

Writing your Response to the Team's Draft Report

[CEPH's Accreditation Procedures](#) allow for corrections of factual errors in the team's draft report as well as substantive corrections that may stem from disagreements with findings and opinions of the team or to provide supplemental information that may be helpful to the Council's deliberations.

Factual Corrections

Read the report and note or highlight any typos, transposed numbers, incorrect committee names, etc. Check the agenda, as well as the report body.

- List these corrections on the [factual report template](#)
- Do not list anything that could be considered substantive or could require interpretation. This form is for simple corrections to the text.
- Send a Word version of the template to submissions@ceph.org along with the Substantive Response.



Just the Facts

Substantive Response

This is your chance to present anything you want to the Council to have in front of them when they are making your accreditation decision.

We provide this response opportunity for a number of reasons:

1. To comport with good accreditation practice
2. To ensure due process in accreditation decisions
3. To assist the Council in making consistent and accurate decisions



What types of things might I include?

- ✓ Updates since the visit
- ✓ Information that wasn't available with the self-study
- ✓ Your interpretation in any areas that are different from the team's interpretation, if applicable
- ✓ Any information that will elucidate the Council's review in any way that is not already documented in the record





How do I submit these changes?

Type directly into the fourth column of the report, as seen below. Use Calibri 10-point font, single spaced, full justify to match the rest of the report. Save as a Word document and send attached to an email to submissions@ceph.org

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Select a finding.			
Designates appropriate committees or individuals for decision making, implementation		Click here to enter text.	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				
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program				



What about attachments or evidence?

- If the team identified a discrete, easily correctible issue and you believe that you have completely and fully addressed it, you are welcome to explain that in the body of the report AND to provide any needed backup documentation. You are not obligated to do this, but note that the Council cannot adjust findings if they do not have definitive proof of the information in the response.
- Send any attachments as Word, PDF, or Excel files, attached to the same email as your updated report document. Name them “Attachment A, B, C,” and then refer to the attachments in the body of your response: e.g., “see attachment A.”
 - Example 1: the team notes that there is outdated curricular information in the student handbook. You update and republish the student handbook. You would include an e-file that shows the new, improved handbook.
 - Example 2: the team finds that MPH foundational competency 10 could not be validated. At the time of the visit, you were already aware of and in the process of implementing a new curricular module and assessment in one of your required classes. You implement a new syllabus with the new module and assessment after the visit. You would include the updated syllabus and a full description and documentation of the assessment activity.

What happens to the information?

The Council uses the information to provide context for its accreditation decision.



Dos and Don'ts

- **Don't** redo one or more sections of your self-study. Your response should be succinct and tailored and should not be structured as a self-study document.
- **Do** be specific-include concrete details, including dates and responsible individuals.
- **Don't** weigh down your submission with extraneous discussion or detail. Your response is most effective when it contributes a new perspective or information that isn't already in the record.
- **Do** consult with CEPH staff if you have specific questions. They are happy to help.