

OVERVIEW & APPROACH

The Council on Education for Public Health (CEPH) developed Trends 2020 to highlight academic program trends in CEPH-accredited public health educational programs. The information covers the three-year period between January 2017 and December 2019.

The descriptions presented are largely based on information that is publicly available, such as degrees offered by each university and coursework required for each degree, as well as the number and type of CEPH-accredited units. CEPH also used a limited amount of internal information, such as the number and type of degrees and concentrations added and discontinued through the substantive change process. Trends 2020 is intended to be a descriptive resource rather than a scientific study, and developments during 2020 have already modified the landscape of higher education in public health.

We hope that schools and programs will find this information helpful as they continue to assess their own curricula and offerings going forward.

BACKGROUND: 2016 CRITERIA REVISION

In October 2016, the Council on Education for Public Health adopted revised accreditation criteria for schools of public health (SPH) and public health programs (PHP). The revised criteria (referred to as the 2016 Criteria throughout these documents) were the product of a three-year period of information-gathering and multiple rounds of public comment. The 2016 Criteria built on the substantial work done by other organizations and work groups to reflect the current and future needs of the public health workforce. Although this is not an exhaustive list, in developing the 2016 Criteria, the Council considered the findings and recommendations from the efforts of Framing the Future's Blue Ribbon Employers Advisory Board Report and DrPH and MPH Expert Panels, the job task analysis conducted by the National Board of Public Health Examiners, the Public Health Workforce Interests and Needs Survey, and the Council on Linkages Core Competencies for Public Health Professionals.

The criteria introduced a new framework for assessing the quality of student learning and sought to focus more explicitly on schools' and programs' efforts to promote student success and advance the field of public health. The 2016 Criteria highlighted a move from content-based coursework to a framework based on knowledge and skills that would ensure that every public health student, regardless of the degree level, would graduate with a solid foundation in practice competencies. This shift also provided opportunities for accredited schools and programs to develop curricula, concentrations, and coursework that fit their unique mission and context.

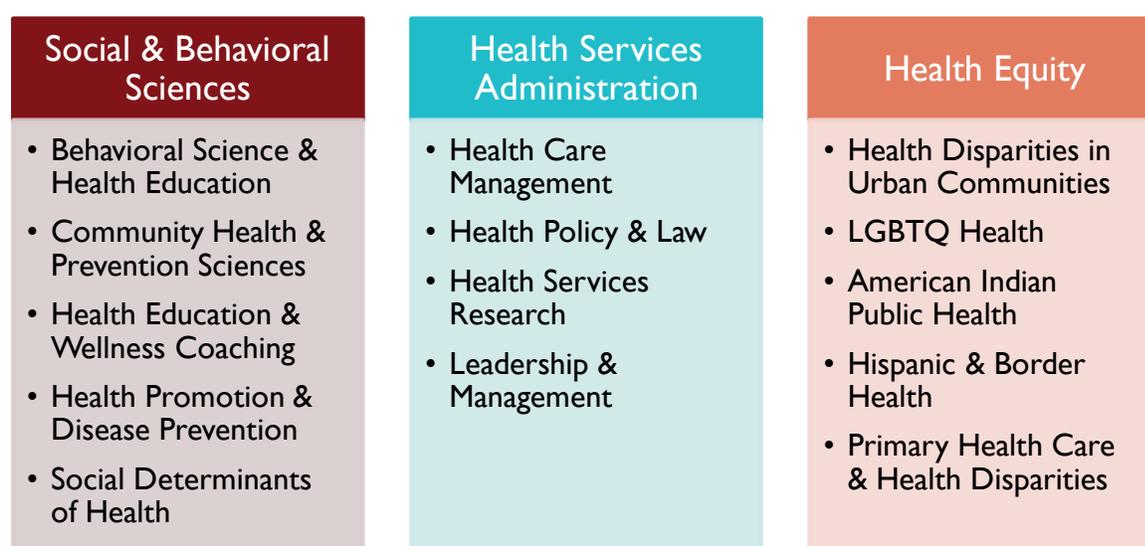
In light of the shift in criteria and corresponding changes, stakeholders have sought information to help contextualize the scope and impact of accumulated changes on the field as a whole and on individual degrees and disciplines, among other issues. Schools and programs have also been eager for information that can inform their own decision making on curricula and degree offerings. Trends 2020 is intended to respond with information that may assist stakeholders' own discussions and explorations.

ASSUMPTIONS & DEFINITIONS USED THROUGHOUT DOCUMENT

CONCENTRATION & DISCIPLINARY AREA CATEGORIES

CEPH records thousands of individual variations on names for disciplines and concentrations within public health degrees. In order to fulfill the aim of providing broad and helpful information, Trends 2020 groups related concentrations and disciplines together. CEPH used similar grouping techniques to describe the types of classes required in MPH and DrPH programs.

The following figure presents three of the categories with some sample names of concentrations that were included in the category. CEPH's [website degree search tool](#) also uses these category groupings to allow users to search for types of degree but displays all concentration names as they are recorded by the school or program.



For concentrations that combine or cross categories, CEPH counts the concentration in BOTH categories. Documents indicate how many concentrations were double counted whenever such concentrations are referenced.

Samples of concentrations counted in two categories	
Concentration Name	Categories
Biostatistics & Epidemiology	Biostatistics Epidemiology
Community & International Health	Social & Behavioral Sciences Global Health
Global Health in Infectious Diseases	Global Health Epidemiology
Infectious Diseases & Microbiology	Epidemiology Laboratory Sciences

ABBREVIATIONS USED THROUGHOUT TRENDS 2020

APE	Applied Practice Experience
BIOS	Biostatistics
EHS	Environmental Health Sciences
EPI	Epidemiology
HSA	Health Services Administration
IP	Interprofessional
PHP	Public Health Program
SBP	Standalone Baccalaureate Program
SBS	Social & Behavioral Sciences
SPH	School of Public Health