

ACCREDITATION CRITERIA STANDALONE BACCALAUREATE PROGRAMS

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Note: terms found in italics are expanded upon in the glossary at the end of this document

Introduction¹

1. Describe the institutional environment, which includes the following:
 - a) year institution was established and its type (e.g., private, public, land-grant, etc.)
 - b) number of schools and colleges at the institution and the number of degrees offered by the institution at each level (bachelor's, master's, doctoral, and professional preparation degrees)
 - c) number of university faculty, staff, and students
 - d) brief statement of distinguishing university facts and characteristics
 - e) names of all accrediting bodies (other than CEPH) to which the institution responds. The list must include the institutional accreditor for the university as well as all specialized accreditors to which any school, college, or other organizational unit at the university responds (list may be placed in the electronic resource file)
 - f) brief history and evolution of the standalone baccalaureate public health program (e.g., date founded, educational focus, rationale for offering public health education in unit, etc.)
2. Provide organizational charts that clearly depict the following related to the program:
 - a) the program's internal organization, including the reporting lines to the designated leader
 - b) the relationship between the program and other institutional components, including departments, schools, colleges, and other relevant units. Ensure that the chart depicts all other academic offerings housed in the same organizational unit as the program
 - c) the lines of authority from the program's designated leader to the institution's chief executive officer (president, chancellor, etc.), including all intermediate levels
3. Provide the program's mission statement; the mission statements for the department, college, school, or other organizational unit(s) that house the program; and the mission statement for the institution. The program's (major's) mission statement must be specific to the program (major) and must be used to guide its activities. This programmatic (major) mission statement will also be used to guide the accreditation review.
4. Provide an instructional matrix of the program's degree offerings. The matrix should specify the degree(s) and any *concentrations* offered and must indicate any *distance-based offerings*. Present data in the format of Template Intro-1. Non-degree programs, such as certificates or continuing education, should not be included in the matrix.

¹ Required, but no compliance findings will be returned. This information serves as a summary to orient readers to the institution and the program.

A1. Administration and Governance

The program, through its designated leader (see Criterion D1) and/or faculty, demonstrates autonomy that is sufficient to affirm the program's ability to fulfill its mission and goals and to conform to the conditions for accreditation. Autonomy refers to the program's ability, within the institutional context, to make decisions related to the following:

- management of fiscal and other resources allocated to the program and requesting additional resources, as needed
- implementation of personnel policies and procedures (e.g., aligning faculty expertise with instructional responsibilities)
- development and implementation of academic policies and procedures
- development and implementation of curricula
- recruitment and admission to the major

Beyond program-level autonomy, the program's faculty members have formal opportunities for input in decisions affecting the following:

- curriculum design, including program-specific degree requirements
- student assessment
- program evaluation

Required documentation:

1) Describe how each of the following functions (items a-n) is accomplished for the program in the format of Template A1-1. Template A1-1 requires the program to indicate who has responsibility for each process and where program faculty have roles in the process.

- a) determining the amount of resources (financial, personnel, and other) that will be allocated to the program
- b) distributing resources (financial, personnel, and other)
- c) hiring faculty who teach program courses
- d) determining teaching assignments for program courses
- e) evaluating the performance of individuals teaching program courses
- f) promoting and/or granting tenure, if applicable, to faculty teaching program courses
- g) re-appointing or terminating program faculty hired by contract, if applicable
- h) hiring personnel to advise program students
- i) evaluating the performance of individuals advising program students
- j) developing the program's academic policies governing matters such as academic standing and award of degree
- k) designing the curriculum, including defining the requirements for the major
- l) developing and reviewing plans for assessing student learning
- m) developing and implementing plans for measuring the program's effectiveness
- n) developing and implementing program-specific recruitment and admissions practices and strategies

(self-study document)

A2. Faculty Engagement (Full-time Faculty)

***Full-time faculty* regularly interact with one another and are engaged in ways that benefit the instructional program.**

Required documentation:

- 1) Describe the regular interactions and engagement among full-time faculty that benefit the instructional program (e.g., program faculty meetings, instructional workshops, program-specific curriculum committee). (self-study document)
- 2) Provide supporting documentation (e.g., minutes, attendee lists) that demonstrates regular interactions and engagement among full-time faculty. (electronic resource file)

A3. Faculty Engagement (Part-time Faculty)

The program provides orientation and ongoing, consistent support to *part-time faculty* (e.g., those hired on a contract or course-by-course basis, adjunct, part-time lecturers). The program provides this support through appropriate methods (e.g., regular communication, mentoring, check-in meetings).

Interaction with and support for part-time faculty can include electronic and asynchronous methods (e.g., online modules, discussion boards) but must be offered throughout a faculty member's employment.

Part-time faculty are engaged in appropriate ways that benefit the instructional program. Part-time faculty are invited to full-time faculty members' meetings and retreats when feasible, and the program considers methods to facilitate part-time faculty members' participation, such as using online meetings, scheduling at convenient times, etc.

Required documentation:

- 1) Describe the ways in which the program provides orientation and ongoing support to part-time faculty. (self-study document)
- 2) Describe the interactions and engagement among part-time faculty that benefit the instructional program (e.g., instructional workshops, curriculum committee). (self-study document)
- 3) Provide supporting documentation (e.g., minutes, attendee lists) that demonstrates regular support and engagement of part-time faculty. (electronic resource file)

B1. Public Health Curriculum

The courses required to complete the public health major or *concentration* cover the following domains. The program must identify a course and, unless the course is fully dedicated to the domain, a specific element or elements in the course through which it can demonstrate coverage of each domain for all students. Examples of coverage within a course include assigned readings, class lectures (documented via slides or notes), class activities, and/or assignments.

The list below presents the domains that must be covered through required coursework. It also presents guidance and/or examples to assist programs in interpreting selected domains. The interpretation is not intended to be an exhaustive list of elements that would be required for successful domain coverage. Programs should cover each domain in a manner that aligns with their mission and intended student outcomes.

1. history of public health as a discipline and practice
2. social justice and health equity as foundational public health principles
3. determinants of health: e.g., environmental, socioeconomic, behavioral factors
4. concepts and application of public health ethics
5. biological science:² e.g., introductory biology, introductory anatomy and physiology, or basic public health biology
6. scientific foundations of chronic and infectious disease: e.g., etiology of disease, environmental effects and interactions; coverage must extend beyond the level that would be addressed in a general biology or anatomy and physiology course
7. fundamental characteristics of the U.S. health care and public health systems³ in comparison with other nations
8. global health concepts: e.g., differing disease burdens, global health agencies, intersections with human rights, resource-specific challenges
9. public health statistical literacy: e.g., preparing descriptive statistics, reading and interpreting public health statistical data and evidence (e.g., odds ratio, relative risk), using relevant software (e.g., Excel), communicating and collaborating with other professionals on data
10. public health data collection and surveillance: e.g., common methods, challenges in real-world data collection, identifying data quality and limitations (e.g., bias)
11. planning, implementing, and evaluating evidence-based interventions: e.g., needs or community assessment; program delivery; process, formative, and summative evaluation
12. strategies to build partnerships and relationships to improve health: e.g., with communities, governmental and non-governmental agencies, organizations, etc.
13. application of critical thinking skills to define and address problems in public health practice: e.g., considering perspectives; problem solving to address implementation challenges; identifying misinformation
14. legislative and governmental processes relevant to public health policy and advocacy
15. policy analysis: e.g., health in all policies, concepts of feasibility and impact

Required documentation:

- 1) List all required coursework for the program's degree(s), including the total number of credits required for degree completion. Provide hyperlinks to relevant documents if they are available online, or include in the electronic resource file copies of any documents that are not available online. (self-study document)
- 2) Document, in the format of Template B1-1, how each of the indicated domains is covered.
 - For domains covered in more than one course, list the one course that presents the strongest or clearest coverage. Only reference multiple courses for a domain when each course addresses only a portion of the domain, and indicate which facet(s) of the domain each course is intended to cover.
 - Unless the full course focuses solely on the listed domain, the program must reference the specific course element(s) that constitute coverage.

(self-study document)
- 3) Provide documentation of the coverage presented in Template B1-1 that includes the following:
 - a document for each referenced course that includes an outline of the course's weekly topics and assignments (e.g., course outline or syllabus)

² Can be accomplished via general education or other requirements that occur prior to entry in the major, but the program must ensure that all students' plans of study include such a course.

³ Programs located outside the United States should replace this as appropriate.

- supplementary documentation for each specific element(s) of domain coverage referenced in Template B1-1 (e.g., excerpt from lecture slides, list of relevant weekly assigned reading(s), instructions or prompt provided to students for an activity or assignment that demonstrates coverage)

(electronic resource file)

B2. Foundational Competencies

The program assesses each student on their ability to demonstrate the following foundational competencies:

1. **Locate public health information**
2. **Evaluate public health information**
3. **Communicate public health information orally**
4. **Communicate public health information in writing**
5. **Communicate public health information to a non-specialist audience through a medium other than standard narrative writing: e.g., social media posts, videos, PSAs, brochures, blogs, podcasts, etc.**
6. **Synthesize public health information: i.e., compile information from multiple sources and distill it into cohesive conclusions**

The program defines at least one specific, required assessment activity (e.g., assignment, paper, presentation, test) for each defined competency that provides an opportunity for faculty or other qualified individuals (e.g., teaching assistants or other similar individuals without official faculty roles working under a faculty member's supervision) to assess each student's ability to perform the competency.

The assignment that a program uses to assess a competency must require that students demonstrate the competency as individuals and not as members of groups. This does not mean that a competency cannot be embedded in a group project. Rather, if a competency is assigned to a group project, the program must describe the specific, verifiable methods that it uses for faculty to assess the degree to which each individual student is capable of performing the competency on their own.⁴

For this criterion, assessment must occur in a setting other than an internship or other experience identified to satisfy the requirement for the culminating experience (Criterion B6). Internships and culminating experiences are intended to reinforce skills that have already been practiced in a classroom setting.

Required documentation:

- 1) Document, in the format of Template B2-1, an assessment activity for each competency. For competencies assessed in more than one course, choose the course that presents the strongest or clearest assessment. Only reference multiple courses for a competency when each course addresses a portion of the competency, and indicate which facet(s) of the competency each course is intended to cover. (self-study document)
- 2) Provide documentation of the assessments presented in Template B2-1 that includes the following:
 - a document for each referenced course that includes an outline of weekly topics and assignments (e.g., course outline or syllabus)

⁴ Students' evaluation of their own contribution to the group project or their degree of mastery of the competency, in isolation, cannot substitute for faculty members' assessment. Furthermore, group members' evaluations of their peers' mastery of the competency, in isolation, can also not substitute for faculty evaluation.

- supplementary documentation for each specific assessment (e.g., the full set of instructions provided to students, full case study and writing prompt, specific quiz or exam questions)
- (electronic resource file)

B3. Concentration Competencies

The program defines at least three additional *competencies* for each *concentration* identified in the instructional matrix (Template Intro-1) that define the skills a student will attain in that concentration.

The competencies guide 1) the design and implementation of the curriculum and 2) student assessment. These are not re-statements of knowledge of the public health domains listed in Criterion B1 but define skills that the student will be able to demonstrate at the conclusion of the program.

The program defines at least one specific, required assessment activity (e.g., assignment, paper, presentation, test) for each defined competency that provides an opportunity for faculty or other qualified individuals (e.g., teaching assistants or other similar individuals without official faculty roles working under a faculty member's supervision) to assess each student's ability to perform the competency.

The assignment that a program uses to assess a competency must require that students demonstrate the competency as individuals and not as members of groups. This does not mean that a competency cannot be embedded in a group project. Rather, if a competency is assigned to a group project, the program must describe the specific, verifiable methods that it uses for faculty to directly assess the degree to which each individual student is capable of performing the competency on their own.⁵

For this criterion, assessment must occur in a setting other than an internship or other experience identified to satisfy the requirement for the culminating experience (Criterion B6). Internships and culminating experiences are intended to reinforce skills that have already been practiced in a classroom setting.

Except for cases in which a program offers only one concentration in the unit of accreditation, assessment opportunities must occur in the courses that are required for the concentration, not in courses that are required of all students.

Required documentation:

- 1) Document, in the format of Template B3-1, the competencies and assessment activity for each competency. For competencies assessed in more than one course, choose the course that presents the strongest or clearest example. Only reference multiple courses for a competency when each course addresses a portion of the competency, and indicate which facet(s) of the competency each course is intended to cover. (self-study document)
- 2) Provide documentation of the assessments presented in Template B3-1 that includes the following:
 - a document for each referenced course that includes an outline of weekly topics and assignments (e.g., course outline or syllabus)

⁵ Students' evaluation of their own contribution to the group project or their degree of mastery of the competency, in isolation, cannot substitute for faculty members' assessment. Furthermore, group members' evaluations of their peers' mastery of the competency, in isolation, can also not substitute for faculty evaluation.

- supplementary documentation for each specific assessment (e.g., the full set of instructions provided to students, full case study and writing prompt, specific quiz or exam questions)

(electronic resource file)

B4. Workforce Preparation

The public health major exposes all students to concepts necessary for success in the workplace, further education, and life-long learning. The program must identify a specific method through which it can demonstrate exposure for all students. Programs should address each concept in a manner that aligns with their mission and intended student outcomes.

These concepts include the following:

1. professionalism: e.g., technology etiquette, work ethic, workplace norms and behaviors
2. networking
3. cultural humility
4. self-reflection on ethical decision making and practice
5. teamwork and relationship building
6. leadership
7. flexibility: e.g., adapting to changes in the workplace or one's responsibilities, dealing with unforeseen events and challenges, compromising as needed

Examples of methods to expose students to concepts include the following (this list is not intended to be exhaustive):

- lectures or sessions within required classes
- seminar/capstone activities
- workshops or trainings at which attendance is required
- extracurricular activities documented through a portfolio or similar approach

Required documentation:

- 1) Document, in the format of Template B4-1, how the program ensures exposure to each concept. (self-study document)
- 2) Provide documentation to support each method of exposure presented in Template B4-1. (electronic resource file)

B5. Experiential Learning

The program ensures that all students have appropriate experiential learning opportunities that allow them to learn by doing. Observational activities on their own are not sufficient; experiential learning requires active engagement on the student's part.

Experiential learning may occur throughout the curriculum or in a single block of time. Experiences may include the following (this list is not intended to be exhaustive):

- community engagement activities embedded in required classes
- required completion of service-learning activities (course-based or individual)
- internships: if the program requires a community internship or other practical experience at or near the end of the program of study to satisfy the culminating experience criterion (Criterion B6), that experience may also satisfy this criterion's requirements.

Experiential learning may be individual or group based, as long as the program validates that every student completes the defined requirement(s).

No minimum amount or number of hours of experiential learning is required by this criterion; however, programs must design experiential learning requirements that align with their missions and provide an appropriate foundation for students' post-graduation employment or enrollment in further education.

Required documentation:

- 1) Succinctly describe the program's experiential learning requirement(s). (self-study document)
- 2) Succinctly describe how the program's experiential learning requirements align with the program's mission and provide a foundation for students' post-graduation employment or enrollment in further education. (self-study document)
- 3) Provide documentation of the experiential learning requirements.
 - For internships, provide the handbook or set of instructions and expectations.
 - For activities embedded in courses, provide the course outline of weekly topics and all documentation, handouts, instructions, etc. associated with the experiential activities.
 - For requirements that vary from student to student (e.g., requirement for documented individual service learning), provide the handbook or other publication that communicates the requirements to students.

(electronic resource file)

- 4) Provide samples of student work that relate to experiential activity requirements. The program must include samples from at least 10% of the number of degrees granted in the most recent year⁶ OR five samples, whichever is greater. If the program offers multiple options to satisfy this requirement (e.g., individual internship or service-learning course), provide student samples that are proportionate to the number of students who chose each option in the most recent year when compiling the total samples required. (electronic resource file)

B6. Culminating Experience

All students complete a scholarly or applied experience or inquiry project that serves as a capstone to the educational experience and allows them to integrate and/or apply curricular knowledge and skills. Experiences may include, but are not limited to, the following:

- internships
- service-learning projects
- senior seminars
- portfolio projects
- research projects
- honors theses

Experiences may be individual or group based. For group-based experiences, programs must define specific, verifiable methods to assess individual students' contributions to the final product.

Programs must design culminating experience requirements that align with their missions and provide an appropriate foundation for students' post-graduation employment or enrollment in further education.

⁶ Programs with more than 200 graduates per year need only include 20 total samples.

Required documentation:

- 1) Succinctly describe the program's required culminating experience. If students choose among options, describe each option and explain approximately what percentage of students choose each option per year. (self-study document)
- 2) Succinctly describe how the program's culminating experience aligns with the program's mission and provides a foundation for students' post-graduation employment or enrollment in further education. (self-study document)⁷
- 3) Provide documentation of the culminating experience requirements.
 - For seminars or similar requirements, provide the course outline of weekly topics and copies of the instructions or guidelines for all major course assignments.
 - For internships, theses, portfolios, etc., provide the handbook or full set of instructions and expectations.
 - For group experiences, document the methods to assess individual students' contributions.(electronic resource file)
- 4) Provide samples of student work that relate to culminating experience requirements. The program must include samples from at least 10% of the number of degrees granted in the most recent year⁸ OR five samples, whichever is greater. If the program offers multiple options to satisfy this requirement, provide student samples that are proportionate to the number of students who chose each option in the most recent year when compiling the total samples required. (electronic resource file)

C1. Program Effectiveness: Summary Data on Student Competency Attainment

The program collects data and analyzes *program effectiveness* via aggregate data on individual student *competency* attainment, using the competencies defined in Criteria B2 and B3 as a framework. Evaluation of program effectiveness must be accomplished through direct evidence (i.e., tracking student performance on specific assignments linked to each competency).

Supplementary evaluation of program effectiveness may also be accomplished through indirect evidence (e.g., tracking student self-perception of competency attainment (exit surveys); tracking faculty and/or internship supervisor perceptions of competency attainment; tracking employer perceptions). Such measures do not replace direct evidence.

Data collection allows the program to monitor trends in student learning and adjust curricula and assessment activities as needed. The program need not assess every competency each year, but must engage in a continuous cycle of review. The program defines its own cycle that ensures review of each competency at least every three years.

As part of the review cycle, the program regularly reviews and discusses the results of this analysis to identify and implement needed program improvements. The program documents all aspects of this review cycle.

⁷ If an internship satisfies both Criteria B5 and B6, refer readers to Criterion B5 for the response to this and the remaining documentation requests.

⁸ Programs with more than 200 graduates per year need only include 20 total samples.

Required documentation:

- 1) Describe the program's program effectiveness plan and cycle, explaining how often each competency is reviewed. (self-study document)
- 2) Provide information on the direct evidence of competency attainment for each competency and summarize the data from the last three years in the format of Template C1-1. (self-study document)
- 3) Provide evidence and documentation of the program effectiveness reviews for the last three years. Evidence may include reports, committee meeting notes, or other sources. (electronic resource file)
- 4) Describe the ways in which the program uses the data presented in Template C1-1, with examples of changes made based on information, if applicable. (self-study document)

C2. Graduation Rates

The program tracks graduation rates and demonstrates rates that meet this criterion's thresholds. The program calculates graduation rates by

- 1) **Identifying all students who have declared the major and completed at least 75 semester-credits or equivalent**
- 2) **Tracking these students for two to six years after they have reached the 75-semester-credit mark (the "tracking period") to determine how many graduate⁹**

The program demonstrates compliance with this criterion through one of the following approaches. Programs must use approach 1 if possible, then must attempt to demonstrate compliance via approach 2 if needed; approach 3 is available when compliance with the other approaches is not possible.

Approach 1

- **Achieve a graduation rate of 70% or greater each year for the group of students that has reached the end of the tracking period.**

Approach 2

- **Achieve average graduation rates over the last three years of 70% or greater.**

Approach 3

- **Achieve graduation rates that match or exceed graduation rates of at least two comparable degree programs within the same institution. "Comparable" refers to degree programs at the same degree level with similar curricula, degree length, and intended student outcomes.¹⁰**

Programs demonstrating compliance via approach 3 must ALSO provide the following:

- a) **Evidence of public disclosure of the program's graduation rates, which must be available within one click of the program's homepage**
- b) **Evidence that recruitment and admissions processes accurately present the program of study, including time, effort, and other commitments necessary for success**
- c) **Evidence of proactive student advising and support**

⁹ Programs MUST choose a tracking period that is long enough to reasonably ensure that students will have either graduated or otherwise exited the program by the end of the tracking period. All programs must choose a tracking period, even if the university allows students unlimited time to complete their degrees.

¹⁰ Approach 3 intends to recognize units' unique missions and purpose, particularly for units that intend to serve populations underrepresented in higher education.

- d) A detailed analysis of factors that depress graduation rates, including specific reasons for students' non-completion**
- e) Interventions designed to address the factors noted above**
- f) Analysis of the effectiveness of these interventions**

Required documentation:

- 1) Present graduation rates for each degree in the format of Template C2-1 (Approach 1). (self-study document)
- 2) *Not applicable if documentation request 1 demonstrates compliance:* Present graduation rates for the three most recent cohorts that have reached the end of the tracking period and a calculation of the average rate across these three years in the format of Template C2-2 (Approach 2). (self-study document)
- 3) *Not applicable if documentation request 1 or 2 demonstrates compliance:* Present graduation rates for students in at least two comparable degree programs in the same institution in the format of Template C2-3 (Approach 3). This template should also include a succinct narrative explanation for why these degree programs are comparable and how these degree programs calculate their graduation rates. (self-study document)
- 4) *Not applicable if documentation request 1 or 2 demonstrates compliance:* Provide a hyperlink demonstrating that the program discloses its current graduation rates within one click of the program's homepage. (self-study document)
- 5) *Not applicable if documentation request 1 or 2 demonstrates compliance:* Succinctly summarize the program's approach to ensuring that recruitment and admissions processes accurately present the program of study, including time, effort, and other commitments necessary for success. (self-study document)
- 6) *Not applicable if documentation request 1 or 2 demonstrates compliance:* Provide evidence of the program's approach to ensuring that recruitment and admissions processes accurately present the program of study, including time, effort, and other commitments necessary for success (e.g., communications with prospective students). (electronic resource file)
- 7) *Not applicable if documentation request 1 or 2 demonstrates compliance:* Succinctly describe the means through which the program provides proactive advising and support for student completion. (self-study document)
- 8) *Not applicable if documentation request 1 or 2 demonstrates compliance:* Summarize the program's analysis of factors that depress graduation rates, including specific reasons for students' non-completion. (self-study document)
- 9) *Not applicable if documentation request 1 or 2 demonstrates compliance:* Summarize the program's interventions designed to address the factors and reasons noted in documentation request 8. (self-study document)
- 10) *Not applicable if documentation request 1 or 2 demonstrates compliance:* Succinctly analyze the effectiveness of the interventions described in documentation request 9. (self-study document)
- 11) *Not applicable if documentation request 1 or 2 demonstrates compliance:* Provide documentation and evidence of the program's analysis of factors contributing to graduation rates, the development of interventions to address these factors, and the effectiveness of those interventions. Documentation may include data, reports, notes documenting faculty discussions or meetings, etc. (electronic resource file)

C3. Graduating Student First Destinations

The program collects useful information on students' immediate post-graduation outcomes (first destinations).

The program collects information on first post-graduation destinations shortly before or at graduation via a method designed to elicit responses from all students (e.g., via a required activity during the culminating experience course, via a submission linked to graduation participation).

For students who do not have a known destination when these data are collected (e.g., they have not yet secured a job but hope to do so), the program follows up throughout the first year post-graduation. Follow-up methods may include individual outreach via email, phone, or text; social media searches; queries of faculty who are in touch with graduates, etc.

- **For graduates continuing their education, the program collects information on which educational program they are entering (e.g., MPH, MPA, nursing, law, engineering, education, sociology).**
- **For graduates whose first destination is a job and who are not enrolled in further education, the program collects information on the nature and type of employment (e.g., employer, job title, and/or type of responsibilities).**

If the program's chosen data collection method(s) for follow-up on first destinations do not produce useful information, the program supplements and/or adjusts its methodology.

The program reviews and discusses the findings on first destinations at least annually. The program uses the findings for continuous improvement; based on the data, the program adjusts curricula, advising, student professional development and support, and/or other practices as needed to assist students in achieving successful outcomes.

Required documentation:

- 1) **Present the last three years of data on graduates' first destinations in the format of Template C3-1. (self-study document)**
- 2) **Summarize the types of further education pursued as graduates' first destination. (self-study document)**
- 3) **Summarize the types of jobs obtained as graduates' first destination. (self-study document)**
- 4) **Provide the underlying data used by the program to produce the summaries and description in documentation requests 2 and 3. The underlying data must allow reviewers to verify and understand the conclusions or summaries provided in the self-study document. (electronic resource file)**
- 5) **If applicable, describe changes or adjustments the program has made or plans to make in its data collection methods for this criterion to improve the usefulness of data. (self-study document)**
- 6) **Describe at least one change the program has made in the last three years to its curriculum, advising, operations, etc. (not to data collection and analysis) based on its review and discussion of data on first destinations. (self-study document)**

C4. Recent Alumni Perceptions

The program collects useful information on recent alumni's perceptions of their education.

The program collects this information at a program-defined point or points when individuals are between six months and two years post-graduation.

The information collected must address perceptions of the following:

- **the impact of the degree on their career or graduate school experience to date**
- **areas in which they felt well prepared for their first destinations**
- **areas in which they would have desired more training or preparation**

The program must collect this information via open-ended questions and/or qualitative methods (e.g., individual interviews, in-person or online focus groups). The program may supplement this with closed-ended questions (e.g., Likert scale) if desired.

If the program's chosen data collection method(s) for collecting alumni perceptions do not produce useful information, the program supplements and/or adjusts its methodology.

The program reviews and discusses the findings on alumni perceptions at least every two years. The program uses the findings for continuous improvement; based on the data, the program adjusts curricula, advising, student professional development and support, and/or other practices as needed to assist students in achieving successful outcomes.

Required documentation:

- 1) Summarize graduates' perceptions of the impact of the degree on their career or graduate school experience to date. (self-study document)
- 2) Summarize graduates' perceptions of areas in which they felt well prepared for their first destinations. (self-study document)
- 3) Summarize graduates' perceptions of areas in which they would have desired more training or preparation. (self-study document)
- 4) Provide the underlying data used by the program to produce the summaries in documentation requests 1-3. The underlying data must allow reviewers to verify and understand the conclusions or summaries provided in the self-study document. (electronic resource file)
- 5) If applicable, describe changes or adjustments the program has made or plans to make in its data collection methods for this criterion to improve the usefulness of data. (self-study document)
- 6) Describe at least one change the program has made in the last three years to its curriculum, advising, operations, etc. (not to data collection and analysis) based on its review and discussion of data on alumni perceptions. (self-study document)

C5. External Feedback (Advisory Group)

The program maintains an external advisory group or equivalent group(s) from whom it regularly collects useful information about both of the following issues:

- **how well the program's curriculum aligns with workforce needs**
- **what skills and attributes are most valuable to employers when hiring and supervising bachelor's-level graduates**

The majority of the advisory group must be individuals who are not current program students or full-time university or college faculty. The advisory group must include at least one representative of each of the following groups (a single individual may fulfill multiple roles if appropriate):

- **supervisors of student practice experiences, service-learning community partners, or equivalent individuals**

- alumni
- employers of graduates¹¹

The group's composition should reflect considerations such as the degrees and concentrations offered by the program and the program's communities.

The program convenes and consults with the external advisory group in a manner that ensures useful information (i.e., information that provides a reasonable basis for program improvements). At a minimum, the program consults with the advisory group once a year, with more frequent consultation as appropriate or needed. Groups may meet in person or via online meetings, and the program may supplement group meetings with individual and asynchronous discussions and other data collection (e.g., surveys, key informant interviews) to ensure useful information on both required areas.

The program reviews external advisory group (and related or equivalent) feedback at least annually and uses information to improve student learning and the program.

Required documentation:

- 1) List the members of the program's current external advisory group. Provide each individual's name, employer and title, and affiliation or relationship with the program (alum, employer, internship supervisor, etc.). (self-study document)
- 2) Explain how the group's composition reflects considerations such as the degrees and concentrations offered by the program and the program's communities. (self-study document)
- 3) Summarize feedback the external advisory group has provided in the last three years about each of the following areas:
 - alignment of the curriculum with workforce needs
 - what skills and attributes are most valuable to employers when hiring and supervising bachelor's-level graduates
 (self-study document)
- 4) Provide meeting notes and other relevant documentation, as appropriate, to demonstrate the external advisory group's meetings for the last three years. Documentation must include meeting attendance and a summary of the substance of the meeting's discussion. The program may supplement meeting-related documentation with information gathered through other means (e.g., key informant interviews), if applicable. (electronic resource file)
- 5) Describe at least two changes the program has made in response to external advisory group feedback in the last three years. (self-study document)

D1. Designated Leader

The program has a qualified designated leader with ALL of the following characteristics:

- is a *full-time faculty member* at the home institution
- dedicates at least 0.5 FTE effort¹² to the program, including instruction, advising, administrative responsibilities, etc.

¹¹ Individuals who have actually employed program graduates should be included but may be supplemented (or replaced, in the rare case in which actual employers are not available) with potential employers.

¹² The FTE calculation follows the institution or program's formula.

- has educational qualifications and professional experience in a *public health discipline*. Preference is for the designated leader to have formal doctoral-level training (e.g., PhD, DrPH) in a public health discipline or a terminal academic or professional degree (e.g., MD, JD) in another discipline or profession and an MPH
 - if the designated leader does not have educational qualifications and professional experience in a public health discipline, the program documents that it has sufficient public health educational qualifications, national professional certifications, and professional experience in its faculty complement
- is fully engaged with decision making about the following:
 - curricular requirements
 - *competency* development
 - teaching assignments
 - resource needs
 - program evaluation
 - student assessment

Required documentation:

- 1) Provide the name of and relevant information about the designated leader, in the format of Template D1-1. (self-study document)
- 2) Concisely state the designated leader's public health qualifications. If the designated leader does not have public health training and experience, provide a narrative statement, with names identified, of how the faculty complement, as a whole, demonstrates relevant public health qualifications. (self-study document)
- 3) List the designated leader's duties associated with the program, including teaching, supervision of faculty and/or staff, advising, coordination of evaluation/assessment, administrative duties, etc. Include a job description in the electronic resource file, if available. (self-study document)

D2. Faculty Resources

The program has *sufficient faculty resources* to accomplish its mission, to teach the required curriculum, to provide student advising, and to achieve expected student outcomes. The following elements, taken together, relate to determining whether the program has sufficient faculty resources.

- a) In addition to the designated leader, the program is supported by AT LEAST an additional 2.0 FTE of qualified faculty effort each semester, trimester, quarter, etc.
- b) The program's *student-faculty ratios* (SFR) are sufficient to ensure appropriate instruction, assessment, and advising. The program's SFR are comparable to the SFR of other baccalaureate degree programs in the institution with similar degree objectives and methods of instruction.
- c) The mix of *full-time* and *part-time faculty* is sufficient to accomplish the mission and to achieve expected student outcomes. The program relies primarily on faculty who are full-time institution employees.

Required documentation:

- 1) List all faculty other than the designated leader providing program instruction or educational supervision for the last two years in the format of Template D2-1. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters. (self-study document)

- 2) Provide CVs for all individuals listed in Template D2-1. (electronic resource file)
- 3) Present the SFR and average class size for program-specific classes for the last two years in the format of Template D2-2. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters. Note that Template D2-2 requires a narrative explanation of the data and method used for calculating SFR and average class size. Template D2-2 also requires information on the SFR and average class size in a comparable baccalaureate program in the institution, along with a narrative explanation of the choice of the comparable program. (self-study document)
- 4) Present the average advising load for the last two years in the format of Template D2-3. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters. Note that Template D2-3 requires a narrative explanation of the data and method used for calculating the average advising load. Template D2-3 also requires information on the average advising load in a comparable baccalaureate program in the institution, along with a narrative explanation of the choice of the comparable program. (self-study document)

D3. Student Enrollment

To adequately gauge resource needs, the program defines accurate and useful means to track student enrollment, including tracking the number of majors in the program. Given the complexity of defining “enrollment” in an undergraduate major or baccalaureate degree program, the program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals.

Required documentation:

- 1) Provide student headcount and student FTE for the last two years in the format of Template D3-1. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters. Note that Template D3-1 requires a narrative explanation of the specific method and source of student enrollment data. (self-study document)
- 2) Provide three examples of how the program has used enrollment data to gauge resource adequacy (e.g., course sequencing, teaching assistants, advising loads, etc.). (self-study document)

E1. Doctoral Training

Faculty are trained at the doctoral level in most cases. A faculty member trained at the master’s level may be appropriate in certain circumstances, but the program must document exceptional professional experience and teaching ability.

Required documentation:

- 1) If applicable, briefly describe the professional experience and teaching ability of any faculty member listed in Template D2-1 without a doctoral or other terminal degree (e.g., JD, MD). (self-study document)

E2. Faculty Experience in Areas of Teaching

Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience.

Required documentation:

- 1) List the education and experience of all faculty members listed in Templates D1-1 and D2-1, in the format of Template E2-1. (self-study document)

E3. Informed and Current Faculty

All faculty members are *informed and current* in their discipline or area of public health teaching. Activities that may demonstrate that faculty members are *informed and current* may include publishing peer-reviewed scholarship, presenting at peer-reviewed conferences, attending relevant conferences and seminars, etc. This list is not intended to be exhaustive.

Required documentation:

- 1) Describe the activities and methods through which each faculty member listed in Templates D1-1 and D2-1 remains informed and current in their discipline in the format of Template E3-1. (self-study document)

E4. Practitioner Involvement

Individuals who are primarily employed in non-academic public health settings (practitioners) are involved in providing instruction to students through a variety of methods (e.g., guest lectures, service learning, internships, and/or research opportunities). Use of practitioners as instructors in the program, when appropriate, is encouraged, as is use of practitioners as occasional guest lecturers.

Required documentation:

- 1) List the activities and methods through which practitioners are involved in instruction in the format of Template E4-1. (self-study document)

E5. Graduate Students

Course instructors who are currently enrolled graduate students, if serving as primary instructors,¹³ have at least a master's degree in the teaching discipline or are pursuing a doctoral degree with at least 18 semester credits of doctoral coursework in the concentration in which they are teaching.

Required documentation:

- 1) If applicable, list the program's graduate teaching assistants in the format of Template E5-1. Template E5-1 requires each graduate teaching assistant's name, course(s) taught, master's degree earned, and discipline in which the master's degree was earned. If applicable, also include in-progress doctoral degree and number of credits of doctoral coursework in the teaching area completed. (self-study document)

F1. Financial Resources

¹³ This criterion does not apply to teaching assistants or others who provide instruction under the supervision of a faculty member when the faculty member serves as the instructor of record for the course.

The program has access to financial resources that are adequate to fulfill its stated mission. Financial support is adequate to sustain all core functions, including offering the required curriculum and other elements necessary to support the program's ongoing operations.

Required documentation:

- 1) Provide a letter, signed by the administrator(s) responsible for the program at the dean's level or above, indicating the institutional commitment to the program and to providing the resources required to accomplish the mission, to teach the required curriculum, and to achieve expected student outcomes. (electronic resource file)
- 2) Include a budget table delineating fiscal resources for the program indicating all funding sources to the extent possible in the format of Template F1-1. Note that Template F1-1 requires the program to define the categories of funding. (self-study document)
- 3) Explain the data in Template F1-1 and discuss any recent or planned changes in fiscal resources. (self-study document)

F2. Physical Resources

The program has access to physical resources that are adequate to fulfill its stated mission. Physical resources are adequate to sustain all core functions, including offering the required curriculum and other elements necessary to support the program's ongoing operations.

Required documentation:

- 1) Describe the physical space available for faculty offices, program classrooms, and student meetings or study groups. (self-study document)

F3. Academic and Career Support Resources

The academic support services available to the program are sufficient to accomplish the mission and to achieve expected student outcomes. Academic support services include, at a minimum, the following:

- **computing and technology services**
- **library services**
- **distance education support, if applicable**
- **career services**
- **other student support services (e.g., writing center, disability support services), if they are particularly relevant to the public health program**

Required documentation:

- 1) Describe the program's academic support resources, including each of the following areas. Focus the discussion on the resources that are intended for and/or supportive of the program and its students in particular, and indicate who is responsible for each service (e.g., the institution, the college, the program, etc.). Present the response in the format of Template F3-1.
 - a) computing and technology services
 - b) library services
 - c) distance education support, if applicable
 - d) career services
 - e) other student support services (e.g., writing center, disability support services), if they are particularly relevant to the public health program

(self-study document)

G1. Student Satisfaction with Academic and Career Advising

The program regularly tracks and reviews information to assess student satisfaction with academic and career advising and to engage in continuous quality improvement.

The program uses methods (e.g., interviews or focus groups with students, program-specific exit survey) that produce specific, actionable information; for example, information must sufficiently differentiate between faculty and staff advising roles and between university or college- and program-specific advising, if applicable. The program does not rely exclusively on institution- or college-collected information, unless that information is sufficiently detailed and descriptive.

Required documentation:

- 1) Describe the methods used for collecting, analyzing, reviewing, and discussing information on student satisfaction with academic and career advising. The description must identify the parties responsible for collecting and analyzing the information. (self-study document)
- 2) Summarize the results for the last three years. (self-study document)
- 3) Describe how the program has used this information for continuous quality improvement, with examples as appropriate. (self-study document)
- 4) If applicable, provide specific plans for changes or improvements in academic and/or career advising, based on the information collected. (self-study document)

G2. Academic Advising

Students receive effective program-specific academic advising from faculty (as defined in Criterion D) or qualified staff beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion.

Required documentation:

- 1) Describe the program's system for academic advising, addressing the following:
 - a) who provides advising, addressing all phases of a student's enrollment (e.g., if students initially receive advisement from a university-wide advising center, when do they switch to program-specific advising and who provides the program-specific advising?)
 - b) how students are assigned to a faculty member or qualified program staff member
 - c) initial and ongoing training for advisors on program-specific matters (e.g., program-specific curricular requirements)
 - d) initial and ongoing training for advisors on other matters (e.g., university or college forms and deadlines, available campus resources, etc.)
 - e) process for changing advisors
 - f) rules for frequency of contact with advisors

(self-study document)

- 2) Analyze the effectiveness (i.e., provide an explanation and interpretation) of the program's current academic advising system drawing on the results of satisfaction information presented in Criterion G1 and any other relevant sources. (self-study document)

G3. Faculty Involvement in Public Health Career Advising

Students receive effective public health career advising. Students are advised by program faculty (as defined in Criterion D) about public health-specific career options via appropriate methods (e.g., activities embedded in the required curriculum, individual or group advising appointments) beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion.

Required documentation:

- 1) Describe the program's provision of career advising, including the following:
 - a) how program faculty provide career advising (e.g., via individual advising appointments, events embedded in required classes, etc.)
 - b) how students are assigned to a specific program faculty member for career advising, if applicable
 - c) initial and ongoing training for individuals who provide public health career advising

(self-study document)
- 2) Analyze the effectiveness (i.e., provide an explanation and interpretation) of the program's current career advising system drawing on the results of satisfaction information presented in Criterion G1 and any other relevant sources. (self-study document)

H1. Diversity and Cultural Humility

Aspects of diversity include ability/disability, age, citizenship or national origin, community affiliation, country of birth, culture, ethnicity, first-generation students, gender, gender identity and expression, health status, historical under-representation, language, political ideology, privilege, race, refugee status, religion/spirituality, sexual orientation, shared ancestry or ethnographic characteristics, socioeconomic status, tribal sovereign status, and veteran status. This list is not intended to be exhaustive.¹⁴

Cultural humility, in this criterion's context, refers to bridging the cultural gap between individuals and communities to promote culturally sensitive and population-centric strategies. It involves being aware of cultural biases, acquiring knowledge about different cultures, and demonstrating respect and sensitivity to diverse cultural perspectives. By doing so, individuals can build trust, establish effective communication, and engage communities in a manner that is respectful of cultural beliefs and values.

The program defines systematic, coherent, and long-term efforts to incorporate elements of diversity and cultural humility. Considerations may relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.

The program also provides a learning environment that prepares students to engage with diverse populations.

Programs advance diversity and cultural humility through a variety of practices, which may include the following:

- **incorporation of diversity and cultural humility considerations in the curriculum**
- **recruitment and retention of diverse faculty, staff, and students**

¹⁴ CEPH understands that the definition of diversity in non-U.S. settings, as well as the ability to track such data, differs greatly from that in the United States. This does not, however, relieve international programs from the obligation to demonstrate efforts and outcomes related to diversity and cultural humility, as defined in appropriate local contexts.

- **development and/or implementation of practices that support equity and inclusion**
- **reflection of diversity and cultural humility in the types of scholarship and/or community engagement conducted**
- **assessing the program's learning environment and engaging in continuous improvement activities**

Required documentation:

- 1) Describe the program's actions and strategies to advance diversity and cultural humility. (self-study document)
- 2) Discuss the program's successes and/or challenges in advancing diversity and cultural humility. (self-study document)
- 3) Discuss plans and/or opportunities for change in efforts to advance diversity and cultural humility. (self-study document)

I1. Information Accuracy

Catalogs and bulletins used by the program, whether produced by the program, department, school, college, or the institution, to describe its educational offerings accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements. Advertising, promotional materials, recruitment literature, and other supporting material, in whatever medium it is presented, contains accurate information.

Required documentation:

- 1) Describe the manner in which catalogs and bulletins used by the program are updated to accurately describe its educational offerings, academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements. (self-study document)
- 2) Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements. (electronic resource file)

I2. Student Complaint Processes

The program maintains clear, publicly available policies on student grievances or complaints and maintains records on the aggregate number of complaints received for the last three years.

Required documentation:

- 1) Describe the manner in which student grievances and complaints are addressed, including the number of grievances and complaints filed for each of the last three years. (self-study document)
- 2) Provide supporting documents relating to grievance and complaint procedures and recordkeeping. For each piece of evidence provided, list the relevant document(s) and page(s) (e.g., Faculty meeting minutes, May 12, 2024, pp. 3-4). Provide hyperlinks to documents if they are available online, or include in the electronic resource file copies of any documents that are not available online. (electronic resource file)

J1. Distance Education Program Offerings (ONLY REQUIRED for programs of study listed as distance-based in Template Intro-1)

The distance-based program offering a) is consistent with the mission of the program and within the program's established areas of expertise; b) is guided by clearly articulated *competencies* that are rigorously evaluated; c) is subject to the same quality control processes as other degree programs in the institution; and d) provides planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of online learners.

Required documentation:

- 1) Describe how the distance-based offerings are consistent with the program's mission and within the program's established areas of expertise. (self-study document)
- 2) Describe how the distance-based offerings are guided by clearly articulated competencies that are rigorously evaluated. (self-study document)
- 3) Describe how the distance-based offerings are subject to the same quality control processes as other degree programs in the institution. (self-study document)
- 4) Describe how the distance-based offerings provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of online learners. (self-study document)

J2. Student Interaction in Distance-based Offerings (ONLY REQUIRED for programs of study listed as distance-based in Template Intro-1)

The program assures regular and substantive interaction between and among students and the instructor either synchronously and/or asynchronously.

Required documentation:

- 1) Describe how regular and substantive interaction between and among students and faculty is achieved. (self-study document)

J3. Program Support in Distance-based Offerings (ONLY REQUIRED for programs of study listed as distance-based in Template Intro-1)

The university provides needed support for the program, including administrative, communication, IT, and student services.

Required documentation:

- 1) Describe support services specific to the distance learning program including the following:
 - a) administration
 - b) communication
 - c) information technology
 - d) student services

(self-study document)

J4. Program Effectiveness in Distance-based Offerings (ONLY REQUIRED for programs of study listed as distance-based in Template Intro-1)

There is an ongoing effort to evaluate the academic effectiveness of the distance-based delivery format, to assess learning methods, and to systematically use this information to stimulate program

improvements. Evaluation of competencies and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable place-based (in-residence) program.

Required documentation:

- 1) Describe the distance education programs, including the following:
 - a) an explanation of the model or methods used
 - b) the program's rationale for offering these programs
 - c) the manner in which it provides necessary administrative, IT, and student support services
 - d) the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the university
 - e) the manner in which it evaluates the educational outcomes, as well as the format and methods

(self-study document)

J5. Student Identity in Distance-based Offerings (ONLY REQUIRED for programs of study listed as distance-based in Template Intro-1)

The program has processes in place through which it establishes that the student who registers in a distance-based program or a course within a distance-based program is the same student who participates in and completes the course or degree and receives the academic credit. Student identity may be verified by using, at the option of the institution, methods such as a secure login and pass code; proctored examinations; and new or other technologies and practices that are effective in verifying student identity. These processes may be administered through the institution. The institution notifies students in writing that it uses processes that protect student privacy and alerts students to any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

Required documentation:

- 1) Describe the processes that the program or institution uses to verify that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit. (self-study document)

Definitions

1. **Sufficient faculty resources** are determined with institutional context; considerations include the following:
 - a) type of instruction (e.g., classes with heavy writing and classes with a practice component require more resources.)
 - b) number of concentrations
 - c) overall responsibilities for students (e.g., academic advising, career advising)
 - d) level of courses (introductory/survey courses versus advanced courses)
2. **Full-time and part-time faculty** designations are not related to type of program courses taught (e.g., foundational/core or concentration) or level of responsibilities to the program. **Full-time faculty** are those defined as holding full-time employment with the institution, using the institution's definition. **Part-time faculty** are those who do not meet the institution's definition of full-time. **Full-time and part-time** designations are independent of factors such as rank and tenure status.
3. **Sufficient student-faculty ratios (SFR)** are defined in each program's context and depend on a number of factors, including the institutional environment and typical ratios for comparable baccalaureate degree programs. One important consideration in determining adequacy is determining whether instruction is practice-based (sometimes referred to as "methods" courses) or theory-based (sometimes referred to as "content" courses). Practice-based instruction typically requires lower SFR than theory-based instruction.
4. A degree in a **public health discipline** is a degree titled "public health" or a degree in a public health concentration or specialty area. These areas may include, but are not limited to, fields of study such as health education/promotion, global health, health services research, maternal and child health, health economics, epidemiology, or public health nutrition. This set of examples is not intended to be exhaustive.
5. Faculty members demonstrate that they are **informed and current** in their disciplines through a variety of methods, including the following: publishing peer-reviewed scholarship, presenting at peer-reviewed conferences, attending relevant conferences and seminars, updating syllabi to reflect recent developments in a field, participating in peer-review activities, etc.
6. **Competencies** state what students are expected to be able to do upon completion of the program. Competencies should be clear and begin with an action verb that denotes the level of performance expected.
7. **Concentration** refers to any area of study that the program advertises as available to students via its catalog and/or website. For example, a BSPH in health promotion is a concentration. A BSPH with focus areas in community health, health policy, and epidemiology would be three concentrations. **For programs that do not define a specific concentration (e.g., BSPH in public health, BS in health sciences, public health concentration), "public health" is considered to be the concentration.** Programs are free to name all concentrations as they wish to provide clarity to students and the public.

In these criteria, "concentration" is synonymous with terms such as "specialization," "emphasis area," "track," and "focus area," and, in some cases "certificate." A certificate is equivalent to a concentration only when completion of a certificate is universally required to fulfill degree requirements.

8. **Distance-based offerings** are those that are explicitly designed to be accessed remotely so that a student could feasibly complete the degree while residing outside reasonable commuting distance to the campus. Students may have to travel to campus for short intervals (e.g., an initial orientation, a four-day intensive capstone course, etc.), but the program of study is structured to be accessible to a student living across the country from the campus.
9. **Program effectiveness** refers to measures of the program's success in meeting its intended outcomes and is distinct from measurements of student learning. One measure of program effectiveness might

be the percentage of learners who successfully complete an activity, but the unit of analysis in program effectiveness is the program, rather than the student. Student learning outcomes are addressed separately in these criteria.

10. Aspects of **diversity** include ability/disability, age, citizenship or national origin, community affiliation, country of birth, culture, ethnicity, first-generation students, gender, gender identity and expression, health status, historical under-representation, language, national origin, political ideology, privilege, race, refugee status, religion/spirituality, sexual orientation, socioeconomic status, tribal sovereign status, and veteran status. This list is not intended to be exhaustive.
11. **Cultural humility**, in the context of these criteria, refers to bridging the cultural gap between individuals and communities to promote culturally sensitive and population-centric strategies. It involves being aware of cultural biases, acquiring knowledge about different cultures, and demonstrating respect and sensitivity to diverse cultural perspectives. By doing so, individuals can build trust, establish effective communication, and engage communities in a manner that is respectful of cultural beliefs and values.