applicable.

2.11 Joint Degrees.

If the program offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

This criterion is met. The program currently offers four joint degrees. All four joint degree options require completion of the MPH core courses, MPH concentration-specific courses, practicum and capstone experiences. Some sharing of credits exists, which will be explained in further detail in this section of the report. The MPH program director and Curriculum Committee review all proposals for shared credits including electives. This process includes syllabus review and meeting with faculty who teach courses in the other degree program. After these two tasks, the committee makes a decision to accept or reject the shared credits. Joint degree students may share a maximum of three to six certified credits between the MPH degree and their primary professional degree.

All joint degree students must meet the admission requirements for both degree programs. In some cases students are accepted simultaneously (physician assistant and physical therapy), and in some cases they are accepted separately (international peace and conflict resolution and counseling psychology).

Currently, there are five students in the MPH/international peace and conflict resolution program. The program is a fully integrated three-year program where students complete both public health courses along with peace and conflict resolution courses for a total of 42 credits for the MPH degree and 74-77 credits for the international peace and conflict resolution degree. Students in this joint degree share six credits. Students enroll and complete the core course IP 542: International Health and Human Rights as both a requirement for the peace and conflict degree and as an elective for the MPH degree. Similarly IP 535: Economics, Development and the Environment or another IPCR elective serves as a requirement for peace and conflict and as a second elective course in the MPH program. Students also enroll and complete IP 583: Internship Experience (nine-12 credits) as both a requirement for the peace and conflict degree and as an elective for the MPH degree. Joint degree students in this program are allowed to count three credits of IP 583 as their second MPH elective as long as the internship has a public health focus. These joint degree students also complete the full public health practice experience.

Currently, there is one student in the MPH/physical therapy program. The program is a three-year program where public health classes are integrated into the program for two and half years. Students graduate with a DPT degree in January of their third year and finish their capstone project and graduate
with a MPH degree in May of year three. Students complete 42 credits for the MPH degree and 106 credits for the physical therapy degree. Students in this joint degree share six credits. Students enroll and complete PT 747: Physical Therapy Integrative Care and Practice III (four credits) and PT 748: Physical Therapy Integrative Care and Practice IV (two credits) as both a requirement for the physical therapy degree and as six credits of electives for the MPH degree. Both of these requirements are the physical therapy community project that students must complete for the physical therapy degree.

Currently, there are 48 students in the MPH/physician assistant studies program. The program is a three-year program where students enroll and complete 39 of the 42 credits during year one of the combined program which starts in May each year (summer, fall and spring constitute one year). Students complete 42 credits for the MPH degree and 118 credits for the physician assistant studies degree. The joint program shares three credits; students complete the required public health rotation during year three. This required public health rotation can be completed at an approved international site and counts as an elective in the MPH program.

Currently, there are two students in the MPH/counseling psychology program. The program may be completed by full- or part-time students. Students complete 42 credits for the MPH degree and either 48 or 60 credits for the counseling degree. Students who complete the 60 credits are qualified for licensure, and the MPH degree counts as all of their elective coursework for licensure along with their required counseling internship hours. Students in this joint degree share six credits. Students enroll and complete PY 572: Concepts of Mental Health and Mental Illness as a required course for the counseling degree and as an MPH elective. Students also enroll and complete PY 586: Theories and Techniques of Counseling as a required course for the counseling degree and as an MPH elective. All credit sharing is reviewed for alignment with the MPH degree competencies.

Joint degree students and alumni commented positively on the class sequencing and transition of coursework they found in their joint programs. Joint degree students also shared with the site visit team that the MPH program director meets with them to identify and implement changes to the joint degree curricula that may be needed as more students complete the joint degree programs. Finally, joint degree students and alumni expressed positive feedback regarding the integration of public health knowledge with their primary degree and the complementary learning process of blending clinical knowledge with public health practice.

2.12 Distance Education or Executive Degree Programs.

If the program offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these degree programs must a) be consistent with the mission of the program and within the program’s established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the
university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the program offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The program must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The program must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course and degree and receives academic credit.

This criterion is not applicable.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

The program shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

This criterion is met with commentary. Faculty in the MPH program are engaged in community health research that focuses on maternal and child health, women's health, public policy, health equity, social determinants of health, empowerment of women and children, childhood obesity and nutrition, gender-specific tobacco cessation, HIV capacity building and training and family planning and reproductive health. The MPH program faculty helped to acquire a total of $1,429,500 in external funding during 2011-2012 academic year to support community-based research activities and collaborations. The majority of these grants were awarded to agencies external to the university and the MPH program.

Faculty have established research collaborations and agreements with community-based organizations at the local, state, national and international levels. In the area of maternal and child health, the MPH program has partnered with Maternity Care Coalition, Breastfeeding Resource Center, South Korean Childbirth Association, Korean Lactation Consultant Association and UNICEF. In the area of program evaluation, public policy, and health equity, the MPH program has partnered with the Delaware Division of Public Health and the National Association of County and City Health Officials. In the area of adolescent sexual health, the MPH program has partnered with Department of Health and Human Services, Centers for Disease Control and Prevention and the Maryland Department of Health and Mental Hygiene.

Students are engaged in research activities primarily through their capstone projects. Some student research experiences occur through faculty-led research projects and in research presentations at professional meetings. Through capstone projects, faculty members mentor students in a culminating research experience that involves choosing a topic, designing a study, collecting data, analyzing data, and completing a discussion with limitations and recommendations. A total of four faculty-led research projects have involved students since the 2009-2010 academic year. Students are also encouraged to
submit their capstone work to the College of Physicians’ Section on Public Health poster session and/or other professional meetings such as the APHA.

The commentary relates to student participation in research. Student participation is predominantly through the capstone course. In addition, the review team recognizes that the research agenda of junior faculty is beginning, and future student involvement will likely advance as faculty research agendas advance. The MPH program has a relatively small complement of core faculty members. As such, teaching and mentoring loads are high and preclude faculty from devoting large amounts of time to research.

3.2 Service.

The program shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

This criterion is met. Faculty serve in leadership roles with the Pennsylvania Public Health Association and community organization boards. Faculty members have served with the Maternity Care Coalition, the Women’s Health and Environmental Health Network, College of Physicians and the Association of Prevention, Teaching and Research. Site visitors clarified the university-based expectations of international service. This type of service is judged with great flexibility and includes presenting papers at an international conference or having research published in international journals. While service is looked at in promotion and tenure decisions, the amount expected is small relative to teaching and a growing encouragement of more research.

The program has adopted four outcome measures and several targets for evaluating its services efforts; the program has met all targets for 2011-2012; the most recent year for which outcome data are available.

The student organization provides structure for student volunteer participation on campus regarding different themes to promote wellness. In addition, students participate in a variety of programs: Habitat for Humanity, SHARE of Philadelphia, Red Cross of Philadelphia, Big Brothers and Big Sisters and the Delaware Pain and Palliative Care Network to name a few.

3.3 Workforce Development.

The program shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.

This criterion is partially met. The program has undertaken a one-time survey of 35 public health agencies and organizations within Montgomery County, within 25 miles of Arcadia University. This was designed to assess the following for each organization: (1) mission; (2) current continuing education offerings for employees; (3) interest in collaborating with a university to offer onsite or online continuing
education credits; (4) preferred formats for course delivery and course topics; and (5) policies for reimbursement for employee continuing education courses. As a result of the survey, one content area was identified for course development, "Effective Health Communication" and the program will offer content in this area in academic year 2013-2014 as a three-credit graduate level course, which can be audited by community members and working professionals. Non-core courses are available to be taken for one (audit) or three credits to non-matriculated students. The three-credit version would be eligible for acceptance for full credit, should the student decide to matriculate at Arcadia University and elsewhere.

The concern relates to the fact that the program has not developed and implemented a systematic method of surveying workforce needs outside of the one-time survey that is mentioned above. Without regularly obtained data, the program will continue to struggle to design and offer successful continuing education options for its graduates and the larger community.

Alumni have been surveyed once as well but no consistent continuing effort to maintain contact with graduates has been undertaken to determine where they are working and what continuing education needs they might have that the program could help meet. At the time of the site visit, there was no public health alumni association. However, the program’s response indicated that following the visit, three alumni took the necessary steps to create the Arcadia MPH Alumni Association, with the initial meeting planned for fall 2013. This group will serve as a good vehicle for maintaining contact with graduates for a number of purposes: development, determining and meeting skills deficiencies, and maintaining social ties. This could provide a fertile field for developing the necessary continuing education database. Partnering with organizations such as the Pennsylvania Public Health Association to offer continuing education programs would be an easy step to take, given the MPH program director’s long history with the association. In addition, other databases of regional workforce needs might be tapped, such as those developed by HRSA training centers, and built on by the program.

No certificate programs are offered. The most successful and wide-ranging continuing education program is the result of an arrangement with the Family Planning Council to offer CDC-funded online courses open to family planning agency staff throughout the Mid-Atlantic region. The university has a formal agreement with the Family Planning Council to provide information technology support both in the development of the online courses and through the use of the Blackboard system to deliver the courses. The director of the training of the Family Planning Council is a core professional practice faculty member in the MPH program and he developed the courses and recruited faculty from the Council to teach the courses online.
4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

The program shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience and research and instructional competence, is able to fully support the program's mission, goals and objectives.

This criterion is met. Faculty in the MPH program are designated as core primary faculty, professional practice adjunct faculty and adjunct faculty. Core primary faculty (2.75 FTE) have terminal degrees (i.e., PhD) and are experienced in public health practice. Two of the three have an MPH degree from an accredited school or program of public health. All three core primary faculty have been trained in public health and in sub-disciplines that complement each other. Three additional faculty members (.625 FTE) have been designated as core professional practice faculty. These long-term adjunct faculty members teach and mentor students in internships and/or capstone projects. Two of the three have an MPH degree and one has a terminal degree (PhD) in health education. The balance of the faculty (1.69 FTE) are adjunct faculty. Seven of nine have an MPH degree and four have earned a PhD. As of the 2012-2013 academic year, 90% of professional practice and adjunct faculty earned an MPH/MSPH and/or a doctoral degree in a public health discipline. All adjunct faculty who are teaching in the program have practice experience.

4.2 Faculty Policies and Procedures.

The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

This criterion is met with commentary. Information about appointment and contracts as well as other academic policies and procedures are outlined and made available to MPH program faculty through the Faculty Policy and Procedures Manual. This manual is specific for the community and global public health programs and includes useful tips for faculty, a list of faculty and committee assignments.

Full-time faculty who are tenured, on the tenure-track or non tenure-track faculty receive a contract annually that stipulates the length of the appointment, responsibilities, department and salary. Part-time faculty are appointed on a semester or annual basis, and stipulations are provided in writing.

The university provides a robust development program for tenure-track and tenured faculty that includes a mentoring program, short and long term sabbaticals and junior faculty development meetings with university administration and senior faculty. Faculty are encouraged to attend professional meetings and travel funds are made available upon request through the office of the provost. The university provides funds for small research grants. Additional opportunities for professional development include but are not limited to tuition stipends to pursue additional graduate education, research awards and on-campus faculty forums and workshops.
New junior faculty members are paired with a mentor outside their own program. Site visitors learned that this is a very effective method for easing the way into the culture and practices of the university. The associate provost for faculty development holds monthly sessions for junior faculty and seminars for all faculty on teaching enhancement. Site visitors learned these are well attended and offer opportunities for cross-departmental collaboration.

The promotion and tenure process is a two-part process at Arcadia University. A faculty member working through the tenure process is assigned a mentor from another department on campus who helps to guide and lead the new faculty member through the tenure process. Faculty are evaluated during the fall semester of year three and year six on teaching, scholarship and service. Teaching is of primary importance for tenure with emphasis given to innovative teaching methods and student/peer evaluations. Scholarship is also important to both tenure and promotion. Scholarship was redefined during 2012 by a faculty task force. Drawing from the work of Ernst Boyer and Conrad Weiser, Arcadia defines scholarship as “creative intellectual work that is validated by peers and publicly communicated.” Once faculty have completed the tenure process, they are eligible to pursue promotion. Promotion decisions and reviews occur during spring semesters.

The MPH program has a rich faculty development program. The site visitors learned that part-time faculty are recently able also to take advantage of faculty development opportunities.

The commentary relates to the fact that faculty have large teaching loads, while university expectations for research and external funding are increasing. Faculty are challenged to balance teaching, research and service with maintaining the student-centered and individualized learning focus that exists in the MPH program.

4.3 Student Recruitment and Admissions.

The program shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program’s various learning activities, which will enable each of them to develop competence for a career in public health.

This criterion is met. The MPH program utilizes several mechanisms to reach potential students which are (1) graduate open houses in the fall, spring and summer; (2) regional and national public health meetings; (3) a recruitment booth at national and state public health association meetings held in the Philadelphia area and; (4) recruiting by dual degree programs, which sponsor open houses and recruitment at professional meetings for their fields. Brochures for the MPH program and flyers for each dual degree program are available for distribution. The MPH program website is being updated this academic year, and the brochures will be updated to reflect new faculty hires.
All graduate applications are completed online. Completed applications are stored in NOLIJ, the online password protected application software. The MPH Admissions Committee utilizes a total portfolio approach to review applications. The committee may require a telephone interview to clarify specific items in the application before a final application decision is rendered. The committee makes the decision to (1) accept; (2) deny; or (3) accept conditionally. A decision to accept conditionally requires the applicant to complete specific requirements prior to matriculating in the MPH program. The MPH program director submits all admissions decisions to enrollment management electronically. The university enrollment management office mails admissions decisions and reply forms to applicants, monitors enrollment acceptances and submits enrollment information to the Graduate Office.

The online application and enrollment management system does try to capture reasons why admitted students chose not to enroll, but this data has not been routinely collected and analyzed. Based on anecdotal evidence, the MPH program director believes that financial and workload issues predominate as the key determining factors, especially for dual degree students. University administration leaders believe that accreditation will be a significant factor in the ability to grow the program.

Dual degree students have different/separate application processes for other programs.

The program has defined outcome measures to evaluate its success in enrolling a qualified student body. These include the GRE scores, GPA, public health experience and TOEFL score for international students.

At the time of the site visit the MPH program relied on the university’s single online system for applications and centralized enrollment management. This reliance made it difficult for the MPH program to identify and act upon the specific recruitment needs of the public health program and may be related to the program’s relatively low application rate over the last four years. The program’s response to the site visit report indicates that program-specific processes have now been initiated.

4.4 Advising and Career Counseling.

There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

This criterion is met. All students admitted to the Arcadia University MPH program receive a letter of intent to matriculate from the university enrollment management office. The letter directs admitted students to contact the MPH program director for curriculum information and the program support specialist for general questions regarding the MPH program. The program holds orientation twice a year in May and September. During orientation the following are reviewed: academic expectations, program requirements,
procedures, library resources and university resources. All students have access to the MPH Student Handbook.

At the time of the site visit, the program director was assigned as the advisor for all students. Upon acceptance, all students receive a letter instructing them to contact the program director to develop a program plan and register for classes. However, there is an open-door policy and all faculty are willing to assist with advising. The site visit team was concerned about the possibility of inconsistent advice if students talk to different faculty members each time or if the primary informal contact leaves the MPH program. At the time of the site visit advising was relatively unstructured and predominantly performed by the MPH program director due to the fact the other two core faculty are recent hires and exempt from advising responsibilities for the first year. As the program grows, informal advising may not be a sustainable model. The program’s response to the site visit team’s report indicates that as of fall 2013, all students will be assigned a specific faculty member as an advisor.

At the time of the site visit, reviewers identified the program’s reliance on the university's career counseling center as a challenge. The center provides services to the MPH students as to all other students, including job databases and search tools and helps identify appropriate internships and job placements. However, site visitors learned that few current or recent alumni take advantage of the full range of services offered by the center, concentrating mostly on resume review and mock interviews. They rely instead on advising from the core and adjunct program faculty. The program’s response to the site visit team’s report indicated that, effective fall 2013, the center’s services will be presented to MPH students, encouraging them to take full advantage of this resource.
Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH
ACCREDITATION SITE VISIT

Arcadia University
MPH Program

January 21 – 22, 2013

Monday, January 21, 2013

7:45 am  Site Visit Team Pick-Up from Hotel
          Andrea Crivelli-Kovach

8:30 am  Site Visit Team Request for Additional Documents
          Monica Clark

9:00 am  Team Resource File Review

9:30 am  Break

9:45 am  Meeting with Program and Department Administration
          Andrea Crivelli-Kovach
          Monica Clark

11:15 am Break

11:30 am Meeting with Faculty Related to Curriculum and Degree Programs
          Katie DiSantis
          Laura Lessard
          Erin Knight
          Theresa Clark
          Natasha Patterson
          Maryann Hughes
          Warren Haffar
          Donna Agnew
          Alison Tartaglia

12:30 pm Break

12:45 pm Lunch with Students
          Kate Whelihan
          Shobitha Shaji
          Suzanne (Shira) Charyn
          Samantha Petersen
          Danielle King
          Maegan Olivos
          Hannah Girard
          Holly Filak
          Heather Curry
          Alexandra Martinez
          Jennifer Kang
          Brittany Estok
          Rachel Ziegler
          Ruth Mershon
          Marriane Cabezas
          Raechel Baker
          Lauren Bell
          Jennifer Carr
          Candace Griffin
          Britney Spears
          Alex Stone

1:30 pm  Break
1:45 pm  Meeting with Faculty Related to Research, Service, Faculty Issues
Andrea Crivelli-Kovach
Katie DiSantis
Laura Lessard
Erin Knight

2:30 pm  Break

2:45 pm  Meeting with Alumni
Tim Gibbs
Jamie Pfister
Theresa Villucci
William Young
Robert Derival
Natalie Rose
Christa Lane Hooper
Celeste Metzger
Amber Lenstrom
Doni Walker
Victoria Clemens

3:30 pm  Break

3:45 pm  Meeting with Community Representatives and Preceptors
Joanne Erb
Joseph DiMino
Bette Begleiter
Rashidah Abdul-Khabeer
Walter Tsou
Linda Fleischer
Chari Cohen
Theresa Clark
Tim Gibbs
Michael Toedt

4:45 pm  Resource File Review and Executive Session

5:30 pm  Adjourn

Tuesday, January 22, 2013

7:45 am  Site Visit Team Pick-Up from Hotel
Andrea Crivelli-Kovach

8:30 am  Meeting with Institutional Academic Leadership/University Officials
Steve Michael
John Hoffman
Nancy Rosoff
Archie Vomachka

9:15 am  Break

9:30 am  Executive Session and Report Preparation

11:30 am  Working Lunch, Executive Session and Report Preparation

12:30 pm  Exit Interview