

## Summary of key changes & principles for MPH concentration, APE, ILE, etc.

This proposed revision draws on the Council’s experience over the last 10 years with the criteria, including evaluations from site visitors and units undergoing review.

The suggested revisions align with the goal of focusing on quality graduate-level education and reducing reporting requirements where possible.

More specifically, there is a reduced emphasis on syntax (e.g., competency statements with specific attributes) and on precisely documenting alignment between statements of learning and student work. The revisions aim to refocus attention on ensuring that students complete appropriately advanced work through curricular experiences that prepare them for post-graduation careers. The intended emphasis is on thoughtfulness and quality in instruction and assessment, with reduced requirements for tracking and matching competencies and outcomes.

The approach to curricular requirements draws on a number of sources, including the [Transformative Approaches to Teaching and Learning Report](#) from the [Framing the Future initiative](#).

Note that criterion numbering begins with MPH.3 because MPH.1 and MPH.2, Foundational Knowledge and Foundational Competencies, were already released for public comment.

Highlights of some of the proposed changes are below:

<b>Concentrations (or generalist degree)</b>	
<b>Current (D4)</b>	<b>Proposed (MPH.3-MPH.5)</b>
Sufficient depth of coursework and experiences to warrant awarding a degree in the designated field, which typically requires at least 20% of coursework or nine of 42 semester credits beyond foundational courses	At least nine semester credits of defined coursework beyond foundational
At least five competencies per concentration	Transparent communication of the focus and intended outcomes for the plan of study; can take the form of competencies or another appropriate format (e.g., description that does not use competency syntax)
Defined assessments for each concentration competency, no samples of student work required	At least two “signature assessments” per concentration that demonstrate knowledge and skills: robust, graduate-level assignments  Signature assessments are course assignments completed within the nine semester credits listed in MPH.3 that reflect authentic learning  Samples of student work available to provide context for signature assessments

<b>Applied Practice Experience (APE)</b>	
<b>Current (D5)</b>	<b>Proposed (MPH.6)</b>
Students complete practice experience in an appropriate setting	Students complete practice experience in appropriate setting; enhanced guidance on types of settings that are appropriate
	Must involve regular communication, collaboration, and/or mentorship with preceptor
Students are assessed based on portfolio of at least two practical, non-academic work products produced for the site's use and benefit	<p>Each student produces their own portfolio of practice products</p> <ul style="list-style-type: none"> <li>• for the site's use and benefit</li> <li>• based on site's requests and/or specifications</li> <li>• equivalent to the types of work products an employee of the organization might produce</li> <li>• products should typically not be proprietary &amp; should be available to faculty for assessment</li> </ul> <p>Focus on ensuring that portfolio showcases the range of work at the practice site rather than counting the number of documents</p>
	Portfolio includes reflection on how the practice products relate to student's plan of study and/or future career path
Practice products demonstrate at least five competencies, at least three of which are foundational	Portfolio, as a whole, reflects graduate-level work and demonstrates that student has practiced skills relevant to plan of study and/or intended career path
	Experience is guided by clear written documentation, outlining all parties' responsibilities
Review of student performance is based on validating that work products demonstrate listed competencies	<p>Faculty or qualified staff must 1) approve a plan, 2) provide support to student and preceptor throughout, and 3) assess at end</p> <p>Assessment must consider the quality of materials in the portfolio in the context of student's plan of study</p>
<p>Opportunities may include the following:</p> <ul style="list-style-type: none"> <li>• a practicum or internship completed during a summer or academic term</li> <li>• course-based activities (e.g., performing a needed task for a public health or health care organization under the supervision of a faculty member as an individual or group of students)</li> <li>• activities linked to service learning, as defined by the program, school, or university</li> <li>• co-curricular activities (e.g., service and volunteer opportunities, such as those organized by a student association)</li> <li>• a blend of for-credit and/or not-for-credit activities</li> </ul>	No APE waivers allowed, but units may tailor pathways to producing the portfolio that are sensitive to students' needs and career paths

<b>Integrative Learning Experience (ILE)</b>	
<b>Current (D7)</b>	<b>Proposed (MPH.7)</b>
Experience at or near the end of the program of study	Experience at or near the end of the program of study
Culminating experience that produces high-quality written product that can take many forms	<ul style="list-style-type: none"> <li>• Suitable to serve as the culmination of a master's degree</li> <li>• Requires professional and/or academic writing in sentences and paragraphs</li> <li>• Produces a comprehensive, analytical practice-based or scholarly product that is grounded in evidence</li> <li>• Includes a review and/or analysis of the relevant literature</li> <li>• Distinct from any requirements associated with APE (MPH.6)</li> </ul>
Demonstrates synthesis of competencies: at least 3 total, drawn from foundational and concentration	Reflects intended focus and outcomes stated in MPH.4
"The experience may be group-based or individual. In group-based experiences, the school or program documents that the experience provides opportunities for individualized assessment of outcomes."	Must be submitted by individuals, not in groups
Faculty review student performance and ensure that it assesses the selected competencies	Faculty or qualified staff approve a plan, provide support or consultation, and assess performance using a rubric or similar document that lists the expected formal and substantive requirements

<b>Lifelong Learning</b>	
<b>Current</b>	<b>Proposed (MPH.8)</b>
	Unit defines plan to ensure cultivation of skills and mindsets needed for ongoing learning and growth as a public health professional throughout graduates' careers
	<p>All students exposed to professional structures to support lifelong learning, specifically:</p> <ul style="list-style-type: none"> <li>• APHA &amp; state or regional PHAs as appropriate</li> <li>• CPH credential</li> <li>• Any other relevant orgs or credentials specific to the unit and/or plan of study, as applicable</li> </ul>