

See [interpretation guide](#) for explanation & examples of intent. Interpretation guide will be released alongside criteria & updated over time as Council sees more examples & has cause to interpret novel situations that could not be anticipated when drafting criteria.

1 **MPH.3: Required concentration coursework**
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3 **Students complete at least nine semester credits of defined coursework beyond the coursework**
4 **associated with the foundational competencies. The defined concentration coursework allows**
5 **students to attain an appropriate depth of knowledge and skills beyond the foundational**
6 **competencies listed in Criterion MPH.2. This applies to all MPH offerings, including generalist**
7 **degrees and in programs with a single concentration.**

8
9 **Typically, all students enrolled in a concentration (including generalist) complete the same set of**
10 **courses to expand on the foundational knowledge and competencies. If the unit does NOT define a**
11 **uniform set of curricular requirements that all students in a concentration complete to achieve**
12 **sufficient curricular depth, the concentration is considered to be an “individually defined”**
13 **concentration. In individually defined concentrations, the advisor and student, together, are**
14 **responsible for identifying a coherent set of courses to create appropriate curricular depth beyond**
15 **foundational knowledge and competencies.**

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17 **Required documentation:**
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- 19 1) List the required coursework, beyond the foundational courses associated with building
20 foundational knowledge and foundational competencies, for each concentration or generalist
21 degree, in the format of Template MPH3.1. For individually defined concentrations, direct reviewers
22 to documentation request 3, below. (self-study document)
23
24 2) Provide a web link that lists the required coursework, beyond the foundational courses associated
25 with building foundational knowledge and foundational competencies, for each concentration or
26 generalist degree. (self-study document)
27
28 3) *For individually defined concentrations only*, provide sample student plans of study that list the
29 required courses completed beyond the foundational courses associated with building foundational
30 knowledge and foundational competencies. Provide plans of study from 10 students who have
31 graduated within the last three years or as many as available, if fewer than 10 students have
32 graduated from an individually defined concentration in the last three years. (electronic resource
33 file)
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36 **MPH.4: Defined concentration knowledge and skills**
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38 **The program or school**
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- 40 • **succinctly articulates the unique set of knowledge and skills that students should gain by**
41 **completing the required courses listed in MPH.3. An appropriately defined set of**
42 **competencies would constitute an acceptable description of knowledge and skills but is not**
43 **required.**
44
45 • **transparently communicates the intended focus and outcomes of the plan of study to**
46 **students, prospective students, and the public. This includes clearly disclosing whether the**
47 **plan of study makes graduates eligible for a specific disciplinary credential (e.g., CHES, RD,**
48 **REHS).**
49

50 **Required documentation:**
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- 52 1) Paste, from the program or school’s public-facing documents (website and/or student handbook),
53 a description of each concentration that
54

- 55 a) articulates the unique set of knowledge and skills gained by completing the required
56 coursework
57 b) communicates the intended focus and/or outcomes of the plan of study to students,
58 prospective students, and the public
59 (self-study document)
60
- 61 2) For each concentration, explain how completing the curricular requirements in MPH.3 positions
62 students to attain the knowledge and skills and achieve the intended focus and/or outcomes. (self-
63 study document)
64
- 65 3) For *individually defined concentrations* as defined in MPH.3, present evidence, including policies
66 and sample documents, that demonstrate that each student and advisor define a coherent plan of
67 study with a defined set of knowledge and skills that aligns with the planned coursework. Include a
68 description of these policies in the self-study document and official documentation (e.g., guidelines
69 or handbooks provided to advisors and/or students) in the electronic resource file. (self-study
70 document and electronic resource file)
71
- 72 4) For *individually defined concentrations* as defined in MPH.3, provide sample descriptions of the
73 focus and intended outcomes and explain how completing the coursework allows students to attain
74 the stated knowledge and skills. The unit must provide a succinct description for *each of the plans
75 of study presented in MPH.3, documentation request 3.* (electronic resource file)
76
- 77 4) Provide a syllabus, detailed course outline, or equivalent set of documents for each required course
78 listed in Criterion MPH.3. The syllabus, course outline, or equivalent set of documents must outline
79 ALL of the following. If the syllabus or course outline format does not contain all of this information,
80 the unit must assemble multiple documents that present all of the following for each class:
81
- 82 • Course goals and/or learning outcomes
 - 83 • Topics for each course meeting or session (or the equivalent for asynchronous courses)
 - 84 • Assigned readings
 - 85 • Significant assignments and course activities, including sufficient detail to understand the
86 requirements for major course projects, as applicable
- 87 (electronic resource file)
88
- 89 5) For concentrations that advertise that students will be eligible for a specific disciplinary credential
90 after completing the program of study, provide the following:
91
- 92 • a succinct explanation of how the curriculum addresses academic components of the
93 credential's eligibility
 - 94 • a link to information on credential eligibility
 - 95 • any documentation needed to verify the explanation of how the curriculum addresses all
96 academic components of credential eligibility
- 97 (self-study document and electronic resource file)
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99

100 **MPH.5: Signature assessments**

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102 **The program or school designs and implements robust, graduate-level assessment opportunities**
103 **(“signature assessments”) within the courses listed in MPH.3.**

104 **Signature assessments**

- 105
- 106 • **provide students the opportunity to demonstrate knowledge and skills associated with their**
- 107 **concentration or generalist degree**
- 108 • **demonstrate authentic learning**
- 109

110 **Authentic learning mirrors real-life contexts and allows students to practice skills in a manner**
111 **appropriate for their careers after school.**

112
113 **Signature assessments are distinct from the assessments that address foundational competencies**
114 **(Criterion MPH.2) and occur outside of the requirements associated with the applied practice**
115 **experience (Criterion MPH.6) and integrative learning experience (Criterion MPH.7).**

116
117 **Required documentation:**

- 118
119 1) Identify at least two signature assessments for each concentration, drawn from at least two
120 separate required courses listed in MPH.3, and explain the rationale for each assessment in the
121 format of Template MPH5.1. The explanation must address why the assessment is appropriate to
122 serve as a signature assessment for the concentration. For individually defined concentrations,
123 direct reviewers to documentation request 2, below. (self-study document)
- 124
125 2) *For individually defined concentrations only*, identify signature assessments representative of the
126 curriculum for *each of the plans of study identified in MPH.3, documentation request 3*. For each
127 student, complete Template MPH5.1 with at least two signature assessments drawn from their
128 chosen curriculum. (electronic resource file)
- 129
130 3) Provide the full prompt or set of instructions, as provided to students, for each signature
131 assessment referenced in documentation requests 1 and 2 (2 only if applicable). (electronic
132 resource file)
- 133
134 4) Provide three samples of student work, drawn from within the last year at the time of self-study
135 submission, for each signature assessment listed above. (electronic resource file)

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138 **MPH.6: Applied Practice Experiences (APE)**

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140 **MPH students complete applied practice experiences that allow them to practice skills outside the**
141 **classroom.**

142
143 **Experiences must have the following characteristics:**

- 144
145 • **Aligned with the student’s plan of study and/or intended career path.**
- 146
147 • **Conducted in an appropriate non-academic setting (“practice site”). University-affiliated**
148 **settings may be appropriate in limited circumstances when they are primarily focused on**
149 **service to or engagement with individuals and communities, e.g., university health promotion**
150 **or wellness centers, extension services.**
- 151
152 • **Student-led scholarly projects in a university setting do not align with this criterion’s**
153 **requirements. Faculty-led scholarly projects that do not require the student to engage**
154 **directly with individuals and communities outside the university setting do not align**
155 **with this criterion’s requirements, except in the limited circumstances noted**
156 **immediately above.**
- 157
158 • **Involve regular communication, collaboration, and/or mentorship between the student and a**
159 **representative of the practice site (“preceptor”), typically a full-time employee at the practice**
160 **site.**
- 161
162 • **Allow each student to produce a unique portfolio of deliverables and work products (“practice**
163 **products”).**
- 164

- 165 • Practice products must be created by the student for the practice site’s use and benefit,
166 based on requests and/or specifications identified by the practice site.
167
 - 168 • Practice products must be equivalent to the types of work products an employee of the
169 organization might produce for that organization’s operations.
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 - 171 • In general, practice products must not be proprietary to the practice site and must be
172 made available to the program or school for review by the end of the experience.
173
 - 174 • In addition to the practice products, the portfolio must contain documentation in which
175 the student explains how the practice products relate to their plan of study and/or future
176 career path (“reflection”).
177
 - 178 • The portfolio, taken as a whole, must reflect graduate-level work and must demonstrate
179 that the student has had the opportunity to practice skills relevant to the plan of study
180 they are completing and/or their intended career path.
181
 - 182 • Guided by clear written documentation that outlines the responsibilities for all parties.
183
 - 184 • Planned, monitored, and assessed by faculty or qualified program or school staff. The faculty
185 or staff member must
186
 - 187 • Approve a plan for the practice experience before the experience begins. The plan must
188 include, at a minimum, the practice site, preceptor, planned scope of work or activities,
189 expected practice products, and rationale or connection to the plan of study. The
190 approved plan must outline an experience well-positioned to comply with this criterion’s
191 requirements.
192
 - 193 • Provide support or consultation as needed to the student while the experience is
194 underway.
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 - 196 • Provide support or consultation as needed to the preceptor while the experience is
197 underway.
198
 - 199 • Review and assess the student’s portfolio. Assessment must not be solely process-
200 based, i.e., based on verifying that the student completed a specific number of hours
201 and/or submitted all required documents.
202
- 203 **Assessment must consider the quality of the materials in the portfolio, in the context of**
204 **the student’s plan of study. This assessment extends beyond affirming that the products**
205 **were acceptable to the practice site and is based on the faculty or staff member’s**
206 **grounding in the curriculum.**
207

208 **Programs and schools may not waive the applied practice experience requirement for any**
209 **students. However, programs and schools may design pathways to producing the portfolio that**
210 **are tailored to the specific needs and career plans of their student populations.**
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212 **Required documentation:**
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- 214 1) Succinctly describe the guidance students receive on the types of sites and experiences that are
215 appropriate for a practice experience and how they receive such guidance. (self-study document)
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- 2) Succinctly describe the guidance students receive on the portfolio, including the expectation for practice products and reflection, and how they receive such guidance. (self-study document)
 - 3) Explain who is responsible for approving students' applied practice experience plans and succinctly describe the process for directing revision of plans when needed. (self-study document)
 - 4) Explain who is responsible for monitoring and providing support to students during the experience and succinctly describe the process. (self-study document)
 - 5) Explain who is responsible for monitoring and providing support to preceptors during the experience and succinctly describe the process. (self-study document)
 - 6) Explain who is responsible for assessing students' portfolios and succinctly describe the process, including
 - a) how faculty or staff validate completion of graduate-level work that aligns with the program of study and/or intended career path
 - b) how discrepancies or deficiencies in the portfolio are addressed(self-study document)
 - 7) Provide the syllabus, handbook, or other document that outlines applied practice experience requirements. Highlight the passages that relate to each of the elements in documentation requests 1-5 above and ensure that any required forms or templates are appended. (electronic resource file)
 - 8) Include at least five samples from each concentration.¹ If the unit includes dual degrees, dual degree students must be included within the set of samples provided and should be clearly labeled. No sample may be older than three years. If the unit has not produced at least five graduates in a concentration in the last three years (or has not produced any dual degree graduates in the last three years), include a note explaining that.

Each sample constitutes one student and includes all of the following elements.

 - Planning form or proposal that lists the practice site, preceptor, planned scope of work or activities, expected practice products, and rationale or connection to the plan of study
 - Portfolio, including practice products and reflection
 - Evidence (e.g., rubric or checklist) that faculty or qualified staff reviewed the portfolio in accordance with this criterion's requirements(electronic resource file)

256 **MPH.7: Integrative Learning Experiences (ILE)**

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258 **MPH students complete an integrative learning experience (ILE) at or near the end of the program**
259 **of study.**

260 **The ILE must**

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 - **Require professional and/or academic writing in sentences and paragraphs**
 - **Produce a comprehensive, analytical practice-based or scholarly product that is grounded in evidence**
 - **Include a review and/or analysis of the relevant literature**

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268 **The program or school must define an ILE format or formats that are:**

¹ If this would result in more than 50 samples, contact CEPH staff for guidance on establishing an appropriate distribution.

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- **Suitable to serve as the culmination of a master's degree**
 - **Reflective of the intended focus and outcomes of the plan of study, as described in Criterion MPH.4**
 - **Distinct from any assignments submitted to satisfy Applied Practice Experience requirements (Criterion MPH.6)**
 - **Completed in a manner that allows for thoughtful writing and editing, e.g., not via an overnight exam**
 - **Submitted by students as individuals, not in groups**
 - **Planned, monitored, and assessed by faculty or qualified program or school staff. The faculty or staff member must**
 - **Approve a plan or proposal, unless the experience is standardized for all students**
 - **Provide support or consultation to the student as needed**
 - **Assess the student's performance using a rubric or similar document that lists the expected substantive and formal attributes of the product**

285 **Required documentation:**

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- 1) Succinctly summarize the expected Integrative Learning Experience product. At a minimum, describe the following:
 - what form(s) it is expected to take
 - what type(s) of academic or professional writing are required
 - the requirement for review and/or analysis of literature
 - any parameters given around length, organization, etc.(self-study document)
 - 2) Explain how the chosen format is
 - suitable to serve as the culmination of a master's degree
 - reflective of the contents and purpose of the plan of study, as described in Criterion MPH.4
 - completed in a manner that allows for thoughtful writing and editing(self-study document)
 - 3) Explain the process for planning the experience and succinctly describe the process for directing revision of plans when needed. (self-study document)
 - 4) Explain the process for providing support to students while they complete the ILE. (self-study document)
 - 5) Explain who is responsible for assessing ILE products. (self-study document)
 - 6) Provide the syllabus, handbook, or other document that outlines ILE requirements. Highlight the passages that relate to each of the elements in the documentation requests above and ensure that the rubric or form used for assessment is included or appended. (electronic resource file)
 - 7) Include at least five samples from each concentration.² If the unit includes dual degrees, dual degree students must be included within the set of samples provided and should be clearly labeled. No sample may be older than three years. If the unit has not produced at least five graduates in a concentration in the last three years (or has not produced any dual degree graduates in the last three years), include a note explaining that.

Each sample constitutes one student and includes all of the following elements.

² If this would result in more than 50 samples, contact CEPH staff for guidance on establishing an appropriate distribution.

- 320
- Planning form or proposal
- 321
- ILE product
- 322
- Completed form or rubric assessing the product
- 323 (electronic resource file)

324

325 **MPH.8: Lifelong Learning**

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327 **The program or school defines an approach to support students to cultivate and maintain curiosity**

328 **for problem-solving, self-identify learning needs, and develop an orientation to lifelong learning.**

329 **The unit also ensures that all MPH students are exposed to information about structures to support**

330 **lifelong learning as a public health professional. At a minimum, the unit must introduce students to**

331 **the following:**

332

- **the American Public Health Association³ and state or regional public health affiliates**
- **the Certified in Public Health credential⁴**
- **other professional public health organizations, credentials, and/or resources for lifelong learning relevant to their career paths, as applicable**

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338 **Required documentation:**

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340 1) Describe the unit's approach to supporting students to cultivate and maintain curiosity for problem-

341 solving, self-identify learning needs, and develop an orientation to lifelong learning and explain the

342 rationale for this approach. (self-study document)

343

344 2) Describe, in the format of Template MPH8.1, how the unit exposes students to

- the American Public Health Association and state or regional public health affiliates

- the Certified in Public Health credential

- other professional public health organizations, credentials, and/or resources for lifelong learning relevant to their career paths, as applicable

348 (self-study document)

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350 3) Provide supporting documentation for each method of exposure listed in Template MPH8.1. (electronic

351 resource file)

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³ Units outside the United States may substitute an appropriate organization.

⁴ Units outside the United States may substitute as appropriate.