

**Council on Education for Public Health
Adopted on November 2, 2018**

REVIEW FOR ACCREDITATION
OF THE
PUBLIC HEALTH PROGRAM
AT THE
UNIVERSITY OF HAIFA

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
May 22-23, 2018

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CRITERIA:
Accreditation Criteria for Schools of Public Health & Public
Health Programs, amended October 2016

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INTRODUCTION

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the University of Haifa international MPH program. The report assesses the program's compliance with the Criteria for Schools of Public Health and Public Health Programs, amended October 2016. 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 May 2018 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 school and verify the self-study document.

The University of Haifa was established in 1963 and currently enrolls over 18,000 students at the bachelor's, master's, and doctoral levels. The university is located in Haifa, Israel, approximately 90 minutes' drive from Tel Aviv. The university has five degree granting "Faculties," including the following: Humanities, Social Sciences, Education, Social Welfare and Health Sciences, Law, Natural Sciences, and Management. Faculties are equivalent to degree granting schools or colleges at institutions in the United States.

The international MPH is an independent program within the Faculty of Social Welfare and Health Sciences. The program offers one concentration in global health leadership, and the program is designed to be completed in an intensive one-year period. The international MPH program is one of 14 English language, international master's programs at the university. International programs are co-located in the International School. The School of Public Health, also located in the Faculty of Social Welfare and Health Sciences, offers Hebrew-language public health degrees, but the other degree programs and the school of public health itself are not part of this accreditation review.

The program is in its third year and currently enrolls approximately 13 students representing eight countries. The program employs 11 total faculty, three of whom are primary faculty.

This is the program's initial accreditation review.

Instructional Matrix - Degrees and Concentrations						
			Campus based	Executive	Distance based	
Master's Degrees			Academic	Professional		
Global Health and Leadership				MPH	MPH	

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, implementation		The program has key committees that provide governance and address significant functions. These include committees for strategic planning, admissions, curriculum assessment, and the applied practice experience. Since the faculty is small, the program director chairs or co-chairs all of them. However, the membership is more diverse, and all but the strategic planning committee include at least one student representative. There is a clear decision-making process for each of the committees.	Click here to enter text.	Click here to enter text.
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 		Faculty members serve on all committees and, in most cases, make decisions by majority vote. Faculty members participate in decisions regarding degree requirements, curriculum design, student assessment, and admissions. Faculty reported that the institution is not hierarchical, and they interact regularly with the program director and co-director.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		Faculty recruitment and promotion is completed at the university level through a formal process. However, the program director is responsible for recommending promotion to the university promotion and tenure committee that makes recommendations to the dean and the rector. At the site visit, faculty commented on the how the small program size enables them to speak easily with each other. Additionally, the size and culture of the program		

		allow faculty to discuss issues with the program director and co-director informally without having to schedule appointments.		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		The program uses formal and informal approaches for engaging students in policy- and decision-making.	Click here to enter text.	Click here to enter text.
Students engaged as members on decision-making bodies, where appropriate		In the first year of the program, there were six students, and the program elicited frequent, but informal, feedback from all students. In the second year when there were 16 students, the program instituted a student-faculty mentoring program with the dual purpose of providing advisement and gathering feedback from the students. At the end of the second year, the program concluded that this approach was unnecessary and discontinued the mentoring program in the third year.		

		<p>Students meet as a group with the program director every two to three months to provide feedback. Students commented on how easy it was to discuss curriculum and personal issues with the faculty, co-director, and director. Alumni who met with the site visit team also said that the program was receptive to feedback. Alumni from the first graduating class cited a finance course that the program discontinued at their suggestion.</p> <p>Due to the small student body and the nature of the curriculum, there is no formal student organization to provide input into policies and decisions. However, the students volunteer to participate in several of the committees including those related to admissions, curriculum, assessment, and applied practice. The program leadership does not select the students for these committees but accepts volunteers. Students on the committees have full voting rights. At the site visit, students noted that they were happy with their ability to participate in decision-making processes. Site visitors noted that a diverse selection of students participates on the various committees.</p>		
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines a vision, mission statement, goals, statement of values		<p>The program has well defined vision, mission, and values statements that are available on its website.</p> <p>The program's mission is "to produce public health professionals who will become leaders in global health and who have integrated knowledge and training in epidemiology, biostatistics, social sciences, health and environmental sciences, health services management, and public health policy, and who are capable of applying it to a diverse range of public health issues in multicultural environments."</p> <p>The program's goals address the areas of education, research, and service. The program's goals are as follows.</p> <ol style="list-style-type: none"> Educate an international group of students committed to advancing global health with the expectation that a future generation of leaders in global health will require specific skills in leadership. 	<p>As the program enters its 4th year and with the feedback from CEPH, it will begin a comprehensive review of guiding statements, goals, objectives, and measures. The faculty and program leadership will begin this process in October as the new school year begins.</p>	<p>Click here to enter text.</p>
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				
Guiding statements reflect aspirations & respond to needs of intended service area(s)				
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes				

		<ol style="list-style-type: none"> 2. Advance global health research at the faculty and student level. 3. Serve the local, national, and global health communities through the involvement of faculty, students, and the university. <p>The self-study document provides two value statements: “promote health equity, social justice, and reductions in health disparities globally” and “promote health as a human right.” However, site visitors noted discrepancies between the list of values provided in the self-study document and that available on the website. The website adds five additional value statements that include valuing “a new generation of multicultural public health workers” and “research and service in public/global health.”</p> <p>The commentary relates to the lack of specificity of the goals to allow the allocation of resources and guide evaluation efforts. While the general themes encompassed by the goals serve as a starting point, more detailed guiding statements would better serve the program’s evaluation efforts. For example, the second goal focuses on advancing research. However, all tenured and tenure-track faculty are required to engage in research for tenure and promotion. At the site visit, the program leaders stated that this goal focused specifically on global health research but were unable to define what that meant in relation to allocating resources or guiding evaluation. It is difficult to be able to set specific priorities without a more detailed description.</p>		
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B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		<p>The program is designed to be completed in one year, however the maximum time to graduation is two years. If students require additional time beyond the second year, they must make a special appeal to continue.</p> <p>Students move through the program as a cohort. In its first year, 2015-2016, the program admitted and graduated six students, resulting in a 100% graduation rate. In year two, 2016-2017, the program admitted sixteen students. Fifteen students graduated in one year, resulting in a graduation rate of 94%. The remaining student required additional time to complete the degree requirements due to a health problem. In the current year, 2017-2018, the program has enrolled thirteen students.</p>	Click here to enter text.	Click here to enter text.
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The CEPH coordinator, supervised by the program co-director, collects post-graduation data from its alumni via an emailed survey. The survey is administered at graduation and then again in six months. If necessary, the	Click here to enter text.	Click here to enter text.

Chooses methods explicitly designed to minimize number of students with unknown outcomes		<p>administrator follows up on outstanding surveys individually.</p> <p>Due to the small size of each cohort, the program also collects data on post-graduation outcomes via informal communications. Faculty often write letters of recommendation for graduates, during which time the faculty member learns the status of the graduate.</p>		
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		<p>Of the six alumni from the 2015-2016 cohort, 83% (n=5) are employed or enrolled in further education. The remaining graduate is not currently seeking employment for health reasons.</p> <p>Of the 15 alumni from the 2016-2017 cohort, 87% (n=13) are employed or enrolled in further education. One graduate is currently seeking employment. The remaining graduate is not currently seeking employment for health reasons.</p>		

B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The CEPH administrator, under the supervision of the program co-director, surveys alumni six months post-graduation. This survey requires alumni to report which competencies they have integrated with other competencies during the integrated learning experience (ILE). Reviewers asked for further clarification from the program regarding its questions on integrating	Since the program submission of the Self-Study, the program has received additional feedback from alumni: 1. A survey of the 2 nd class 6 months post-graduation had just been submitted to the	The Council looks forward to seeing the program's interim report, which will provide updated information in this area. The Council wishes to highlight one issue for the program's consideration as it prepares the interim report:
Documents & regularly examines its methodology & outcomes to ensure useful data				

Data address alumni perceptions of success in achieving competencies		<p>competencies with other competencies, neither the program director nor the alumni responding to the survey could define what the question means. The survey also poses an open-ended question broadly asking how the program has helped the individual alumnus' career.</p>	<p>graduates at the time of the site visit. It has now been returned and analyzed.</p>	<p>The evidence provided in the program's response suggests that the program's data collection would benefit from additional refinement. The materials provided for review do not appear to directly address the full substance of the issues associated with this criterion. The following are examples of feedback that this criterion intends to elicit from alumni: which specific skills (among the program's defined competencies) do alumni use in their careers? Are some skills more useful or relevant than others? Are there additional skills demanded by their careers that alumni would have liked to obtain in the program?</p>
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements		<p>On site, the program co-director said that the program has not yet administered the six-month survey for its 2017 graduating class. However, alumni who met with the team said that they were asked to assess their achievement the required competencies through the program's alumni survey both upon graduation and after they had been in the workforce.</p> <p>The concern relates to the lack of data addressing alumni perceptions of the usefulness of defined competencies in post-graduation placements. The alumni survey questions reviewed by the site visit team were not adequately specific or well-defined to collect data on such perceptions. The survey does not ask if alumni found the defined competencies useful with their professional experiences in mind. The survey includes open-ended questions, such as 'Has the program helped your career,' that are broad, and answers need not apply to required elements of the curriculum. The program might consider qualitative survey questions that target topical groups of competencies to attain useful information about whether the program has delivered its promised curriculum and whether students found that curriculum to be helpful in their careers.</p>	<ol style="list-style-type: none"> 2. Based on feedback at the site visit and in response to this draft report, the alumni survey has been modified to incorporate more alumni perceptions of the usefulness of the combined competencies, especially qualitative survey questions. A copy of the previous and new surveys are included with this document. 3. The new graduate/alumni survey has been conducted. With the 3rd class upon completion of the program. 4. A 3 year Program Review of all of this data was conducted. The Review process included the program faculty, student committee members, and the program leadership. The additional surveys have been analyzed in conjunction with the previous data, conclusions reached, and recommendations made for program improvements [Copies of the survey results and the analysis / conclusions / recommendations document are attached.] 	<p>The program's current data collection appears to collect information that may be too general to address the more specific lines of inquiry noted above.</p>

			5. As there is much more information available now than there was in March when the final self-study was submitted or May when it site visit occurred, the Program proposes a review of this Criteria again as part of the final accreditation process.	
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B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		The program developed its goals with the intention of pursuing accreditation. The program director, co-director, and coordinator developed the goals before the faculty joined the program. Once the faculty was assembled and the Curriculum Committee was in place, it approved the goals. The program faculty has not reconsidered the goals since their initial development. On site, the program co-director said that the faculty reconsider the evaluation plan annually. However, the next reevaluation is not yet scheduled.	The program is embarking on a full review of goals, measures, and evaluation of these measures. The feedback from CEPH will be incorporated in that review process.	The Council looks forward to reviewing the program's progress in this area and encourages the program to consult with CEPH staff as it develops its plans.
Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review		For each of its three goals, the program defines objectives and measures. The program identifies data collection methods, the responsible parties and two to three years of data for each measure when available. For the first goal, related to educating international students as the next generation of global health leaders,		

		<p>the program identified six measures. These measures include the percent of courses including global health and leadership content, the percent of non-Israeli students, the variety of nations represented, the percent of graduates with jobs in global health, and the percent of graduates in leadership positions in global health. The program co-director and coordinator review the data for these measures.</p> <p>For the second goal, related to advancing global health research at the faculty and student level, the program identified five measures. These measures include the percent of faculty doing research in global health, the percent of submitted public health grants with global health components, the percent of program students participating in global health research projects, the number of faculty with secondary appointments at non-Israeli universities, and the number of international university affiliation agreements involving program faculty. The program director, co-director, and coordinator review the data for these measures. Three years of data are not available for all measures. No data are available for the measure related to university affiliation agreements.</p> <p>For the third goal, related to serving local, national, and global health communities through the faculty, students and university, the program identified four measures. These measures include students with internships in community health agencies, students with internships in non-Israeli community health agencies, students with internships integrated into public health and general health care agencies, and educational programs for local public health professionals on pertinent global health</p>		
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		<p>topics. The program director, co-director, and coordinator review the data for these measures. Three years of data are not available for all measures.</p> <p>The first concern relates to the inappropriate evaluation measures defined by the program for the first and third goals. The measures do not provide information adequate to determine if the program is advancing the field of public health and promoting student success.</p> <p>Related to instruction, the majority of measures, including the percent of courses with global health content, percent of students who are not from Israel, and variety of nations represented do not provide information related to student success.</p> <p>Three of the four measures for the service goal are tied to student's required internships. The internship fulfills the applied practice experience requirement and is an integral piece of the curriculum. Service includes activities outside of the required curriculum. Related to the fourth measure, the program has not planned or completed any educational programs for local public health professionals. No measures for this goal indicate the advancement of public health or promotion of student success.</p> <p>The second concern relates to lack of formality and engagement related to the evaluation plan. The program co-director developed the evaluation plan before the faculty joined the program. As a new program, many of the processes and plans are nascent or are not yet implemented. While some measures have data for every year, others do not. The program leadership said that data collection varied by year. Specifically, data collection from</p>		
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		<p>the first and current year is inconsistent. Site visitors are concerned that the evaluation plan is not sufficiently systematic and that the cycle of review is not sufficiently defined. Additionally, the program co-director is independently responsible for the majority of data review.</p> <p>The program should revisit its evaluation plan with the now instituted Evaluation Committee to ensure appropriate and consistent measures and processes.</p>		
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B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Engages in regular, substantive review of all evaluation findings, including strategic discussions. Clear evidence that process is regularly implemented as described		<p>The program engages in regular review of the evaluation findings and making changes based on these findings. Program leaders are responsible for most of the review. Due to the size and youth of the program, the leaders' approach is to discuss the evaluation data among themselves and include additional discussion with an appropriate committee. During interviews with the program faculty, the site visit team learned that the faculty complement does is not actively engaged in the review of evaluation data and the resulting strategic discussions of potential directions and options.</p> <p>One example of changes based on evaluation findings described in the self-study document provides a clear description of the program's described process. The selected goal is having 50% of the courses include global health content. The evaluation data showed that after the first year, only 31% of courses had global health content.</p>	The CEPH accreditation process has caused the faculty to become more involved in the management of the program than it had been. The faculty will be more involved going forward in these processes.	Faculty involvement in leadership, management, and governance is central to ensuring continued excellence of the program. The program needs to consider how best to encourage and sustain this process.
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings				

		<p>The program leadership discussed this with the Evaluation Committee and made changes to individual courses to achieve the target.</p> <p>The commentary relates to the lack of regular engagement of faculty in strategic discussions. While one of the examples of changes described by the program included the Evaluation Committee, other examples lacked such detail. The faculty as a whole is not regularly engaged in the review of evaluation findings, and the resulting strategic discussions. As the program grows and further develops its evaluation procedures, it might consider formalizing the faculty's role in the process.</p>		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The program has its own dedicated budget allocated by the university through the Faculty of Welfare and Health Sciences. The program director manages the budget.	Click here to enter text.	Click here to enter text.
Financial support appears sufficiently stable		The program director uses budgeted funds for operational expenses, which include instructor time, administrative staff salaries and benefits, faculty travel, overhead costs, and other minor operational expenses. Each year, 80% of tuition is returned to the program. In 2017-2018, approximately 79% of program revenue came from student tuition. A governmental appropriation supplements tuition as the other major source of revenue. This funding stream has varied considerably over the last		

		<p>three years, accounting for 16% of revenues in 2017-2018. The program has operated with a balanced budget over the last three years, with the exception of 2016-2017, and the program was able to obtain an additional appropriation for administrative staff support in 2016-2017.</p> <p>University officials interviewed during the site visit said that the institution is committed to growing the international MPH program to a sustainable cohort size, and noted that the university has the means to support the program's goals.</p>		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The program's faculty complement consists of three primary instructional faculty and eight additional faculty. Each PIF contributes 1.0 FTE to activities associated with the program. An academic position includes teaching and research responsibilities.	Click here to enter text.	Click here to enter text.
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable		Students receive formal and informal advising. The program director and co-director provide all formal advising. Other faculty (PIF and additional) provide informal advising. The average advising ratio, for both general advising and supervision for the integrative		
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable	NA			

Ratios for general advising & career counseling are appropriate for degree level & type		learning experience, is 8:1. The minimum advising ratio is 7:1 and the maximum advising ratio is 9:1.		
Ratios for MPH ILE are appropriate for degree level & nature of assignment		The program has surveyed 20 graduates on their perceptions of class size and faculty availability via its alumni survey. Of the twenty students surveyed, 14 responded regarding class size and its relation to quality of learning. 84.6% (n=12) reported being completely satisfied with class size and 15.4% (n=2) reported being mostly satisfied with class size. When asked about the availability of program faculty, 13 students responded. 53.9% (n=7) reported being completely satisfied, 38.5% (n=5) reported being mostly satisfied and 7.69% (n=1) reported being somewhat satisfied.		
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	NA			
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	NA			
Students' perceptions of class size & its relation to quality of learning are positive		In addition to the survey data, program faculty meet with students formally and informally to receive qualitative feedback. Students who met with faculty reported satisfaction with class size, stating that the classes are appropriate for both a variety of discussion and active involvement by all participants.		
Students are satisfied with faculty availability		Students and alumni who met with the site visit team said the small class sizes are one of the most important strengths of the program. University officials said that the intimate nature of courses is a priority. In order to maintain that atmosphere, the maximum class size for any international program is 25 people. If the program grows beyond that, the university officials would consider implementing a second class of students.		

C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The program has dedicated staff time for faculty support, accreditation preparation, and student recruitment. Three staff members provide 0.63 FTE to the program. These staff include an administrative support person, an administrator, and a program coordinator. Staff from the School of Public Health supplement these efforts when necessary.	Click here to enter text.	Click here to enter text.
Staff & other personnel resources appear sufficiently stable		<p>Three university employees outside the program provide support to the program for admissions and marketing. A separate research authority within the university provides support for faculty grant seeking and grants management.</p> <p>The program director said that he and the co-director assume some of the administrative duties (e.g., accreditation preparation, administrative work related to the applied practice experience) that would ideally be assigned to staff.</p> <p>The commentary relates to the lack of dedicated staff time for the management of the applied practice experience. Currently the program director and co-director divide responsibility for this function, which diverts effort from their responsibilities for program management, evaluation, and development. Several students interviewed during the site visit expressed the desire for more faculty or staff assistance in identifying opportunities for their APEs.</p>		

C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The program provides private offices for the program director, co-director, and additional primary instructional faculty. Administrative staff share office space.	Click here to enter text.	Click here to enter text.
Physical resources appear sufficiently stable		<p>Students have a conference room available for their use. The conference room contains workstations and can accommodate up to 12 persons.</p> <p>The university schedules all courses in classrooms fitted with the necessary whiteboards and projectors.</p> <p>The university has allocated space for the program in a new building currently under construction. The new space will include more faculty offices as well as staff and student space. The new building is expected to be completed in March 2019.</p>		

C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources , including personnel, for students & faculty		The university provides library and information technology resources to faculty and students.	Click here to enter text.	Click here to enter text.

Adequate IT resources, including tech assistance for students & faculty		A staff of 63 librarians and information technology specialists provides orientation and assistance to faculty and students. The library provides access to public health-related journals, databases and texts in its collection. The library underwent a major renovation in 2012 and is now ISO-2001 certified. The library also offers video conferencing and webcasting of lectures with remote instructors.		
Library & IT resources appear sufficiently stable		Students and faculty are able to connect to the library, including computerized databases, remotely from anywhere in the world. Students have access to various software (e.g. Linux/Unix), inter-university networks, computer labs, and technical support.		

D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>The program's required curriculum ensures grounding in each of the 12 foundational public health knowledge areas. Six required core courses address foundational public health learning objectives: Introduction to Global Health, Global Health Systems, Epidemiology, Research Methods, Theories & Models of Health Behavior, and Environmental Health.</p> <p>Site visitors reviewed the course syllabi and ensured grounding in the foundational knowledge areas. The curriculum demonstrates grounding through a combination of lectures, readings, and assessments.</p>	Click here to enter text.	Click here to enter text.

D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The site visit team reviewed the program's curriculum and assessment opportunities for each of the required foundational competencies.</p> <p>In order for assessments to be plausible, reviewers expect that there would be some indication in the syllabus of didactic content (e.g., lectures, readings) that prepare students in the skills on which they will be assessed.</p> <p>During on-site interviews with the faculty, the site visit team was able to obtain additional detail related to some competencies that allowed the team to validate that the competency was assessed. For example, site visitors were able to validate competency statements #1 and #17 after the faculty provided further description and documentation related to assessment opportunities in courses 286.4720 Epidemiology and 286.4741 Managing Organizations, respectively.</p> <p>The concern relates to the assessment of all students at least once on their ability to demonstrate each of the foundational competencies. The site visit team was unable to validate didactic preparation and/or an assessment activity for 11 of the 22 foundational competencies (see D2 Worksheet for competency listing).</p> <p>In some cases, the syllabi do not provide sufficient detail to confirm didactic preparation in the competency areas. For example, the program does not provide didactic</p>	The program leadership and faculty are working to demonstrate that all of the competencies are being taught and evaluated properly. The program expects to work with CEPH staff to assure that this finding is fully met in the near term future.	The Council looks forward to reviewing the program's progress in this area and hopes that the program's consultation with CEPH staff will be helpful in preparing the interim report.

		<p>preparation on interprofessional education for competency #21.</p> <p>For other competencies, while the general content related to the competency was clearly presented in a program course, the assessment activity did not adequately address all aspects of the competency statement. The first example relates to competency statement #3. The site visit team identified various readings and lectures related to qualitative data analysis skills, however the assessment opportunities identified tested only quantitative analysis.</p> <p>The second example relates to competency statement #16. The site visit team identified various reading and lectures related to the principles of leadership. However, the assessment activity assessed student knowledge in the area, not their ability to apply the skills. This assessment would be strengthened by having students perform the tasks together after learning from the leaders. In the third example, while students receive didactic preparation on identifying stakeholders and building coalitions (competency statement #13), the associated assessment consists of three multiple choice questions testing concept knowledge and does not require them to propose strategies.</p> <p>Some assessments were not detailed enough to ensure that students are assessed on all parts of the competency. While the program has inserted some of the foundational competencies verbatim into the rubrics for assessment activities, the activities themselves do not serve as an appropriate basis for assessment on the competency. For example, the advocacy presentation rubric in Leadership (286.4742) includes competency statement #14, however</p>		
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		<p>the assignment itself does not require presentation on a health topic. This assessment could be strengthened by providing structure around the topic and audience. In another example, for competency statement #15, the exam question requires students to make a recommendation about covering a new breast cancer treatment drug in the Israeli formulary but does not require the response to address public health impact or health equity considerations.</p> <p>In other cases, neither didactic preparation nor adequate assessment was found by the site visit team. For example, students receive no didactic preparation related to needs assessments and did not appear to be assessed on their ability to assess population needs, assets, and capacities (competency statement #7). In another example, while the program provides didactic preparation in health disparities, site visitors were unable to find any preparation in structural bias or social inequities. As a result, there is no assessment in the related competency statement #6.</p> <p>For competency statement #8, reviewers were unable to validate didactic preparation or assessment in the application of awareness of cultural values & practices to the design or implementation of public health policies or programs. For competency statement #11, reviewers were unable to validate didactic preparation or assessment in selecting methods to evaluation public health programs. For competency statement #22, reviewers were unable to validate either didactic preparation or assessment on systems thinking tools. It is important to note that health systems and systems thinking tools are not interchangeable terms.</p>		
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D2 Worksheet

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

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The review team identified five distinct competencies for the concentration in global health and leadership, specifically concentration competencies #23, #25, #28, #30, and #33. In addition to being distinct from the foundational competencies defined in D2, these five concentration competencies are defined at a level appropriate for a master's degree. The additional listed concentration competencies were not sufficiently distinct from the foundational competencies, not articulated at an appropriate depth, or were ill-defined.	The program leadership and faculty are working to demonstrate that all of the competencies are being taught and evaluated properly. The program expects to work with CEPH staff to assure that this finding is fully met in the near term future.	The Council looks forward to reviewing the program's progress in this area. The D4 Worksheet has been added, immediately following this criterion, to clarify the nature of the concerns and required remediation.
Assesses all students at least once on their ability to demonstrate each concentration competency				
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)	NA			

		<p>For some competencies, while the general content related to the competency was clearly presented in a program course, the assessment activity did not adequately address all aspects of the competency statement. For competency statement #23, the assessment tests knowledge rather than skill. The competency requires students to collaborate or partner with organizations in a domestic and/or international setting.</p> <p>For competency statement #30, reviewers confirmed didactic preparation in culturally appropriate, social justice, and human rights principles, but the associated essay question assessed students only on culturally appropriate principles. For competency statement #33, the assessment is not specific enough to ensure that students demonstrate skills in resource allocation. While the competency is included verbatim in the associated rubric, the assignment is only to convince colleagues what the student believes in on any topic. The assessment could be strengthened with added specificity.</p> <p>For competency #25, reviewers were unable to validate both didactic preparation and adequate assessment. Reviewers were unable to find any didactic preparation in organizational learning or local organizational self-reliance in low to middle income countries. Additionally, the assessment outline provided is not specific enough to ensure that all students are assessed in local organizational self-reliance in low to middle income countries.</p>		
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D4 worksheet
Based on final Council decision

Instructions to unit: When preparing the interim report, use this document to determine:

- 1) which competencies need to be rewritten to define a more advanced level of knowledge and skill**
- 2) which items need to more clearly document an assessment activity**

- If an item has a “no” in column 1, you must rewrite the competency statement itself AND define and document a clear assessment activity through narrative in your revised version of Template D4-1 and the corresponding syllabus or other documentation. If an activity is mapped to a quiz or exam, you must provide a sample copy of the exam or question.
- If an item has a “yes” in column 1 and a “CNV” in column 2, you do not need to rewrite the competency statement, but you must define and document a clear assessment activity through narrative in your revised version of Template D4-1 and the corresponding syllabus or other documentation. If an activity is mapped to a quiz or exam, you must provide a sample copy of the exam or question.
- If an item has a “yes” in both columns, no action is required. Simply reprint the existing information for that competency in the version of Template D4-1 that you submit with your interim report.

MPH Concentration Competencies	Column 1: Comp statement acceptable as written? Yes/No	Column 2: Comp taught & assessed? Yes/CNV
* 5 competencies & appropriate assessments required for compliance		
23. Demonstrate the skills to collaborate and/or partner, especially with NGO's and/or GO's in a domestic and/or international setting	Yes	CNV
24. Demonstrate socio-cultural and political awareness skills in a global health setting	No	CNV
25. Promote innovation and organizational learning in all settings and in the LMIC setting promote local organizational self-reliance	Yes	CNV
26. Demonstrate understanding in leading or participating in complex multi-national, multi-cultural teams in organizations	No	CNV
27. Demonstrate knowledge of transnational issues (i.e. global) in health care	No	CNV
28. Demonstrate knowledge related to the unique health issues affecting Low and Middle Income Countries (LMIC)	Yes	Yes
29. Demonstrate skills in organizational and team leadership, especially understanding leadership personalities and styles - their strengths and weaknesses	No	CNV
30. Apply social justice, human rights, and culturally appropriate principles in a domestic and/or global health setting	Yes	CNV
31. Demonstrate skills as a change agent	No	CNV
32. Demonstrate knowledge and management of oneself, including understanding of personal strengths and weaknesses	No	CNV
33. Demonstrate skills in resource allocation	Yes	CNV

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least 2 work products in appropriate applied practice settings		All students are required to complete a minimum of 125 hours in an applied practice experience (APE). Each student must demonstrate five competencies, at least three of which are foundational competencies.	Click here to enter text.	Click here to enter text.
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		Students must be actively involved, as a team member, in a health process in a global setting. Students must observe the team, reflect on its activities, participate in its process, contribute to the advancement of the team's efforts, and reflect upon their experiences. As part of their final reports, they submit a portfolio to their academic supervisor. The portfolio must include a four-page paper reflecting on their experiences in relation to what they have learned in the classroom and a second product demonstrating accomplishment of the competencies such as a poster, presentation, or media product. Samples of completed competency matrices and work products from students working with refugees from the Syrian civil war, clinic nursing staff, mothers, and adolescents were included in the self-study; reviewers confirmed the two required work products from five students.		
All students demonstrate at least 5 competencies, at least 3 of which are foundational				
If applicable, combined degree students have opportunities to integrate & apply learning from both degree programs	NA	A pass/fair grade is assigned by the academic supervisor in consultation with the site supervisor.		

D6. DRPH APPLIED PRACTICE EXPERIENCE

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

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		All students complete an integrative learning experience as part of the required curriculum. The integrative learning experience includes a final paper and PowerPoint presentation. The integrative learning experience is an original investigation where the student collects, analyzes and reports on an issue in the Israeli health system or in other areas such as policy analysis, epidemiology or environmental health. Each student takes on a project that is specific to their areas of interest and selects at least four specific competencies to be the focus of the project. The projects may address issues both in the Israeli health system and in other areas such as policy analysis, epidemiology, environmental health, or other topics. This project is completed in the final semester of the curriculum and results in a paper that is at least 20 pages in length.	Click here to enter text.	Click here to enter text.
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				
If applicable, combined degree students incorporate learning from both degree programs	NA			

		Students are provided with guidelines for completing the project. The director and co-director of the program supervise all integrative learning experiences and meet with students on a regular basis. The final paper is graded by the director and the co-director based on originality, comprehensiveness, organization, and writing using a rubric. Students also give a PowerPoint presentation summarizing their project. Students also complete their own assessment of the selected competencies.		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

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

D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

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

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		The program requires a total of 44 credit hours. All students must complete 16 credit hours of core courses in public health, 16 credit hours in concentration-specific coursework, six credit hours in the applied practice experience and integrative learning experience, and six in elective courses.	Click here to enter text.	Click here to enter text.

		A semester credit hours is equal to one contact hour of classroom instruction per week throughout the semester.		
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D15. DRPH PROGRAM LENGTH

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

D16. BACHELOR'S DEGREE PROGRAM LENGTH

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

D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

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

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

D19. ALL REMAINING DEGREES

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

D20. DISTANCE EDUCATION

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

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The faculty complement holds a variety of degrees in relevant health disciplines.	Click here to enter text.	Click here to enter text.
Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, practice)		The program director holds an MPH in medical management, a PhD in public health epidemiology, and an MD. The program co-director holds an MMM in medical management and an MD. The third full-time faculty member holds a MD and PhD in Sociology.		
		The non-primary instructional faculty are also well-trained in public health and related disciplines. Four of eight hold an MPH in addition to a doctoral degree. Others hold		

		<p>master's and doctoral degrees in fields such as medicine, law, economics, statistics, and psychology.</p> <p>There is also the appropriate breadth of expertise needed to teach and train students in the program. Faculty members received their public health degrees in areas including medical management, epidemiology, occupational and environmental health, public health law and ethics, and maternal and child health.</p>		
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E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The program director, co-director, and other major faculty have extensive practice experience and credentials as public health physicians.	Click here to enter text.	Click here to enter text.
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		The program director served as founding director of the Israeli centers for disease control. The program co-director has had a career in clinical medicine in health care systems in the United States and has developed academic public health programs there. Another faculty member currently serves as director of the maternal and child health program for the Israeli health ministry.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		The program maintains practice links with the global health community in several ways, including a 20-session leadership course in which public health professionals from the US, CDC, WHO, and Israeli health ministry recount case studies of public health challenges they have addressed. Practitioners are also involved in instruction		

		through their service as site supervisors for the applied practice experience. Community partners who met with the site visit team reported being involved in the program both as site supervisors and guest lecturers.		
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>Faculty are encouraged to remain recurrent in their areas of instructional responsibility through several mechanisms. Many of the faculty regularly attend local, regional, or international meetings in their field, including WHO or EU-sponsored meetings. Some of these meeting focus on education and teaching effectiveness, such as the Erasmus Plus program. Other meetings are related to the relevant faculty member's area of research. The university provides each full-time faculty member with development funds for travel to professional conferences. Faculty who met with site visitors said that they regularly use these funds to attend relevant meetings.</p> <p>The program assesses teaching techniques used in specific courses each semester. The UH I-MPH Teaching Techniques Report is completed by all instructors at the end of each semester. It includes a documentation of all teaching techniques included in the course such as lectures, team-teaching, case-based learning, and flipped classroom. The summarized information for the program's courses is circulated among the faculty. The Curriculum Committee discusses the results and faculty are encouraged to try innovative techniques.</p>	Click here to enter text.	Click here to enter text.
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

		<p>Course evaluations are administered at the end of each course as part of a university-wide process. Students complete evaluations on paper and submit them anonymously. The university summarizes the results for each faculty member, and the individual and program leaders receive the results after course grades are final.</p> <p>University policy does not allow individual faculty members' results to be shared with the Assessment Committee except as an unidentified summary score. The Assessment Committee minutes report that faculty summary scores for 2016-17 ranged from 5.85 – 6.44 on a seven-point Likert Scale. In one course, the faculty summary score was 4.74; the program replaced both the faculty member and the course in 2017-18.</p> <p>The Curriculum Committee reviews the syllabi for each of the required and core concentration courses throughout the year to ensure currency of readings, topics and methods. The committee reviews five courses each semester. The committee provides feedback to the individual faculty member. Student members confirmed that that the committee uses the feedback from course evaluations to review and revise courses.</p>		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		The Research Authority of the university guides research activities required of the program faculty. The Research Authority administers and oversees the financial aspects of all research activities. The authority has staff that assist with research activities (writing and submitting grants, internal review board submissions and monitoring, etc.).	Click here to enter text.	Click here to enter text.
Faculty are involved in research & scholarly activity, whether funded or unfunded		It also provides seminars and workshops on grant writing, budget preparation and management, and sources of funding.		
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities		All tenured and tenure-track faculty are required to do research that leads to yearly publications and presentations. The program faculty are highly productive in terms of articles published per year in peer-reviewed journals and presentations at professional meetings.		
Students have opportunities for involvement in faculty research & scholarly activities		From 2016-2018, over 90% of instructional faculty have participated in research. In 2018, faculty published 33 articles in peer-reviewed journals and delivered 45 presentations at professional meetings. The program has selected these as measures that are meaningful to demonstrate success. Although they have not met their targets every year, the targets are very ambitious for a small faculty. Faculty research topics align with the mission of the program and the MPH degree. The research goal states that faculty must advance research in global health. Research topics include the major risk factors affecting		

		<p>health of populations, use of medical marijuana, access to health care, and emerging global health issues.</p> <p>Faculty regularly integrate their own scholarly and research experiences into their classwork. For example, at the site visit, several faculty members commented that they invited students to develop APE projects that related to their research projects. Students also commented how important it was to hear about the faculty's research in the context of a specific course.</p> <p>Students have multiple opportunities to participate in faculty research. Faculty may provide students with scholarships to participate in research. Students are also encouraged to develop their own smaller, specific projects within the larger faculty project, to apply for funding for these projects, and to produce publications.</p>		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		The program encourages extramural service by considering these activities in promotion and tenure decisions. Nine of 11 faculty are involved in extramural service activities.	Click here to enter text.	Click here to enter text.
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		Extramural service activities include, but are not limited to, service as journal reviewer, patient rights advocate, immunization advisory committee member, and elder services task force member.		

		<p>Students work with the faculty in extramural service activities related to obesity education, child immunizations, cancer surveillance, occupational health consults, and health impact assessments.</p> <p>The program has demonstrated a sustained level of extramural service by primary and other faculty in community-based service projects over a three-year period. At the time of the site visit, the program's 11 faculty members were involved in 15 community-based projects. Each year, the program faculty averages involvement in approximately 25 activities.</p>		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program solicits feedback from its site supervisors for the applied learning experience. Fourteen of the employers of the program's 21 graduates responded to the survey. Respondents were asked to identify the graduates' strongest competencies as well as competencies that needed more attention in the curriculum.	The program intends to engage the Advisory Board more fully going forward and likewise to develop a more organized process of receiving, analyzing, and responding to feedback from the community it serves.	The Council looks forward to reviewing the program's progress in developing methods to engage at the community level and to use community information.
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 		The program's Advisory Board, created in spring 2017, comprises eight public health academics and practitioners		

Defines methods designed to provide useful information & regularly examines methods		in leadership positions in the US, Europe, Canada, and Israel.		
Regularly reviews findings from constituent feedback		<p>The Advisory Board reviewed the program’s vision, mission, values, goals, and objectives. The program edited its values statement in response to feedback from the Advisory Board. Select members of the Advisory Board reviewed the self-study document. The program co-director contacts members of the Advisory Board individually. The program co-director asked the Advisory Board questions related to reviewing the self-study. Additionally, board members were asked to provide suggestions for any changes the program that would be useful. The group has not met synchronously to discuss issues related to student outcomes, the curriculum, the overall planning processes, or the self-study process. No one from the Advisory Board met with the site visit team.</p> <p>The first concern relates to the lack of methodology designed to provide useful information. The program co-director emailed Advisory Board members with broad questions that were not specific enough to elicit useful information. The program should reconsider how to best mine the wealth of resources available to them via their Advisory Board in order to receive useful information on how to improve its program.</p> <p>The second concern relates to the lack of regular review of findings from constituent feedback. Although its Advisory Board includes community partners, the program co-director collected and analyzed this feedback within the context of preparing the self-study. The program was unable to provide evidence of any systematic plan to continue its efforts in involving</p>		

		community partners in the programmatic evaluation and as a result make improvements in the academic program.		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		Faculty encourage students to become active in community service.	Click here to enter text.	Click here to enter text.
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		<p>The self-study presents multiple examples of students serving in community settings, such as halfway houses and community centers, and assisting with impact assessments of traffic noise and other development projects with potential environmental impact on local communities. Some scholarship students are required to participate in community service as a condition of their awards.</p> <p>The program acknowledges a need to create more opportunities for its international students to participate in community and professional service, especially in local Israeli and Arab communities. The challenge of students in an English program living in a Hebrew-speaking community is a common barrier.</p> <p>University leaders expressed confidence that the program would continue to encourage student engagement, pointing to the success that other academic programs within the faculty have had with creating such local practice experiences for international students.</p>		

F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines a professional community or communities of interest & the rationale for this choice		<p>The program identified three communities of interest: individuals addressing the public health needs of Israel, individuals addressing the global health needs of low- and middle-income countries, and individuals addressing the public health needs of the countries of origin of its students (currently the student body represents 16 countries). About one-third of students are Israeli. Often, the program connects students in the program with public health practitioners in the north of the country, which contains more underserved areas.</p>	<p>The program will develop and implement a more thorough plan to periodically assess the professional development needs of its defined communities of interest.</p>	<p>The Council looks forward to reviewing the program's progress in this area. Interaction with CEPH staff may be helpful in determining appropriate methods of meeting this criterion.</p>
Periodically assesses the professional development needs of individuals in priority community or communities		<p>The program has regular, informal contact with public health officials in Israel. The program involves public health practitioners as site supervisors and guest lecturers. While these individuals work in the Israeli public health community, the program does not formally assess the community of its professional development needs.</p> <p>Community partners who met with the site visit team said they have never been asked about the professional development needs of their workforce.</p> <p>The concern is that the program does not assess the professional development needs of public health practitioners in its defined communities of interest. With such a high percentage of international students from many countries, the program acknowledges the</p>		

		<p>challenges that it faces in assessing professional development needs of the community of global health professionals. Within Israel, the program assesses these needs through an admittedly informal process of community-based faculty interacting with and gathering feedback from other colleagues in public health practice. The program must develop and implement a plan to periodically assess the professional development needs of individuals in its defined communities of interest.</p>		
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F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
<p>Provides activities that address professional development needs & are based on assessment results described in Criterion F3</p>		<p>The program hosted professional development activities in conjunction with the School of Public Health. The workshops were on advocacy for health promotion, culturally-based approaches to structural and behavioral health change, and positive deviance.</p> <p>Most of the examples of external presentations provided by program faculty are of presentations at international bodies, such as the WHO, NATO, and UNICEF, that target global public health professionals. Global public health professionals are one of the program’s three communities of interest.</p> <p>The commentary relates to the absence of activities that address professional development needs based on assessment results. The program did not perform a needs assessment of its communities of interest as required in</p>	<p>As the program develops more extensive evaluation tools of community / professional needs it will be able to apply that information to focusing future professional development activities.</p>	<p>Click here to enter text.</p>

		Criterion F3. As such, any activities are not based on data from those communities. The program should plan and provide activities based on the data collected by the plan required in Criterion F3.		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		<p>The program states that its goal is to attract an internationally diverse population from different countries, geographic regions, religions and cultures. Specifically, it defines the priority populations as students from low/middle income countries (LMIC), non-Israeli students, and students from diverse cultures and religions. As a program in Israel, it focuses on representing the diversity of Israel in terms of religion and culture. These are appropriate priority populations for a program that focuses on global health.</p> <p>The program has defined three goals to advance diversity: 1) increase LMIC student numbers, 2) promote a geographic and culturally diverse class of students, and 3) increase diverse faculty involvement. These goals are appropriate for reaching the program's overarching goal of attracting an international diverse population. There are several strategies in place to create and maintain a culturally competent environment. Several of the courses have lectures or modules on cultural competence and an assessment of this topic. The community supervisors for</p>	Click here to enter text.	Click here to enter text.
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				

<p>Perceptions of climate regarding diversity & cultural competence are positive</p>		<p>the APE often represent minority populations, and the Leadership Seminar Series included priority population speakers to discuss issues specific to these populations.</p> <p>Thus far, the program has been able to recruit a student body representative of its priority population and has retained all its students. Although there have only been three incoming classes, the program feels that it is meeting its diversity goals. A total of 71% of the current study body is non-Israeli, and 14% are from low/middle income countries. A total of 12 different religions and cultures are represented by the students. The program is also attempting to find specific scholarship funding to recruit and keep students from low/middle income countries since these students often need funding to leave their home countries. Several faculty are also exploring private sources of funds for these students.</p> <p>The program regularly collects information about the diversity of its student population. The Assessment and Curriculum Committees both review the End of Program survey to assess the promotion of diversity. Cultural competence is taught throughout many the courses by including multicultural community experiences. The Leadership Course and the Leadership Seminar Series also address cultural competencies through case studies and class exercises. Finally, the End of Year Program Evaluation is completed by the students and includes questions specifically about diversity and cultural competence. Students rate the program highly on cultural competence and diversity. At the site visit, students commented on the value of having students from diverse backgrounds and learning about health problems and solutions in other countries.</p>		
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		<p>The program's faculty are international, with 20% of the faculty complement made up of non-Israeli members. Additionally, the program exposes program to faculty from more diverse backgrounds through its leadership seminar series and applied practice experience supervisors. The current semester's seminar speakers are 40% non-Israeli. The faculty also discussed the ways in which their research and service bring diverse populations into their teaching. For example, one faculty member includes student in research related to low-income population in Israel and another faculty brought students to Kfar Kara, an Arab town with a research institute specializing in minority populations in Israel.</p>		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		<p>Upon acceptance to the program, students receive a welcome email with contact information for the program director and co-director. The director and co-director serve as the student's academic advisors through the program. The welcome email also includes an advising MPH handbook. Each fall, accepted students enter as a cohort. The program begins with a three-day orientation. The orientation includes a university orientation with a tour of the city of Haifa and social events for international students. The program then hosts a separate half-day orientation. The program orientation includes an</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				

<p>Orientation, including written guidance, is provided to all entering students</p>		<p>introduction to faculty, staff, and students, an overview of the program’s goals, and an overview of the program’s curricular requirements.</p> <p>Students are advised by the program’s director and co-director interchangeably. During the second year of the program, students were assigned to either the director or co-director through a formalized mentoring program. After reviewing the mentoring program, the director and co-director decided to return to an informal system in which students can contact either individual at any time. The director and co-director determined that students found the formal mentoring program to be restrictive and unnecessary given the size of each cohort. Currently, both the director and co-director are available to advice students informally and by appointment. When the co-director is not in Israel, he holds advising meetings by appointment via Skype.</p> <p>In addition to regular academic advising, each student meets with one of the advisors to discuss the APE and ILE.</p> <p>The director and co-director work together closely and remain in regular contact regarding student advising. Both individuals are involved in the development and teaching of the curriculum. Other faculty serve as informal advisors related to topics and courses within their expertise.</p>		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		The program director and co-director provide formal career advising to each cohort of students during the final semester of the program. Each student meets individually with the program's co-director. Students complete a career planning form before the meeting, and this form guides the discussion. In response to feedback from the first graduating class, the program began to have the required career planning discussions earlier in the final semester.	Click here to enter text.	Click here to enter text.
Variety of resources & services are available to current students		This formal meeting is supplemented by regular, informal meetings with the director and co-director throughout the length of the program. Both the director and co-director are senior-level public health professionals, with years of experience hiring and supervising employees.		
Variety of resources & services are available to alumni		<p>The program has access to an international job board and provides students and alumni with international job postings as they are made available. Due to the small size of each cohort, career counseling is individualized. For example, several received introductions to individuals and organizations of interest such as leaders at the WHO and CDC.</p> <p>Alumni who met with the site visit team said that the faculty has made themselves available to alumni, especially those still living in Haifa. Alumni also said that they receive job postings from the program and participate in the program's Facebook page.</p>		

H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		<p>The program director is responsible for receiving any student complaints related to the program. Each year, the director holds one to two meetings with students in order to elicit their feedback and address any questions or complaints that arise. Both students and alumni who met with the site visit team said that they regularly provide feedback and that they feel their suggestions are considered seriously and acted upon when appropriate.</p> <p>In addition, if student have any complaints related to a specific faculty member, the issue is first brought to the faculty member for informal resolution. If an informal resolution cannot be reached, students can file formal appeals.</p> <p>Students file formal appeals with the director of the Student Referrals Section. If no satisfactory resolution is made, students may also petition the Student Ombudsman. The Student Ombudsman is authorized to take action by the university president and the rector.</p> <p>Additionally, students are also able to make an appointment to meet with the dean of students.</p> <p>All information related to the student complaint process is available in the I-MPH handbook.</p>	Click here to enter text.	Click here to enter text.
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

		The program has not received any complaints in the last three years.		
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H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The program recruits students primarily through its website. Potential applicants can indicate interest through the website. When the program receives notification of this interest, program leaders contact the potential applicants directly to explore their interest.	Click here to enter text.	Click here to enter text.
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>Additionally, the International School participates in marketing trips around the world and provides information about the I-MPH at each event.</p> <p>All applicants must have completed an undergraduate degree with a minimum GPA of 3.0 before applying to the program. As an English-language program, proficiency in English is also required. In addition to academic preparedness, the program prioritizes selecting students with the maturity to live abroad independently for the year.</p> <p>The university first reviews all transcripts for minimal degree and English language compliance. The university then forwards applications to the program's Admissions Committee. The Admissions Committee, composed of the program director, co-director, one additional faculty member, and two students, make all admissions decisions. When reviewing applications, the committee considers</p>		

		<p>academic skill and inclusivity in relation to its priority populations. The program identifies multilingual students, geographic diversity (including low- and middle-income countries), and non-Israeli students as its populations of interest.</p> <p>The program set a target of having 75% of program students be multilingual. In 2015-2016 100% of students were multilingual, in 2016-2017 81% were multilingual, and in 2017-2018 83% were multilingual.</p> <p>The program's geographic diversity target is to have under-represented students (as defined in Criterion G1) from more than five countries accept offers of admission. In 2015-2016 five countries were represented, in 2016-2017 nine countries were represented, and in 2017-2018 eight countries were represented.</p> <p>The program's third target is to enroll 75% non-Israeli students. In 2015-2016 75% of students were non-Israeli, in 2016-2017 85% were non-Israeli, and in 2017-2018 71% were non-Israeli.</p>		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The site visit team reviewed the program's catalogs, bulletins, and advertising and recruitment materials for accuracy. The materials provided in the electronic	Click here to enter text.	Click here to enter text.

Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		resource file and on the program's website are accurate and up to date. The catalogs and bulletins accurately describe all degree requirements and relevant policies.		
Advertising, promotional & recruitment materials contain accurate information				

AGENDA
University of Haifa I-MPH Program

Council on Education for Public Health Site Visit ¹

22-23 May, 2018

Day 1: Tuesday, 22 May, 2018

- 8:30 am **Site Visit Team Request for Additional Documents** Eshkol Tower Room 712
Richard J Schuster, MD, MMM – Co-Director, I-MPH
Manfred S Green, MD, MPH, PhD – Director, I-MPH
- 8:45 am **Executive Session of the Site Visit Team** Eshkol Tower Room 712
- 9:45 am **Meet with Program & Department Administration** Eshkol Tower Room 712
Manfred S. Green, MD, MPH, PhD – I-MPH Program Director and Professor
Richard J Schuster, MD, MMM, FACP, FRCP (Edin) – I-MPH Co-Director and Professor
- 10:45 am **Break**
- 11:00 am **Meet with Faculty Related to Curriculum and Degree Programs** Eshkol Tower Room 712
Manfred S. Green, MD, MPH, PhD – I-MPH Program Director and Professor
Richard J Schuster, MD, MMM, FACP, FRCP (Edin) – I-MPH Co-Director and Professor
Sharon Snitzman, PhD – Senior Lecturer
Yonah Amster, MD, MPH - Lecturer
Boaz Horvav, MD – Lecturer (**Must leave at 11:45**)
Shai Tzafrir, PhD _ Chair Management Department, Professor
Ruchama Elad-Yarum, MA - Lecturer
Maya Peled-Raz, LLB, MPH, PhD - Lecturer
- 12:00 pm **Break**
- 12:15 pm **Lunch with Students** (*VIP Dining Room - Cafeteria*)

¹ All sessions, unless otherwise noted, will take place in Building Eshkol Tower, Room 712 on Tuesday 22 May and in the School of Public Health Conference Room on Wednesday 23 May.

Clara Lew-Levy, MSW

Monica Carollo, RN

Juliane Esselbrugge

Andrea Kohler

Marissa Ostrovitz

Emma Zoghlin

Rania Abdullah, MD

Ilana Zabulonov, RN

Michael Cygler, MD

Shadi Athamna, DDS

Yonit Groisman

Thet Duchi, MD

Htoi (Ester) Zwang Naw, DDS

1:15 pm

Break

1:30 pm

Meet with Faculty Related to Research, Service, Community Professional Development, Faculty Issues Eshkol Tower Room 712

Sharon Snitzman, PhD – Senior Lecturer

Yonah Amster, MD, MPH - Lecturer

Shai Tzafrir, PhD - Chair Management Department, Professor

Maya Peled-Raz, LLB, MPH, PhD - Lecturer

2:30 pm

Executive Session

4:00 pm

Meet with Alumni, Community Representatives, Preceptors Eshkol Tower Room 712

Lisa Rubin, MD, MPH – Head, Ministry of Health, Maternal Child Program

Aya Kippershlak, MHA – Director, International Relations Galilee Medical Center & Site Supervisor

Arielle Tandowsky, MPH – USA (Alumnus – Graduation 2017)

Ji Yeon Hong, RN, MPH - Korea (Alumnus – Graduation 2016)

Essabela Fewo RN, MPH - Cameron (Alumnus – Graduation 2017)

Kingdom Mufandu, MPH – South Africa (Alumnus – Graduation 2017)

Tegan Holmes, MPH – Canada (Alumnus – Graduation 2017)

5:00 pm

Adjourn

Day 2: Wednesday, 23 May, 2018

8:30 am **Meet with Institutional Academic Leadership/University Officials Eshkol Tower, 28th Floor**

Gustavo Mensch, PhD (Professor) – Rector (Provost), University of Haifa

Faisal Azaiza PhD (Professor) – Dean, Faculty of Social Welfare and Health Sciences, University of Haifa

Gadi Barzilai PhD, JD (Professor) – Vice Rector (Vice-Provost) and Head of International School, University of Haifa

9:15 am **Break**

9:30 am **Meet with Program Director**

Manfred S. Green, MD, MPH, PhD – I-MPH Program Director and Professor

9:45 am **Executive Session and Report Preparation**

12:30 pm **Exit Briefing**