

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.1 Foundational Knowledge**
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3 **All MPH students complete coursework that specifically addresses each of the following concepts.**
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5 **Students with verified completion of a previous degree from a CEPH-accredited unit, including a**
6 **bachelor's degree, can be considered to have completed coursework that addresses these**
7 **concepts, if the unit desires.**
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9 **Public Health Landscape**

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11 **FK1. Public health definition: orientation toward prevention, promotion, and well-being**
12 **through societal efforts**
13 **FK2. Public health history**
14 **FK3. Public health ethics**
15 **FK4. 10 Essential Public Health Services**
16 **FK5. Comparison of U.S. public health systems to other nations' systems**
17 **FK6. Major causes of morbidity and mortality locally, nationally, regionally, or globally**
18 **FK7. Primary, secondary, and tertiary prevention definitions**
19 **FK8. Cross-sectoral collaborations to address population health**
20 **FK9. Legislative and other processes for advancing or changing laws that affect public**
21 **health**
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23 **Factors that Influence Health**
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- 25 **FK10. Environmental factors**
26 **FK11. Biological factors**
27 **FK12. Ecological factors, including climate factors**
28 **FK13. Behavioral factors**
29 **FK14. Cultural factors**
30 **FK15. Structural factors**
31 **FK16. Global interdependence**
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33 **Required documentation:**
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- 35 1) List the coursework and other learning experiences required for the school or program's MPH degrees,
36 including the required curriculum for each concentration in the format of Template MPH.1.1 (single-
37 and multi-concentration formats available). (self-study document)
38
39 2) Document, in the format of Template MPH.1.2, how each of the indicated concepts is covered. (self-
40 study document)
41
42 3) Provide a syllabus, detailed course outline, or equivalent set of documents for each course listed in
43 Template MPH.1.2. The syllabus, course outline, or equivalent set of documents must outline ALL of
44 the following. If the syllabus or course outline format does not contain all of this information, the unit
45 must assemble multiple documents that present all of the following for each class:
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 - Course goals and/or learning outcomes
 - Topics for each course meeting or session (or the equivalent for asynchronous courses)
 - Assigned readings
 - Significant assignments and course activities, including sufficient detail to understand the
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51 requirements for major course projects, as applicable
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53 Highlight the portion(s) that demonstrate coverage of the knowledge areas; this must include
54 information beyond course goals, learning outcomes, and/or a restatement of the knowledge areas.
55 This is not required if the full course is dedicated to the content area.

56
57 (electronic resource file)

58
59 4) If alignment with the knowledge area is not fully documented by the highlighted text provided in
60 documentation request 3, provide supplementary documentation (e.g., excerpt from lecture slides)
61 for each specific facet(s) of content coverage referenced in Template MPH1.2. (electronic resource
62 file)

63 **MPH.2 Foundational Competencies**

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65 **The MPH curriculum provides instruction in and assessment of each of the following competencies**
66 **through didactic coursework.**

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68 **Each MPH student must have an opportunity to demonstrate their ability to perform each**
69 **competency and to receive feedback on their performance, as appropriate. Therefore, assignments**
70 **or products produced by a group of students may not serve as the sole method of assessing a**
71 **competency; when group projects are used for competency assessment, they must be**
72 **supplemented with other methods designed to distinguish individual students' ability to perform**
73 **the competency.**

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75 **Methods & Data**

- 76 **FC1. Apply epidemiological methods to address public health questions**
77 **FC2. Analyze quantitative data using statistical methods**
78 **FC3. Analyze qualitative data**
79 **FC4. Assess the credibility of data sources**
80 **FC5. Interpret results of data analysis for public health research, policy, or practice**

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82 **Community Context**

- 83 **FC6. Assess needs, assets, and capacities that affect a community's health**
84 **FC7. Examine systemic factors that contribute to challenges in achieving optimal population**
85 **health for a given community or communities**
86 **FC8. Propose strategies to collaborate across groups for influencing public health outcomes**

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88 **Public Health Interventions**

- 89 **FC9. Design a population-based program or policy, taking into consideration social and/or**
90 **community contexts**
91 **FC10. Design a plan to evaluate a public health program or policy, taking into consideration**
92 **social and/or community contexts**
93 **FC11. Advocate for policies to improve health**
94 **FC12. Assess the impact of policies on public health**

95
96 **Communication**

- 97 **FC13. Communicate audience-appropriate public health content orally**
98 **FC14. Translate public health science for the general public**
99 **FC15. Apply communication strategies to address inaccurate or misleading public health**
100 **information**

101
102 **Leadership & Systems Thinking**

- 103 **FC16. Apply leadership principles to address an organizational challenge**
104 **FC17. Develop a project or organizational budget, with justification**
105 **FC18. Use a systems thinking tool to visually represent and explain a public health issue**

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108 **Required documentation:**

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110 1) **Provide a matrix, in the format of Template MPH.2, that indicates the course and assessment**
111 **activity for each of the foundational competencies listed above. (self-study document)**
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113 2) **Provide supporting documentation for each assessment activity listed in Template MPH.2.**
114 **Documentation must include the following, as relevant, for each listed assessment:**
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 - **assignment instructions or guidelines as provided to students**
 - **writing prompts provided to students**
 - **sample exam question(s)**

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(electronic resource file)

- 3) Provide a syllabus, detailed course outline, or equivalent set of documents for each course listed in Template MPH.2. The syllabus, course outline, or equivalent set of documents must outline ALL of the following. If the syllabus or course outline format does not contain all of this information, the unit must assemble multiple documents that present all of the following for each class:
- Course goals and/or learning outcomes
 - Topics for each course meeting or session (or the equivalent for asynchronous courses)
 - Assigned readings
 - Significant assignments and course activities, including sufficient detail to understand the requirements for major course projects, as applicable

(electronic resource file)