

ACCREDITATION CRITERIA

SCHOOLS OF PUBLIC HEALTH & PUBLIC HEALTH PROGRAMS

AMENDED AUGUST 2021



Council on Education for Public Health
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1 **Introduction¹**
2

3 **1) Describe the institutional environment, which includes the following:**
4

- 5 a. year institution was established and its type (e.g., private, public, land-grant, etc.)
- 6 b. number of schools and colleges at the institution and the number of degrees offered by the
7 institution at each level (bachelor's, master's, doctoral and professional preparation degrees)
- 8 c. number of university faculty, staff, and students
- 9 d. brief statement of distinguishing university facts and characteristics
- 10 e. names of all accrediting bodies (other than CEPH) to which the institution responds. The list must
11 include the ~~regional~~ ~~institutional~~ accreditor for the university as well as all specialized accreditors
12 to which any school, college or other organizational unit at the university responds (list may be
13 placed in the electronic resource file)
- 14 f. brief history and evolution of the school of public health (SPH) or public health program (PHP)
15 and related organizational elements, if applicable (e.g., date founded, educational focus, other
16 degrees offered, rationale for offering public health education in unit, etc.)

17
18 **2) Organizational charts that clearly depict the following related to the school or program:**
19

- 20 a. the school or program's internal organization, including the reporting lines to the dean/director
- 21 b. the relationship between the school or program and other academic units within the institution.
22 For programs, ensure that the chart depicts all other academic offerings housed in the same
23 organizational unit as the program. Organizational charts may include committee structure
24 organization and reporting lines
- 25 c. the lines of authority from the school or program's leader to the institution's chief executive officer
26 (president, chancellor, etc.), including intermediate levels (e.g., reporting to the president through
27 the provost)
- 28 d. for multi-partner schools and programs (as defined in Criterion A2), organizational charts must
29 depict all participating institutions

30
31 **3) An instructional matrix presenting all of the school or program's degree programs and
32 concentrations including bachelor's, master's and doctoral degrees, as appropriate.² Present
33 data in the format of Template Intro-1.**
34

35 The matrix must

- 36 • show undergraduate and graduate degrees
- 37 • distinguish between professional and academic degrees for all graduate public health degrees
38 offered
- 39 • identify whether public health degrees/concentrations are offered in campus-based, distance
40 learning, ~~or both formats~~ ~~or executive formats~~
- 41 • SPH only: distinguish public health degrees from other degrees

42
43 Non-degree programs, such as certificates or continuing education, should not be included in the
44 matrix.
45

¹ Required, but no compliance findings will be returned. This information serves as a summary to orient readers to the university and the SPH/PHP.

² Schools must report all degree programs housed in the school or college and should review the [Degree Classification Key](#) available on the CEPH website.

Programs should list only the degree programs within the unit of accreditation. Contact CEPH staff with questions about the unit of accreditation.

See "Definitions" at the end of this document for additional information.

46 **4) Enrollment data for all of the school or program's degree programs, including bachelor's,**
47 **master's and doctoral degrees, in the format of Template Intro-2. Schools that house "other"**
48 **degrees and concentrations (as defined in Criterion D18) should separate those degrees and**
49 **concentrations from the public health degrees for reporting student enrollments. For example, if a**
50 **school offers a BS in public health and a BS in exercise science, student enrollment data should**
51 **be presented separately. Data on "other" degrees and concentrations may be grouped together as**
52 **relevant to the school.**

53
54

55 **A1. Organization and Administrative Processes (SPH and PHP)**

56
57 **The school or program demonstrates effective administrative processes that are sufficient to**
58 **affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation.**

59
60 **The school or program establishes appropriate decision-making structures for all significant**
61 **functions and designates appropriate committees or individuals for decision making and**
62 **implementation.**

63
64 **School or program faculty have formal opportunities for input in decisions affecting the following:**

- 65
66
 - 67 • **degree requirements**
 - 68 • **curriculum design**
 - 69 • **student assessment policies and processes**
 - 70 • **admissions policies and/or decisions**
 - 71 • **faculty recruitment and promotion**
 - 72 • **research and service activities**

73 **The school or program ensures that faculty (including full-time and part-time faculty) regularly**
74 **interact with their colleagues and are engaged in ways that benefit the instructional program (e.g.,**
75 **participating in instructional workshops, engaging in program- or school-specific curriculum**
76 **development and oversight).**

77
78 **Required documentation:**

79
80 1) **List the school or program's standing and significant ad hoc committees. For each, indicate the**
81 **formula for membership (e.g., two appointed faculty members from each concentration) and list**
82 **the current members. (self-study document)**

83
84 Programs should generally focus the response on the specific committees that govern the unit of
85 accreditation, not on departmental or school committees that oversee larger organizational units.
86 (self-study document)

87
88 2) **Briefly describe which committee(s) or other responsible parties make decisions on each of the**
89 **following areas and how the decisions are made:**

- 90
91
 - 92 a. **degree requirements**
 - 93 b. **curriculum design**
 - 94 c. **student assessment policies and processes**
 - 95 d. **admissions policies and/or decisions**
 - 96 e. **faculty recruitment and promotion**
 - 97 f. **research and service activities**

98 (self-study document)

99 3) **A copy of the bylaws or other policy documents that determine the rights and obligations of**
100 **administrators, faculty, and students in governance of the school or program. (electronic resource**
101 **file)**

102
103 4) **Briefly describe how faculty contribute to decision-making activities in the broader institutional**
104 **setting, including a sample of faculty memberships and/or leadership positions on committees**
105 **external to the unit of accreditation. (self-study document)**

106
107 5) **Describe how full-time and part-time faculty regularly interact with their colleagues (self-study**
108 **document) and provide documentation of recent interactions, which may include minutes,**
109 **attendee lists, etc. (electronic resource file)**

110
111 6) If applicable, assess strengths and weaknesses related to this criterion and plans for
112 improvement in this area. (self-study document)

113
114
115 **A2. Multi-Partner Schools and Programs (SPH and PHP—applicable ONLY if functioning as a**
116 **“collaborative unit” as defined in CEPH procedures)**

117
118 **When a school or program is sponsored by more than one ~~regionally-accredited~~ institution**
119 **holding institutional accreditation and is operated as a single organizational unit, the school or**
120 **program defines a clear and comprehensive set of organizational rights and responsibilities that**
121 **address operational, curricular and resource issues. Memoranda of agreement or other similar**
122 **documents outline all such rights and responsibilities.**

123
124 **The school or program has a single identified leader (dean or director) and a cohesive chain of**
125 **authority for all decision making relevant to the educational program that culminates with this**
126 **individual.**

127
128 Required documentation:

- 129
130 1) Describe the major rights and responsibilities of each participating institution. (self-study
131 document)
- 132
133 2) A copy of the formal written agreement that establishes the rights and obligations of the
134 participating universities regarding the school or program’s operation. (electronic resource file)
- 135
136 3) Describe the role and responsibilities of the identified leader. (self-study document)
- 137
138 4) If applicable, assess strengths and weaknesses related to this criterion and plans for
139 improvement in this area. (self-study document)
- 140
141

142 **A3. Student Engagement (SPH and PHP)**

143
144 **Students have formal methods to participate in policy making and decision making within the**
145 **school or program, and the school or program engages students as members on decision-making**
146 **bodies whenever appropriate.**

147
148 Required documentation:

- 149
150 1) Describe student participation in policy making and decision making at the school or program
151 level, including identification of all student members of school or program committees over the
152 last three years, and student organizations involved in school or program governance, if relevant
153 to this criterion. Schools should focus this discussion on students in public health degree
154 programs. (self-study document)
- 155
156 2) If applicable, assess strengths and weaknesses related to this criterion and plans for
157 improvement in this area. (self-study document)
- 158
159

160 **A4. Autonomy for Schools of Public Health (SPH only)**

161
162 **A school of public health operates at the highest level of organizational status and independence**
163 **available within the university context. If there are other professional schools in the same**
164 **university (e.g., medicine, nursing, law, etc.), the school of public health shall have the same**

165 **degree of independence accorded to those professional schools. Independence and status are**
166 **viewed within the context of institutional policies, procedures, and practices.**

167
168 Required documentation:

- 169 1) Briefly describe the school's reporting lines up to the institution's chief executive officer. The
170 response may refer to the organizational chart provided in the introduction. (self-study document)
- 171 2) Describe the reporting lines and levels of autonomy of other professional schools located in the
172 same institution and identify any differences between the school of public health's reporting
173 lines/level of autonomy and those of other units. (self-study document)
- 174 3) If applicable, assess strengths and weaknesses related to this criterion and plans for
175 improvement in this area. (self-study document)

176 177 178 179 180 **A5. Degree Offerings in Schools of Public Health (SPH only)**

181 **A school of public health offers a professional public health master's degree (e.g., MPH) in at least**
182 **three ~~distinct~~ concentrations representing at least three distinct sub-disciplinary areas³ in public**
183 **health ~~(as defined by competencies in Criterion D4)~~ and public health doctoral degree programs**
184 **(academic or professional) in at least two concentrations representing at least two distinct sub-**
185 **disciplinary areas in public health ~~(as defined by competencies in Criterion D4)~~.⁴ A school may**
186 **offer more degrees or concentrations at either degree level.**

187
188
189 Required documentation:

- 190 1) Affirm that the school offers professional public health master's degree concentrations in at least
191 three areas and public health doctoral degree programs of study in at least two areas. Template
192 Intro-1 may be referenced for this purpose. (self-study document)
- 193 2) An official catalog or bulletin that lists the degrees offered by the school. (electronic resource file
194 or hyperlink in self-study document)

195 196 197 198 199 **B1. Guiding Statements (SPH and PHP)**

200 **The school or program defines a *vision* that describes how the community/world will be different**
201 **if the school or program achieves its aims.**

202 **The school or program defines a *mission statement* that identifies what the school or program will**
203 **accomplish operationally in its instructional, community engagement and scholarly activities. The**
204 **mission may also define the school or program's setting or community and priority population(s).**

205 **The school or program defines *goals* that describe strategies to accomplish the defined mission.**
206
207
208
209

³ General public health is not construed to be a sub-disciplinary area in this criterion's intent, nor are joint degrees (e.g., DVM-MPH). Sub-disciplines might include epidemiology, maternal & child health, health services administration, environmental health sciences, global health, etc.

⁴ The language related to doctoral degrees is intended to suggest that any of the following would be acceptable (as well as many other combinations): DrPH in ~~general~~-public health practice and PhD in health policy; PhD with concentrations in biostatistics and environmental health; DrPH in community health and ScD in epidemiology; DrPH with concentrations in social and behavioral sciences and global health; etc.

210
211 The school or program defines a statement of *values* that informs stakeholders about its core
212 principles, beliefs, and priorities.

213
214 Together, the school or program's guiding statements must address instruction, scholarship, and
215 service and

- 216
- 217 • must define the ways in which the school or program plans to 1) advance the field of public
218 health and 2) promote student success.
- 219
- 220 • may derive from the purposes of the parent institution but also reflect the school or program's
221 own aspirations and respond to the needs of the school or program's intended service
222 area(s).
- 223
- 224 • are sufficiently specific to allow the school or program to rationally allocate resources and to
225 guide evaluation of outcomes.
- 226

227 Required documentation:

- 228
- 229 ~~1) A one- to three-page document that, at a minimum, presents the~~ 1) The school or program's vision,
230 mission, goals, and values. (self-study document)
- 231 ~~2) —~~
- 232 ~~3) 1) This document may take the form of the executive summary of a strategic plan, or it may take~~
233 ~~other forms that are appropriate to support the school or program's ongoing efforts to advance~~
234 ~~public health and student success.~~
- 235
- 236 ~~4) 2) If applicable, a school- or program-specific strategic plan or other comparable document.~~
237 (electronic resource file)
- 238
- 239 ~~5) 3) If applicable, assess strengths and weaknesses related to this criterion and plans for~~
240 improvement in this area. (self-study document)
- 241

242 **B2. Defining Evaluation and Quality Improvement Practices** (SPH and PHP) **[Criteria B2-B5 also**
243 **reordered from previous versions]**

244
245 The school or program defines and consistently implements an evaluation plan appropriate
246 ~~evaluation methods and measures that~~ fulfills the following functions:

- 247
- 248 • includes all measures listed in Appendix 1 in these Accreditation Criteria
- 249 • provides information that allows the school or program to determine its effectiveness in
250 advancing its mission and goals (as defined in Criterion B1)
 - 251 ○ Measures must capture all aspects of the unit's mission and goals. In most cases,
252 this will require supplementing the measures captured in Appendix 1 with
253 additional measures that address the unit's unique context.
- 254 • defines a process to engage in regular, substantive review of evaluation findings, as well
255 as strategic discussions about their implications
- 256 • allows the school or program to make data-driven quality improvements e.g., in
257 curriculum, student services, advising, faculty functions, research and extramural service,
258 and operations, as appropriate
- 259

260 ~~The evaluation plan is ongoing, systematic, and well-documented. The chosen evaluation~~
261 ~~methods and measures must track the school or program's progress in 1) advancing the field of~~
262 ~~public health (addressing instruction, scholarship, and service) and 2) promoting student~~
263 ~~success.~~
264

265 Required documentation:

266
267 1) Present an evaluation plan that, ~~at a minimum,~~ lists the following for each required element in
268 Appendix 1:

- 269 a. the specific data source(s) for each listed element (e.g., alumni survey, student database)
270 b. a brief summary of the method of compiling or extracting information from the data
271 source
272 c. the entity or entities (generally a committee or group) responsible for reviewing and
273 discussing each element and recommending needed improvements, when applicable
274 d. the timeline for review (e.g., monthly, at each semester's end, annually in September)

275 See Template B2-1. (self-study document)

276
277 ~~1) Briefly describe how the chosen evaluation methods and measures track the school or program's~~
278 ~~progress in advancing the field of public health (including instruction, scholarship, and service)~~
279 ~~and promoting student success. (self-study document)~~

280
281 2) Provide evidence of implementation of the plan described in Template B2-1. Evidence may
282 include reports or data summaries prepared for review, notes from meetings at which results
283 were discussed, etc. ~~Evidence must document examination of progress and impact on both public~~
284 ~~health as a field and student success.~~ (electronic resource file)

285
286 3) Provide at least three specific examples of improvements undertaken in the last three years
287 based on the evaluation plan. At least one of the changes must relate to an area other than the
288 curriculum. See Template B2-2. (self-study document)

289
290 If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this
291 area. (self-study document)

292
293 **B3. Graduation Rates (SPH and PHP) [Criteria B2-B5 also reordered from previous versions]**

294
295 **The school or program collects and analyzes graduation rate data for each public health degree**
296 **offered (e.g., BS, MPH, MS, PhD, DrPH).⁵**

297
298 **The school or program achieves graduation rates of 70% or greater for bachelor's and master's**
299 **degrees and 60% or greater for doctoral degrees.**

300
301 Required documentation:

302
303 1) Graduation rate data for each public health degree. See Template B3-1. (self-study document)

304
305 2) Data on public health doctoral student progression in the format of Template B3-2. (self-study
306 document)

307
308 3) Explain the data presented above, including identification of factors contributing to any rates that
309 do not meet this criterion's expectations and plans to address these factors. (self-study
310 document)

311
312 4) If applicable, assess strengths and weaknesses related to this criterion and plans for
313 improvement in this area. (self-study document)

⁵ **SPH only:** Provide data on public health degrees only. For those degrees (e.g., BS) in which the school offers a mix of public health concentrations and "other" concentrations, the school should present data ONLY for the public health concentrations. Schools that include such "mixed" degrees should list the specific concentrations that are included in each data set. See "Definitions" at the end of this document and the [Degree Classification Key](#) available on the CEPH website.

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B4. Post-Graduation Outcomes (SPH and PHP) [Criteria B2-B5 also reordered from previous versions]

The school or program collects and analyzes data on graduates' employment or enrollment in further education post-graduation, for each public health degree offered (e.g., BS, MPH, MS, PhD, DrPH).

The school or program chooses methods that are explicitly designed to minimize the number of students with unknown outcomes. This expectation includes collecting data that accurately presents outcomes for graduates within approximately one year of graduation, since collecting data shortly before or at the exact time of graduation will result in underreporting of employment outcomes for individuals who begin their career search at graduation. In many cases, these methods will require multiple data collection points. The school or program need not rely solely on self-report or survey data and should use all possible methods for collecting outcome data.

The school or program achieves rates of 80% or greater employment or enrollment in further education within the defined time period for each degree.⁶

Required documentation:

- 1) Data on post-graduation outcomes (employment or enrollment in further education) for each public health degree. See Template B4-1. (self-study document)
- 2) Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors. (self-study document)
- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

B5. Alumni Perceptions of Curricular Effectiveness (SPH and PHP) [Criteria B2-B5 also reordered from previous versions]

For each degree offered,⁷ the school or program collects information on alumni⁸ perceptions of their preparation for the workforce (or for further education, if applicable). Data collection must elicit information on what skills are most useful and applicable in post-graduation destinations, areas in which graduates feel well prepared, and areas in which they would have benefitted from more training or preparation. ~~own success in achieving defined competencies while enrolled in the program of study and of their ability to apply these competencies in their post-graduation placements.~~

The school or program defines qualitative and/or quantitative methods designed to ~~maximize response rates and~~ provide useful information on the issues outlined above. "Useful information" refers to information that provides the unit with a reasonable basis for making curricular and related improvements. Qualitative methods may include focus groups, key informant interviews, etc.

⁶ **SPH only:** See footnote 5.

⁷ **SPH only:** See footnote 5.

⁸ Data from recent graduates within the last five years are typically most useful, as distal graduates may not have completed the curriculum that is currently offered.

362 **The school or program documents and regularly examines its methodology, making revisions as**
363 **necessary, as well as its substantive outcomes to ensure useful data.**

364 Required documentation:

- 365
366
367
- 368 1) Summarize the findings of alumni self-assessment of their ~~ability to apply competencies after~~
369 ~~graduation~~ preparation for post-graduation destinations. (self-study document)
 - 370
371 2) Provide full documentation of the methodology and findings from ~~alumni~~ quantitative and/or
372 qualitative data collection. (electronic resource file)
 - 373
374 3) If applicable, assess strengths and weaknesses related to this criterion and plans for
375 improvement in this area. (self-study document)
- 376

377 **~~B6. Use of Evaluation Data (SPH and PHP)~~**

378
379 ~~The school or program engages in regular, substantive review of all evaluation findings, as well as~~
380 ~~strategic discussions about the implications of evaluation findings.~~

381
382 ~~The school or program implements an explicit process for translating evaluation findings into~~
383 ~~programmatic plans and changes and provides evidence of changes implemented based on~~
384 ~~evaluation findings.~~

385
386 Required documentation:

387
388 ~~Provide two to four specific examples of programmatic changes undertaken in the last three years~~
389 ~~based on evaluation results. For each example, describe the specific evaluation finding and the~~
390 ~~groups or individuals responsible for determining the planned change, as well as identifying the~~
391 ~~change itself. (self-study document)~~

- 392
393 ~~1) If applicable, assess strengths and weaknesses related to this criterion and plans for~~
394 ~~improvement in this area. (self-study document)~~

395 396 **C1. Fiscal Resources (SPH and PHP)**

397
398 **The school or program has financial resources adequate to fulfill its stated mission and goals.**
399 **Financial support is adequate to sustain all core functions, including offering coursework and**
400 **other elements necessary to support the full array of degrees and ongoing operations.**

401
402 Required documentation:

- 403
404 1) Describe the school or program's budget processes, including all sources of funding. This
405 description addresses the following, as applicable:
- 406
407 a) Briefly describe how the school or program pays for faculty salaries. For example, are faculty
408 salaries fully guaranteed, or are faculty expected to raise funds to support salaries? If this
409 varies by individual or appointment type, indicate this, and provide examples. For programs, if
410 faculty salaries are paid by an entity other than the program (such as a department or
411 college), explain.
 - 412
413 b) Briefly describe how the school or program requests and/or obtains additional faculty or staff
414 (additional = not replacements for individuals who left). If multiple models are possible,
415 indicate this and provide examples.
 - 416
417 c) Describe how the school or program funds the following:

- 418 a. operational costs (schools and programs define “operational” in their own contexts;
419 definition must be included in response)
420 b. student support, including scholarships, support for student conference travel,
421 support for student activities, etc.
422 c. faculty development expenses, including travel support. If this varies by individual or
423 appointment type, indicate this, and provide examples
424
425 d) In general terms, describe how the school or program requests and/or obtains additional
426 funds for operational costs, student support and faculty development expenses.
427
428 e) Explain how tuition and fees paid by students are returned to the school or program. If the
429 school or program receives a share rather than the full amount, explain, in general terms,
430 how the share returned is determined. If the school or program’s funding is allocated in a way
431 that does not bear a relationship to tuition and fees generated, indicate this, and explain.
432
433 f) Explain how indirect costs associated with grants and contracts are returned to the school or
434 program and/or individual faculty members. If the school or program and its faculty do not
435 receive funding through this mechanism, explain.
436

437 If the school or program is a multi-partner unit sponsored by two or more universities (as defined
438 in Criterion A2), the responses must make clear the financial contributions of each sponsoring
439 university to the overall school or program budget. The description must explain how tuition and
440 other income is shared, including indirect cost returns for research generated by public health
441 school or program faculty appointed at any institution.
442

443 (self-study document)
444

- 445 2) A clearly formulated school or program budget statement in the format of Template C1-1,
446 showing sources of all available funds and expenditures by major categories, for the last five
447 years.
448

449 PHP only: If a program does not typically have a separate budget, it must present one of the
450 following:
451

- 452 • A budget statement for the organizational unit that houses the program’s budget in the
453 format of Template C1-1 AND an accompanying table, also in Template C1-1 format, that
454 estimates program income and expenditures, line by line, with accompanying narrative
455 explaining the basis for the estimate (e.g., approximately 20% of the department’s salary
456 funds support the program).
457
- 458 • A table that accurately depicts the funding controlled by the program. For example, if the
459 program’s only direct allocation is funds for operations and student support, the budget
460 table would address those categories only. A narrative must accompany the table and
461 explain the reasoning for including/excluding categories of income and expenditures.
462

463 If the program is a multi-partner unit sponsored by two or more universities (as defined in
464 Criterion A2), the budget statement must make clear the financial contributions of each
465 sponsoring university to the overall program budget. (self-study document)
466

- 467 3) If applicable, assess strengths and weaknesses related to this criterion and plans for
468 improvement in this area. (self-study document)
469
470

471 **C2. Faculty Resources (SPH and PHP)** 472

473 The school or program has adequate faculty, including primary instructional faculty and non-
474 primary instructional faculty, to fulfill its stated mission and goals. This support is adequate to
475 sustain all core functions, including offering coursework and advising students. The stability of
476 resources is a factor in evaluating resource adequacy.

477
478 Primary instructional faculty, as defined in these criteria, provide the basis for initial levels of
479 review of the adequacy of a school or program's resources.

480
481 This criterion employs a three-step review (outlined in C2-A through C2-C) in assessing adequacy
482 of faculty resources.

483
484 **Definitions**

485
486 **SPH only: Primary instructional faculty must meet BOTH requirements outlined below:**

- 487
488 • Employed full-time as faculty members appointed in the school (i.e., 1.0 FTE in the unit of
489 accreditation). The school uses the university's definition of "full-time." Individuals
490 appointed in the school with honorary appointments in other disciplines or occasional
491 teaching/advising duties outside the school may count as primary instructional faculty
492 members in some circumstances, but the primary expectation of the individual's
493 employment must be activities associated with the school.
- 494
495 • Have regular responsibility for instruction in the school's public health degree programs
496 as a component of employment. Individuals whose sole instructional responsibility is
497 advising individual doctoral or research students do not meet CEPH's definition of primary
498 instructional faculty, nor do faculty whose regular instructional responsibilities lie with
499 non-public health degrees within the school, if applicable.

500
501 **PHP only: Primary instructional faculty must meet ALL THREE requirements outlined below:**

- 502
503 • Employed full-time as faculty members at the home institution/university. The program
504 uses the university's definition of "full-time."
- 505
506 • Have regular responsibility for instruction in the program as a component of employment.
507 Individuals whose sole instructional responsibility is advising individual doctoral or
508 research students do not meet CEPH's definition of primary instructional faculty.
- 509
510 • Spend a majority of time/effort (i.e., 0.50 FTE or greater) on activities associated with the
511 program, including instruction. Research and service effort should also be included in the
512 FTE allocated to the program if the research or service projects impact the program and
513 its students. The program defines FTE allocations consistently and transparently and can
514 clearly account for all time, effort and instructional or other responsibilities spent on
515 degree programs outside the unit of accreditation.

516
517 **C2-A. Minimum faculty requirement by accreditation unit (SPH and PHP)**

518
519 Schools employ, at a minimum, 21 primary instructional faculty.

520
521 Programs employ, at a minimum, three primary instructional faculty.

522
523 **C2-B. Minimum faculty requirement by range of offerings (SPH and PHP)**

524
525
526

527 Students' access to a range of intellectual perspectives and to breadth of thought in their chosen
528 fields of study is an important component of quality, as is faculty access to colleagues with
529 shared interests and expertise.

530
531 To provide this basic breadth and range and to assure quality, schools and programs employ, at a
532 minimum, three faculty members per concentration area for the first degree level offered.⁹

533
534 Each additional degree level in a concentration requires the addition of one primary instructional
535 faculty member. Thus, a concentration area that solely offers master's degrees requires three
536 faculty members. A concentration offering bachelor's and master's degrees OR master's and
537 doctoral degrees requires four faculty members. A concentration with bachelor's, master's and
538 doctoral-level degrees requires a minimum of five faculty members.

539
540 Additional definitions and specifications for these faculty requirements differ between schools
541 and programs, due to the differing appointment and resource structures in these organizational
542 units. Definitions and specifications are as follows:

543
544 **SPH**

545
546 The three faculty per concentration for the first degree level include the following:

- 547
- 548 • Two primary instructional faculty members
 - 549 ○ These individuals may count among the two faculty (or additional faculty required
 - 550 for adding a degree level) in no more than one additional concentration.
 - 551
 - 552 • One additional faculty member of any type (faculty from another university unit, adjunct
 - 553 faculty, part-time faculty, or primary instructional faculty associated with another
 - 554 concentration area).
 - 555

556 The additional faculty member required for adding a degree level in a concentration area must be
557 a primary instructional faculty member.

558
559 All identified faculty must have regular instructional responsibility in the area. Individuals who
560 perform research in a given area but do not have some regular expectations for instruction cannot
561 serve as one of the three to five listed members.

562
563 **PHP**

564
565 Programs that meet the requirements associated with schools in C2-A (i.e., programs that have
566 21 or more primary instructional faculty dedicated solely to the program (i.e., 1.0 FTE)) may opt to
567 follow the definitions listed above for school faculty.

568
569 For all other programs, the three faculty per concentration for the first degree level include the
570 following:

- 571
- 572 • Two primary instructional faculty members
 - 573 ○ These individuals may count toward the two faculty (or additional faculty required
 - 574 for adding a degree level) in one additional concentration ONLY IF they are
 - 575 allocated to the program at 1.0 FTE and are not shared with other educational

⁹ See "Definitions" at the end of this document.

SPH only: This requirement applies solely to public health degrees and concentrations, as defined in Template Intro-1.

576 programs. Primary instructional faculty who are dedicated to the program at FTE
577 between 0.50 and 0.99 may only count toward the required faculty members in a
578 single concentration.
579

- 580 • One additional faculty member of any type (faculty from another university unit, adjunct
581 faculty, part-time faculty, or primary instructional faculty associated with another
582 concentration area). The additional faculty required for additional degree levels must be
583 primary instructional faculty.
584

585 All identified faculty must have regular instructional responsibility in the area. Individuals who
586 perform research in a given area but do not have some regular expectations for instruction cannot
587 serve as one of the three to five listed members.
588

589 **SPH & PHP**

590 All identified faculty must be qualified to provide instruction in the concentration area, as defined
591 in Criterion E1.
592

593 Criterion E assesses individuals' qualifications vis-à-vis their association with a concentration,
594 degree level and type of degree (e.g., professional or academic).
595

596 In multi-partner schools and programs (i.e., institutions responding to Criterion A2), faculty may
597 be drawn from any of the participating institutions to demonstrate compliance with this aspect of
598 the criteria.
599

600 **C2-C. Faculty resource adequacy, beyond minimum eligibility (SPH and PHP)**

601 In addition to meeting the minimum quantitative standards above, the size of the school or
602 program's faculty complement is appropriate for the size of the student body and supports and
603 encourages effective, regular, and substantive student-faculty interactions.
604

605 Quantitative and qualitative data demonstrate adequacy, specifically the following: appropriate
606 advising ratios; availability of faculty to supervise MPH integrative learning experiences and
607 doctoral students' final projects; and positive student perceptions of class size and faculty
608 availability.
609

610 Required documentation:
611

- 612 1) A table demonstrating the adequacy of the school or program's instructional faculty resources in
613 the format of Template C2-1. (Note: C2-1 has different formats for schools vs. programs.)
614

615 The school or program need not list all faculty but must list sufficient faculty to demonstrate
616 compliance with C2-B and C2-C. For example, if the school or program exceeds the number of
617 faculty needed to document compliance (as defined in these criteria), the school or program may
618 note the number of faculty available in addition to those identified by name in Template C2-1.
619

620 The data reflect the most current academic year at the time of the final self-study's submission
621 and should be updated at the beginning of the site visit if any changes have occurred since self-
622 study submission. (self-study document)
623

- 624 2) Explain the method for calculating FTE for faculty in the templates and evidence of the calculation
625 method's implementation. For schools only, all primary instructional faculty, by definition, are
626 allocated 1.0 FTE. Schools must explain the method for calculating FTE for any non-primary
627 instructional faculty presented in C2-1. Programs must present calculation methods for primary
628 instructional and non-primary instructional faculty. (self-study document)
629
630
631

- 632 3) If applicable, provide a narrative explanation that supplements reviewers' understanding of data
633 in the templates. (self-study document)
634
- 635 4) Data on the following for the most recent year in the format of Template C2-2. See
636 Template C2-2 for additional definitions and parameters.
637
- 638 a. Advising ratios (faculty and, if applicable, staff) by degree level (bachelor's, master's,
639 doctoral), as well as the maximum and minimum. If both faculty and staff advise, present
640 and calculate both ratios
 - 641 b. If applicable, average number of baccalaureate students supervised in a cumulative or
642 experiential activity¹⁰
 - 643 c. Average number of MPH students supervised in an integrative learning experience (as
644 defined in Criterion D7), as well as the maximum and minimum
 - 645 d. Average number of DrPH students advised, as well as the maximum and minimum
 - 646 e. Average number of PhD students advised, as well as the maximum and minimum
 - 647 f. Average number of academic public health master's students advised, as well as the
648 maximum and minimum
- 649

650 As noted in Template C2-2's instructions, schools should only present data on public health
651 degrees and concentrations. If primary instructional faculty, non-primary instructional faculty
652 and/or staff are all regularly involved in these activities, indicate this and present data separately
653 for each group, as applicable.
654

655 Though the self-study requires only the most recent year, the school or program may wish to
656 present additional years of data for context. For example, if the most recent year's results are
657 anomalous, additional data may be helpful.
658

659 (self-study document)
660

- 661 5) Quantitative data on student perceptions of the following for the most recent year:
662
- 663 a. Class size and its relation to quality of learning (e.g., The class size was conducive to my
664 learning)
 - 665 b. Availability of faculty (i.e., Likert scale of 1-5, with 5 as very satisfied)
666

667 Present data by degree level (bachelor's, master's, doctoral), at a minimum. If the school or
668 program wishes to collect and present data by degree (MPH, MS, PhD, DrPH, etc.), degree data
669 may be presented. Schools should only present data on public health degrees and
670 concentrations.
671

672 Though the self-study requires only the most recent year, the school or program may wish to
673 present additional years of data for context. For example, if the most recent year's results are
674 anomalous, additional data may be helpful.
675

676 (self-study document)
677

- 678 6) Qualitative data on student perceptions of class size and availability of faculty. Schools should
679 only present data on public health degrees and concentrations. (summary in self-study and full
680 results/backup documentation in electronic resource file)
681

¹⁰ This reporting element is only required if undergraduate public health students engage in required cumulative or experiential activities (as defined in Criterion D12) that require intensive, individualized faculty supervision and are, thus, relevant to assessing faculty workload and resources.

682 7) If applicable, assess strengths and weaknesses related to this criterion and plans for
683 improvement in this area. (self-study document)
684
685

686 **C3. Staff and Other Personnel Resources (SPH and PHP)** 687

688 **The school or program has staff and other personnel adequate to fulfill its stated mission and**
689 **goals. The stability of resources is a factor in evaluating resource adequacy.**
690

691 **“Staff” are defined as individuals who do not have faculty appointments and for whom staff work**
692 **is their primary function. “Other personnel” includes students who perform work that supports**
693 **the program’s instructional and administrative needs (e.g., individuals who enroll first as students**
694 **and then obtain graduate assistant or other positions at the university are classified as “other**
695 **personnel,” while individuals hired into staff positions who later opt to complete coursework or**
696 **degrees are classified as “staff”).**
697

698 Required documentation:
699

- 700 1) A table defining the number of the school or program’s staff support for the year in which the site
701 visit will take place by role or function in the format of Template C3-1. Designate any staff
702 resources that are shared with other units outside the unit of accreditation. Individuals whose
703 workload is primarily as a faculty member should not be listed. (self-study document)
704
- 705 2) Provide a narrative description, which may be supported by data if applicable, of the contributions
706 of other personnel, as defined in the criterion text above. (self-study document)
707
- 708 3) Provide narrative and/or data that support the assertion that the school or program’s staff and
709 other personnel support is sufficient or not sufficient. (self-study document)
710
- 711 4) If applicable, assess strengths and weaknesses related to this criterion and plans for
712 improvement in this area. (self-study document)
713
714

715 **C4. Physical Resources (SPH and PHP)** 716

717 **The school or program has physical resources adequate to fulfill its stated mission and goals and**
718 **to support instructional programs. Physical resources include faculty and staff office space,**
719 **classroom space, student shared space and laboratories, as applicable.**
720

721 Required documentation:
722

- 723 1) Briefly describe, with data as applicable, the following. (Note: square footage is not required
724 unless specifically relevant to the school or program’s narrative.)
725
 - 726 • Faculty office space
 - 727 • Staff office space
 - 728 • Classrooms
 - 729 • Shared student space
 - 730 • Laboratories, if applicable to public health degree program offerings
731 (self-study document)
732
- 733 2) Provide narrative and/or data that support the assertion that the physical space is sufficient or not
734 sufficient. (self-study document)
735
- 736 3) If applicable, assess strengths and weaknesses related to this criterion and plans for
737 improvement in this area. (self-study document)

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C5. Information and Technology Resources (SPH and PHP)

The school or program has information and technology resources adequate to fulfill its stated mission and goals and to support instructional programs. Information and technology resources include library resources, student access to hardware and software (including access to specific software or other technology required for instructional programs), faculty access to hardware and software (including access to specific software required for the instructional programs offered) and technical assistance for students and faculty.

Required documentation:

- 1) Briefly describe, with data if applicable, the following:
 - library resources and support available for students and faculty
 - student access to hardware and software (including access to specific software or other technology required for instructional programs)
 - faculty access to hardware and software (including access to specific software or other technology required for instructional programs)
 - technical assistance available for students and faculty

(self-study document)

- 2) Provide narrative and/or data that support the assertion that information and technology resources are sufficient or not sufficient. (self-study document)
- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

D1. MPH & DrPH Foundational Public Health Knowledge (SPH and PHP)

The school or program ensures that all MPH and DrPH graduates are grounded in foundational public health knowledge.

Grounding in foundational public health knowledge is measured by the student’s achievement of the learning objectives¹¹ listed below, or higher-level versions of the same objectives.

Profession & Science of Public Health

1. Explain public health history, philosophy, and values
2. Identify the core functions of public health and the 10 Essential Services¹²
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.

¹¹ This document uses the term “learning objectives” to denote that these intended knowledge outcomes are defined in a more granular, less advanced level than the competencies typically used to define outcomes of a graduate-level program of study.

¹² Institutions outside the US may replace the 10 Essential Services with content appropriate to the nation/region.

786 6. Explain the critical importance of evidence in advancing public health knowledge

787

788 **Factors Related to Human Health**

789

790 7. Explain effects of environmental factors on a population's health

791 8. Explain biological and genetic factors that affect a population's health

792 9. Explain behavioral and psychological factors that affect a population's health

793 10. Explain the social, political, and economic determinants of health and how they contribute

794 to population health and health inequities

795 11. Explain how globalization affects global burdens of disease

796 12. Explain an ecological perspective on the connections among human health, animal health

797 and ecosystem health (e.g., One Health)

798

799 The school or program validates MPH and DrPH students' foundational public health knowledge

800 through appropriate methods, which may include the following:

801

802 • The school or program verifies students' previous completion of a CEPH-accredited

803 degree (bachelor's, master's, or doctoral degree)

804 • The school or program implements a test or other assessment tools that address the

805 learning objectives listed above, or higher-level versions of the same objectives

806 • The school or program offers an online or in-person course, for credit or not-for-credit,

807 that incorporates the learning objectives listed above, or higher-level versions of the same

808 objectives

809 • The school or program includes the learning objectives listed above, or higher-level

810 versions of the same objectives, in courses required of all MPH or DrPH students

811

812 Required documentation:

813

814 1) Provide a matrix, in the format of Template D1-1, that indicates how all MPH and DrPH students

815 are grounded in each of the defined foundational public health learning objectives (1-12). The

816 matrix must identify all options for MPH and DrPH students used by the school or program. (self-

817 study document)

818

819 2) Document the methods described above. This documentation must include all referenced syllabi,

820 samples of tests or other assessments and web links or handbook excerpts that describe

821 admissions prerequisites, as applicable. (electronic resource file)

822

823 3) If applicable, assessment of strengths and weaknesses related to this criterion and plans for

824 improvement in this area. (self-study document)

825

826 **D2. MPH Foundational Competencies (SPH and PHP)**

827

828 All MPH graduates demonstrate the following competencies.

829

830 The school or program documents at least one specific, required assessment activity (e.g.,

831 component of existing course, paper, presentation, test) for each competency below, during

832 which faculty or other qualified individuals ~~(e.g., preceptors)~~ (e.g., teaching assistants or other

833 similar individuals without official faculty roles working under a faculty member's supervision)

834 validate the student's ability to perform the competency.

835

836 Assessment opportunities may occur in foundational courses that are common to all students, in

837 courses that are required for a concentration or in other educational requirements outside of

838 designated coursework, but the school or program must assess *all* MPH students, at least once,

839 on each competency. This requirement also applies to students completing an MPH in

840 combination with another degree (e.g., joint, dual, concurrent degrees). ~~For combined-degree~~

841 ~~students, assessment may take place in either degree program.~~

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Assessment may occur in simulations, group projects, presentations, written products, etc.

Since the unit must demonstrate that all students perform all competencies, units must define methods to assess individual students' competency attainment in group projects. Also, assessment should occur in a setting other than an internship, which is tailored to individual student needs and designed to allow students to practice skills previously learned in a classroom. Additionally, assessment must occur outside of the integrative learning experience (see Criterion D7), which is designed to integrate previously-attained skills in new ways.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to ~~the breadth of~~ settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate
4. Interpret results of data analysis for public health research, policy, or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and ~~societal~~-systemic levels

Planning & Management to Promote Health

7. Assess population needs, assets, and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design, ~~or~~ implementation, or critique of public health policies or programs
9. Design a population-based policy, program, project, or intervention
10. Explain basic principles and tools of budget and resource management¹³
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss ~~multiple dimensions of~~ the policy-making process¹⁴, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations¹⁵

¹³ "Resource management" refers to stewardship (planning, monitoring, etc.) of resources throughout a project, not simply preparing a budget statement that projects what resources will be required.

¹⁴ This competency refers to technical aspects of how public policies are created and adopted, including legislative and/or regulatory roles and processes, ethics in public policy making, and the role of evidence in creating policy.

888 **15. Evaluate policies for their impact on public health and health equity**

889

890 **Leadership**

891 **16. Apply leadership and/or management principles to address a relevant issue;¹⁶ ~~of leadership, governance, and management, which include such principles may include creating a vision, empowering others, fostering collaboration, and guiding decision making~~**

892
893
894
895 **17. Apply negotiation and mediation skills to address organizational or community challenges**¹⁷;

896

897
898 **Communication**

899 ~~17,18.~~ **Select communication strategies for different audiences and sectors**

900 ~~18,19.~~ **Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation**

901
902 ~~19,20.~~ **Describe the importance of cultural competence in communicating public health content**

903

904
905 **Interprofessional and/or Intersectoral Practice**

906 ~~20,21.~~ **Integrate perspectives from other sectors and/or professions to promote and advance population health**¹⁸ ~~Perform effectively on interprofessional teams~~

907

908
909 **Systems Thinking**

910 ~~21,22.~~ **Apply a systems thinking tools to visually represent a public health issue in a format other than standard narrative**¹⁹

911

912
913 **Required documentation:**

914

915 **1)**—List the coursework and other learning experiences required for the school or program’s MPH degrees, including the required curriculum for each concentration and combined degree option.

916

¹⁵ This competency refers to the ability to influence policy and/or decision making, such as through stakeholder mobilization, educating policy makers, etc. Ability to argue in support of (or in opposition to) a position, as in a standard debate, is not sufficient. Students must produce a product that would be part of an advocacy campaign or effort (e.g., legislative testimony, fact sheets, advocacy strategy outline, etc).

¹⁶ Such principles may include creating a vision, empowering others, fostering collaboration, and guiding decision making

¹⁷ “Negotiation and mediation,” in this competency, refers to the set of skills needed when a common solution is required among parties with conflicting interests and/or different desired outcomes. Such skills extend beyond the level of negotiation required in a successful intra-group process; effective communication within a work group or team is more closely related to competency 16.

¹⁸ This competency requires direct engagement (in-person or online) between the student and an individual or individuals in a profession or sector other than public health; students must combine the external sector/profession’s perspective and/or knowledge with their own public health training to complete a task, solve a problem, etc.. Role-playing, in which public health students assume the identity of an individual from another profession or sector to which they do not already belong, is not an acceptable substitute for actual engagement with an individual or individuals from a profession or sector outside of public health.

¹⁹ Systems thinking tools depict or map complex relationships, demonstrating, for example, how component parts of a system interact with and influence one another. Examples include causal loop diagrams, systems archetypes, network analyses, and concept maps. Logic models and evidence tables are not sufficient to address this competency.

917 Information may be provided in the format of Template D2-1 or in hyperlinks to student
918 handbooks or webpages, but the documentation must present a clear depiction of the
919 requirements for each MPH degree. (self-study document)

920
921 2) List the required curriculum for each combined degree option in the same format as above,
922 clearly indicating (using italics or shading) any requirements that differ from MPH students who
923 are not completing a combined degree. (self-study document)

924
925 ~~2~~3) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each
926 of the foundational competencies listed above (1-22). If the school or program addresses all of
927 the listed foundational competencies in a single, common core curriculum, the school or program
928 need only present a single matrix. If combined degree students do not complete the same core
929 curriculum as students in the standalone MPH program, the school or program must present a
930 separate matrix for each combined degree. If the school or program relies on concentration-
931 specific courses to assess some of the foundational competencies listed above, the school or
932 program must present a separate matrix for each concentration. (self-study document)

933
934 ~~3~~4) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines,
935 such as a handbook, for any required elements listed in Template D2-1 that do not have a
936 syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment
937 activity listed in Template D2-2, provide additional documentation of the assessment, e.g.,
938 sample quiz question, full instructions for project, prompt for written discussion post, etc.
939 (electronic resource file)

940
941 ~~4~~5) If applicable, assess strengths and weaknesses related to this criterion and plans for
942 improvement in this area. (self-study document)

943
944
945 **D3. DrPH Foundational Competencies (SPH and PHP, if applicable)**

946
947 **The DrPH is the professional doctoral degree in public health, designed to produce transformative**
948 **academic and practice leaders with expertise in evidence-based public health practice and**
949 **research. These individuals are able to convene diverse partners; communicate to effect change**
950 **across a range of sectors and settings; synthesize and translate findings; and generate practice-**
951 **based evidence that advances programs, policies, services and/or systems addressing population**
952 **health. DrPH graduates demonstrate the competencies defined in this criterion.**

953
954 **The school or program documents at least one specific, required assessment activity (e.g.,**
955 **component of existing course, paper, presentation, test) for each competency below, during**
956 **which faculty or other qualified individuals (~~e.g., preceptors~~) validate the student's ability to**
957 **perform the competency.**

958
959 **Assessment opportunities may occur in foundational courses that are common to all students, in**
960 **courses that are required for a concentration or in other educational requirements outside of**
961 **designated coursework, but the school or program must assess all DrPH students, at least once,**
962 **on each competency. Assessment may occur in simulations, group projects²⁰, presentations,**
963 **written products, etc.**

964
965 **Data & Analysis**
966 **1. Explain qualitative, quantitative, mixed methods and policy analysis research and**
967 **evaluation methods to address health issues at multiple (individual, group, organization,**
968 **community, and population) levels**

²⁰ Since the unit must demonstrate that all students perform all competencies, units must define methods to assess individual students' competency attainment in group projects.

- 969 2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to
- 970 address a public health issue
- 971 3. Explain the use and limitations of surveillance systems and national surveys in assessing,
- 972 monitoring, and evaluating policies and programs and to address a population’s health
- 973

974 **Leadership, Management & Governance**

- 975 4. Propose strategies for health improvement and elimination of health inequities by
- 976 organizing stakeholders, including researchers, practitioners, community leaders and
- 977 other partners
- 978 5. Communicate public health science to diverse stakeholders, including individuals at all
- 979 levels of health literacy, for purposes of influencing behavior and policies
- 980 6. Integrate knowledge, approaches, methods, values and potential contributions from
- 981 multiple professions, sectors, and systems in addressing public health problems
- 982 7. Create a strategic plan²¹
- 983 8. Facilitate shared decision making through negotiation and consensus-building methods
- 984 9. Create organizational change strategies
- 985 10. Propose strategies to promote inclusion and equity within public health programs,
- 986 policies, and systems
- 987 11. Assess one’s own strengths and weaknesses in leadership capacities, including cultural
- 988 proficiency
- 989 12. Propose human, fiscal, and other resources to achieve a strategic goal
- 990 13. Cultivate new resources and revenue streams to achieve a strategic goal²²

991 **Policy & Programs**

- 992 14. Design a system-level intervention to address a public health issue
- 993 15. Integrate knowledge of cultural values and practices in the design of public health policies
- 994 and programs
- 995 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and
- 996 varied stakeholder interests in policy development and analysis
- 997 17. Propose interprofessional and/or intersectoral team approaches to improving public
- 998 health
- 999

1000 **Education & Workforce Development**

- 1001 18. Assess an audience’s knowledge and learning needs
- 1002 19. Deliver training or educational experiences that promote learning in academic,
- 1003 organizational or community settings
- 1004 20. Use best practice modalities in pedagogical practices
- 1005
- 1006

1007 **Required documentation:**

- 1008
- 1009 1) List the coursework and other learning experiences required for the school or program’s DrPH
- 1010 degrees. Information may be provided in the format of Template D3-1 or in hyperlinks to student
- 1011 handbooks or webpages, but the documentation must present a clear depiction of the
- 1012 requirements for each DrPH degree. (self-study document)
- 1013
- 1014 2) Provide a matrix, in the format of Template D3-2, that indicates the assessment activity for each
- 1015 of the foundational competencies listed above (1-20). If the school or program addresses all of
- 1016 the listed foundational competencies in a single, common core curriculum, the school or program

²¹ “Strategic plan” refers to an organizational unit plan that is broader or more expansive than developing a plan for a specific project or intervention.

²² This competency refers to the ability to identify and pursue possible funding sources and/or other resources needed to complete a project.

1017 need only present a single matrix. If the school or program relies on concentration-specific
1018 courses to assess some of the foundational competencies listed above, the school or program
1019 must present a separate matrix for each concentration. (self-study document)
1020

- 1021 3) Include the most recent syllabus from each course listed in Template D3-1, or written guidelines
1022 for any required elements listed in Template D3-1 that do not have a syllabus. If the syllabus does
1023 not contain a specific, detailed set of instructions for the assessment activity listed in Template
1024 D3-2, provide additional documentation of the assessment, e.g., sample quiz question, full
1025 instructions for project, prompt for written discussion post, etc. (electronic resource file)
1026
- 1027 4) If applicable, assess strengths and weaknesses related to this criterion and plans for
1028 improvement in this area. (self-study document)
1029
1030

1031 **D4. MPH & DrPH Concentration Competencies (SPH and PHP)**

1032

1033 **MPH and DrPH graduates attain competencies in addition to the foundational competencies listed**
1034 **in Criteria D2 and D3. These competencies relate to the school or program’s mission and/or to the**
1035 **area(s) of concentration.**
1036

1037 **“Concentration” refers to any area of study that the school or program advertises as available to**
1038 **students, via its catalog and/or website. By offering a named concentration, the school or**
1039 **program signals that students complete a sufficient depth of coursework and experiences to**
1040 **warrant awarding a degree in the designated field. If the unit does not specifically define a**
1041 **concentration name, it is by default a “generalist” concentration.**
1042

1043 Typically, all students enrolled in a concentration (including generalist) complete the same set of
1044 courses to attain depth and/or expand on the foundational knowledge and skills.²³
1045

1046 If the unit does NOT define a uniform set of curricular requirements that all students in a
1047 concentration complete to achieve sufficient curricular depth and/or expand on foundational
1048 knowledge and skills, the concentration is considered to be an “individually defined”
1049 concentration. In individually defined concentrations, the advisor and student, together, are
1050 responsible for identifying the courses to create appropriate curricular depth/expansion on
1051 foundational knowledge and skills AND for defining a set of competencies and corresponding
1052 assessments for the individual student’s plan of study, as described below.²⁴
1053

1054 **The school or program defines at least five ~~distinct~~ competencies for each concentration or**
1055 **generalist degree at each degree level ~~in addition to those listed in Criterion D2 or D3.~~ These**
1056 **competencies articulate the unique set of knowledge and skills that justifies awarding a degree in**
1057 **the designated concentration (or generalist degree) and differentiates the degree offering from**
1058 **other concentrations offered by the unit, if applicable.**
1059

1060 The list of competencies may expand on or enhance foundational competencies, but, in all cases,
1061 including generalist degrees, the competency statements must clearly articulate the additional
1062 depth provided beyond the foundational competencies listed in Criteria D2 and D3.
1063

1064 ~~The list of competencies may expand on or enhance foundational competencies, but the school or~~
1065 ~~program must define a specific set of statements that articulates the depth or enhancement for all~~

²³ This typically requires at least 20% (e.g., 9 of 42 semester credits) of the total credits required for the degree to be allocated to didactic courses that build knowledge and skills in the concentration area and/or expand on foundational knowledge and skills.

~~concentrations and for generalist degrees. It is not sufficient to refer to the competencies in Criterion D2 or D3 as a response to this criterion.~~

The school or program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each defined competency, during which faculty or other qualified individuals (e.g., preceptors) validate the student's ability to perform the competency.

~~These assessment activities may be spread throughout a student's plan of study.~~

~~Except for cases in which a program offers only one MPH or one DrPH concentration in the unit of accreditation, Because this criterion defines competencies beyond the foundational competencies required of all MPH and DrPH students, assessment opportunities typically must occur in the didactic courses that are required for the concentration, or in courses that build on those intended to address foundational competencies.~~

Assessment may occur in simulations, group projects, presentations, written products, etc.

Since the unit must demonstrate that all students perform all competencies, units must define methods to assess individual students' competency attainment in group projects. Also, assessment should occur in a setting other than an internship, which is tailored to individual student needs and designed to allow students to practice skills previously learned in a classroom. Additionally, assessment must occur outside of the integrative learning experience (see Criterion D7), which is designed to integrate previously-attained skills in new ways.

If the school or program intends to prepare students for a specific credential (e.g., CHES/MCHES) that has defined competencies, the school or program documents coverage and assessment of those competencies throughout the curriculum.

Required documentation:

- 1) Provide a matrix, in the format of Template D4-1, that lists at least five competencies in addition to those defined in Criterion D2 or D3 for each MPH or DrPH concentration or generalist degree, including combined degree options, and indicates at least one assessment activity for each of the listed competencies. Typically, the school or program will present a separate matrix for each concentration. (self-study document)
- 2) For degrees that allow students to tailor concentration coursework and/or competencies at an individual level in consultation with an advisor, the school or program must present evidence, including policies and sample documents, that demonstrate that each student and advisor create a matrix in the format of Template D4-1 for the plan of study. Include a description of policies in the self-study document and at least five sample matrices in the electronic resource file.
- 3) Include the most recent syllabus for each course listed in Template D4-1, or written guidelines for any required elements listed in Template D4-1 that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D4-1, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc. (electronic resource file)
- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

D5. MPH Applied Practice Experiences (SPH and PHP)

MPH students demonstrate competency attainment through applied practice experiences.

1122
1123 Applied practice experiences may be concentrated in time or may be spread throughout a
1124 student's enrollment. Opportunities may include the following:

- 1125
- 1126 • a practicum or internship completed during a summer or academic term
- 1127 • course-based activities (e.g., performing a needed task for a public health or health care
- 1128 organization under the supervision of a faculty member as an individual or group of
- 1129 students)
- 1130 • activities linked to service learning, as defined by the program, school or university
- 1131 • co-curricular activities (e.g., service and volunteer opportunities, such as those organized
- 1132 by a student association)
- 1133 • a blend of for-credit and/or not-for-credit activities
- 1134

1135 Applied practice experiences may involve governmental, non-governmental, non-profit, industrial,
1136 and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied
1137 practice experience activities, university-affiliated settings must be primarily focused on
1138 community engagement, typically with external partners. University health promotion or wellness
1139 centers may also be appropriate.

1140 The school or program identifies sites in a manner that is sensitive to the needs of the agencies or
1141 organizations involved. Activities meeting the applied practice experience should be mutually
1142 beneficial to both the site and the student.

1143 The applied practice experiences allow each student to demonstrate attainment of at least five
1144 competencies, of which at least three must be foundational competencies (as defined in
1145 Criterion D2). The competencies need not be identical from student to student, but the applied
1146 experiences must be structured to ensure that all students complete experiences addressing at
1147 least five competencies, as specified above. The applied experiences may also address additional
1148 foundational or concentration-specific competencies, if appropriate.

1149 The school or program assesses each student's competency attainment in practical and applied
1150 settings through a portfolio approach, which ~~demonstrates and allows assessment of competency~~
1151 ~~attainment~~ reviews practical, applied work products that were produced for the site's use and
1152 benefit. Review of the student's performance in the APE must include be based on at least two
1153 practical, non-academic work products AND on validating that the work products demonstrate the
1154 student's attainment of the designated competencies.

1155 Examples of suitable work products include ~~written assignments, projects~~ project plans, grant
1156 proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, multi-media
1157 presentations, spreadsheets, websites, posters, photos (with accompanying explanatory text), or
1158 other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared
1159 to allow faculty to assess the experience, poster presentations, and other documents required for
1160 academic purposes may not be counted toward the minimum of two work products. Materials may
1161 be produced and maintained (either by the school or program or by individual students) in any
1162 physical or electronic form chosen by the school or program.

1163 The materials may originate from multiple experiences (e.g., applied community-based courses
1164 and service-learning courses throughout the curriculum) or a single, intensive experience (e.g., an
1165 internship requiring a significant time commitment with one site). While students may complete
1166 experiences as individuals or as groups in a structured experience, each student must present
1167 ~~documentation~~ at least two products demonstrating individual competency attainment.

1173 Combined degree students have opportunities to integrate and apply their learning from both
1174 degree programs through applied practice experiences.

1175
1176

1177 **The school or program structures applied practice experience requirements to support its mission**
1178 **and students' career goals, to the extent possible.**

1179
1180 Required documentation:

- 1181
- 1182 1) Briefly describe how the school or program identifies competencies attained in applied practice
1183 experiences for each MPH student, including a description of any relevant policies. (self-study
1184 document)
 - 1185
 - 1186 2) Provide documentation, including syllabi and handbooks, of the official requirements through
1187 which students complete the applied practice experience. (electronic resource file)
 - 1188
 - 1189 3) Provide samples of practice-related materials for individual students from each concentration or
1190 generalist degree. The samples must also include materials from students completing combined
1191 degree programs, if applicable. The school or program must provide samples of complete sets of
1192 materials (i.e., Template D5-1 and the work products that demonstrate at least five competencies)
1193 from at least five students in the last three years for each concentration or generalist degree. If
1194 the school or program has not produced five students for which complete samples are available,
1195 note this and provide all available samples. (electronic resource file)
 - 1196
 - 1197 4) If applicable, assess strengths and weaknesses related to this criterion and plans for
1198 improvement in this area. (self-study document)
 - 1199
- 1200

1201 **D6. DrPH Applied Practice Experience (SPH and PHP, if applicable)**
1202

1203 **Regardless of the amount or level of prior experience, all DrPH students engage in one or more**
1204 **applied practice experiences in which students are responsible for completion of at least one**
1205 **project that is meaningful for an organization and to advanced public health practice.**

1206
1207 **The work product may be a single project or a set of related projects that demonstrate a depth of**
1208 **competence. It may be completed as a discrete experience (such as a practicum or internship) or**
1209 **integrated into program coursework. In either case, the deliverable must contain a reflective**
1210 **component that includes the student's expression of personal and/or professional reactions to**
1211 **the applied practice experience. This may take the form of a journal or other written product, a**
1212 **professional portfolio, or another deliverable as appropriate for the program.**

1213
1214 **Relevant organizations may include governmental, non-governmental, non-profit, industrial, and**
1215 **for-profit settings. The school or program identifies sites in a manner that is sensitive to the**
1216 **needs of the agencies or organizations involved. Sites should benefit from students' experiences.**
1217 **The intention of this criterion is that the applied practice experience should take place within an**
1218 **organization external to the student's school or program so that it is not merely an academic**
1219 **exercise, but application of learning to a "real world" setting. The applied practice experience may**
1220 **be completed within a student's own work setting.**

1221
1222 **DrPH programs ensure that graduates have significant advanced-level practical experiences**
1223 **collaborating with practitioners, allowing opportunities to develop leadership competencies and**
1224 **contribute to the field.**

1225
1226 **The school or program identifies a minimum of five foundational and/or concentration-specific**
1227 **competencies (as defined in Criteria D3 and D4) that are reinforced and/or assessed through**
1228 **application. The school or program may either choose at least one competency from the**
1229 **leadership, management, and governance domain in Criterion D3 or choose a concentration-**
1230 **specific competency identified in Criterion D4 if it relates to leadership skills. Competencies may**
1231 **differ from student to student.**

1232

1233 **This criterion does not define a minimum number of hours for the applied practice experience, but**
1234 **it does require the school or program to identify substantive, quality opportunities that address**
1235 **the identified competencies.**

1236
1237 Required documentation:

- 1238
- 1239 1) Briefly describe how the school or program identifies competencies attained in applied practice
1240 experiences for each DrPH student, including a description of any relevant policies. (self-study
1241 document)
 - 1242
 - 1243 2) Explain, with references to specific deliverables or other requirements, the manner through which
1244 the school or program ensures that the applied practice experience requires students to
1245 demonstrate leadership competencies. (self-study document)
 - 1246
 - 1247 3) Provide documentation, including syllabi and handbooks, of the official requirements through
1248 which students complete the applied practice experience. (electronic resource file)
 - 1249
 - 1250 4) Provide samples of practice-related materials for individual students from each concentration or
1251 generalist degree. The school or program must provide samples of complete sets of materials
1252 (i.e., Template D6-1 and the work products/documents that demonstrate at least five
1253 competencies) from at least five students in the last three years for each concentration or
1254 generalist degree. If the school or program has not produced five students for which complete
1255 samples are available, note this and provide all available samples. (electronic resource file)
 - 1256
 - 1257 5) If applicable, assess strengths and weaknesses related to this criterion and plans for
1258 improvement in this area. (self-study document)
 - 1259

1260
1261 **D7. MPH Integrative Learning Experience (SPH and PHP)**

1262
1263 **MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of**
1264 **foundational and concentration competencies. Students in consultation with faculty select**
1265 **foundational and concentration-specific competencies appropriate to the student's educational**
1266 **and professional goals; demonstrating synthesis and integration requires more than one**
1267 **foundational and one concentration competency.**

1268
1269 **The ILE represents a culminating experience and may take many forms, such as a practice-based**
1270 **project, essay-based comprehensive exam, capstone course, integrative seminar, etc. Regardless**
1271 **of form, the student produces a high-quality written product that is appropriate for the student's**
1272 **educational and professional objectives. Written products might include the following: program**
1273 **evaluation report, training manual, policy statement, take-home comprehensive essay exam,**
1274 **legislative testimony with accompanying supporting research, etc. A poster presentation is not an**
1275 **acceptable high-quality written product. Ideally, the written product is developed and delivered in**
1276 **a manner that is useful to external stakeholders, such as non-profit or governmental**
1277 **organizations.**

1278
1279 **Professional certification exams (e.g., CPH, CHES/MCHES, REHS, RHIA) may serve as an element**
1280 **of the ILE but are not in and of themselves sufficient to satisfy this criterion.**

1281
1282 **The ILE is completed at or near the end of the program of study (e.g., in the final year or term). The**
1283 **experience may be group-based or individual. In group-based experiences, the school or program**
1284 **documents that the experience provides opportunities for individualized assessment of**
1285 **outcomes.**

1286
1287 **The school or program identifies assessment methods that ensure that at least one faculty**
1288 **member reviews each student's performance in the ILE and ensures that the experience**

1289 **addresses the selected foundational and concentration-specific competencies. Faculty**
1290 **assessment may be supplemented with assessments from other qualified individuals (e.g.,**
1291 **preceptors).**

1292
1293 **Combined (dual, joint, concurrent) degree students should have opportunities to incorporate their**
1294 **learning from both degree programs in a unique integrative experience.**

1295
1296 Required documentation:

- 1297
- 1298 1) List, in the format of Template D7-1, the integrative learning experience for each MPH
1299 concentration, generalist degree or combined degree option that includes the MPH. The template
1300 also requires the school or program to explain, for each experience, how it ensures that the
1301 experience demonstrates synthesis of competencies. (self-study document)
 - 1302
 - 1303 2) Briefly summarize the process, expectations, and assessment for each integrative learning
1304 experience. (self-study document)
 - 1305
 - 1306 3) Provide documentation, including syllabi and/or handbooks, that communicates integrative
1307 learning experience policies and procedures to students. (electronic resource file)
 - 1308
 - 1309 4) Provide documentation, including rubrics or guidelines, that explains the methods through which
1310 faculty and/or other qualified individuals assess the integrative learning experience with regard to
1311 students' demonstration of the selected competencies. (electronic resource file)
 - 1312
 - 1313 5) Include completed, graded samples of deliverables associated with each integrative learning
1314 experience option from different concentrations, if applicable. The school or program must
1315 provide at least 10% of the number produced in the last three years or five examples, whichever
1316 is greater. (electronic resource file)
 - 1317
 - 1318 6) If applicable, assess strengths and weaknesses related to this criterion and plans for
1319 improvement in this area. (self-study document)

1320
1321
1322 **D8. DrPH Integrative Learning Experience (SPH and PHP, if applicable)**

1323
1324 **As part of an integrative learning experience, DrPH candidates generate field-based products**
1325 **consistent with advanced practice designed to influence programs, policies or systems**
1326 **addressing public health. The products demonstrate synthesis of foundational and concentration-**
1327 **specific competencies.**

1328
1329 **The integrative learning experience is completed at or near the end of the program of study. It may**
1330 **take many forms consistent with advanced, doctoral-level studies and university policies but must**
1331 **require, at a minimum, production of a high-quality written product.**

1332 Required documentation:

- 1333
- 1334 1) List, in the format of Template D8-1, the integrative learning experience for each DrPH
1335 concentration or generalist degree. The template also requires the school or program to explain,
1336 for each experience, how it ensures that the experience demonstrates synthesis of competencies.
1337 (self-study document)
 - 1338
 - 1339 2) Briefly summarize the process, expectations, and assessment for each integrative learning
1340 experience. (self-study document)
 - 1341
 - 1342 3) Provide documentation, including syllabi and/or handbooks, that communicates integrative
1343 learning experience policies and procedures to students. (electronic resource file)

1344

- 1345 4) Provide documentation, including rubrics or guidelines, that explains the methods through which
 1346 faculty and/or other qualified individuals assess the integrative learning experience with regard to
 1347 students' demonstration of the selected competencies. (electronic resource file)
 1348
- 1349 5) Include completed, graded samples of deliverables associated with each integrative learning
 1350 experience option from different concentrations. The school or program must provide at least
 1351 10% of the number produced in the last three years or five examples, whichever is greater. If the
 1352 school or program does not have five recent samples for an option, note this and provide all
 1353 available samples. (electronic resource file)
 1354
- 1355 6) If applicable, assess strengths and weaknesses related to this criterion and plans for
 1356 improvement in this area. (self-study document)
 1357

~~D9. Public Health Bachelor's Degree General Curriculum (SPH and PHP, if applicable)~~

~~The overall undergraduate curriculum (e.g., general education, liberal learning, essential knowledge, and competencies, etc.) introduces students to the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the undergraduate curriculum, including general education courses defined by the institution as well as concentration and major requirements or electives.~~

- ~~• the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease~~
- ~~• the foundations of social and behavioral sciences~~
- ~~• basic statistics~~
- ~~• the humanities/fine arts~~

~~Required documentation:~~

- ~~1) List the coursework required for the school or program's public health bachelor's degree. (self-study document)~~
- ~~2) Provide official documentation of the required components and total length of the degree, in the form of an institutional catalog or online resource. Provide hyperlinks to documents if they are available online, or include copies of any documents that are not available online. (electronic resource file)~~
- ~~3) Provide a matrix, in the format of Template D9-1, that indicates the courses/experience(s) that ensure that students are introduced to each of the domains indicated. Template D9-1 requires the school or program to identify the experiences that introduce each domain. (self-study document)~~
- ~~4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)~~

D9. Public Health Bachelor's Degree Foundational Domains

The requirements for the public health major or concentration provide instruction in the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework (i.e., the school or program may identify multiple learning experiences that address a domain—the domains listed below do not each require a single designated course).

1. the concepts and applications of basic statistics

- 1400 2. the foundations of biological and life sciences and the concepts of health and
 1401 disease
- 1402 **4.3.** the history and philosophy of public health as well as its core values, concepts,
 1403 and functions across the globe and in society
- 1404 **2.4.** the basic concepts, methods, and tools of public health data collection, use, and
 1405 analysis and why evidence-based approaches are an essential part of public health
 1406 practice
- 1407 **3.5.** the concepts of population health, and the basic processes, approaches and
 1408 interventions that identify and address the major health-related needs and
 1409 concerns of populations
- 1410 **4.6.** the underlying science of human health and disease, including opportunities for
 1411 promoting and protecting health across the life course
- 1412 **5.7.** the socioeconomic, behavioral, biological, environmental, and other factors that
 1413 impact human health and contribute to health disparities
- 1414 **6.8.** the fundamental concepts and features of project implementation, including
 1415 planning, assessment, and evaluation
- 1416 **7.9.** the fundamental characteristics and organizational structures of the US health
 1417 system as well as the differences between systems in other countries
- 1418 **8.10.** basic concepts of legal, ethical, economic, and regulatory dimensions of
 1419 health care and public health policy and the roles, influences and responsibilities
 1420 of the different agencies and branches of government
- 1421 **9.11.** basic concepts of public health-specific communication, including
 1422 technical and professional writing and the use of mass media and electronic
 1423 technology

1424
 1425 **If the school or program intends to prepare students for a specific credential, the curriculum**
 1426 **must also address the areas of instruction required for credential eligibility (e.g., CHES).**
 1427

1428 Required documentation:

- 1429
- 1430 1) Provide a matrix, in the format of Template D9-1, that indicates the courses/experience(s) that
 1431 ensure that students are exposed to each of the domains indicated. Template D9-1 requires the
 1432 school or program to identify the learning experiences that introduce and reinforce each domain.
 1433 Include a footnote with the template that provides the school or program's definition of
 1434 "introduced" and "covered." (self-study document)
 - 1435
 - 1436 2) Include the most recent syllabus from each course listed in Template D9-1, or written guidelines,
 1437 such as a handbook, for any required experience(s) listed in Template D9-1 that do not have a
 1438 syllabus. (electronic resource file)
 - 1439
 - 1440 3) If applicable, assess strengths and weaknesses related to this criterion and plans for
 1441 improvement in this area. (self-study document)
 - 1442

1443
 1444 **D10. Public Health Bachelor's Degree Foundational Competencies**

1445 **Students must demonstrate the following competencies:**

- 1446
- 1447
 - 1448 • **the ability to communicate public health information, in both oral and written forms,**
 1449 **through a variety of media and to diverse audiences**
 - 1450 • **the ability to locate, use, evaluate, and synthesize public health information**
 - 1451

1452 Required documentation:

- 1453
- 1454 1) Provide a matrix, in the format of Template D10-1, that indicates the assessment opportunities
 1455 that ensure that students demonstrate the stated competencies. (self-study document)

- 1456
1457
1458
1459
1460
1461
1462
1463
1464
- 2) Include the most recent syllabus from each course listed in Template D10-1, or written guidelines, such as handbook, for any required elements listed in Template D10-1 that do not have a syllabus. (electronic resource file)
 - 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

1465 **D11. Public Health Bachelor's Degree Cumulative and Experiential Activities**

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Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative, and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Schools and programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

1475 Required documentation:

- 1476
1477
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1480
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1489
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1491
- 1) Provide a matrix, in the format of Template D11-1, that identifies the cumulative and experiential activities through which students integrate, synthesize, and apply knowledge as indicated. (self-study document)
 - 2) Include examples of student work that relate to the cumulative and experiential activities. (electronic resource file)
 - 3) Briefly describe the means through which the school or program implements the cumulative experience and field exposure requirements. (self-study document)
 - 4) Include handbooks, websites, forms, and other documentation relating to the cumulative experience and field exposure. Provide hyperlinks to documents if they are available online, or include electronic copies of any documents that are not available online. (electronic resource file)

1492 **D12. Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences**

1493
1494
1495
1496
1497
1498

The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education, and lifelong learning. Students are exposed to these concepts through any combination of learning experiences and co-curricular experiences. These concepts include the following:

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1511
1. **advocacy for protection and promotion of the public's health at all levels of society**
 2. **community dynamics**
 3. **critical thinking and creativity**
 4. **cultural contexts in which public health professionals work**
 5. **ethical decision making as related to self and society**
 6. **independent work and a personal work ethic**
 7. **networking**
 8. **organizational dynamics**
 9. **professionalism**
 10. **research methods**
 11. **systems thinking**
 12. **teamwork and leadership**

1512 Required documentation:

- 1513
- 1514 1) Briefly describe, in the format of Template D12-1, the manner in which the curriculum and co-
- 1515 curricular experiences provide opportunities for exposure to the identified concepts. (self-study
- 1516 document)
- 1517
- 1518 2) Provide syllabi for all required coursework for the major and/or courses that relate to the domains
- 1519 listed above. Syllabi should be provided as individual files in the electronic resource file and
- 1520 should reflect the current semester or most recent offering of the course. (electronic resource file)
- 1521
- 1522 3) If applicable, assess strengths and weaknesses related to this criterion and plans for
- 1523 improvement in this area. (self-study document)
- 1524

1525

1526 **D13. MPH Program Length (SPH and PHP)**

1527

1528 **An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for**

1529 **completion.**

1530 **Schools and programs use university definitions for credit hours.**

1531

1532 Required documentation:

- 1533
- 1534 1) Provide information about the minimum credit-hour requirements for all MPH degree options. If
- 1535 the university uses a unit of academic credit or an academic term different from the standard
- 1536 semester or quarter, explain the difference and present an equivalency in table or narrative form.
- 1537 (self-study document)
- 1538
- 1539 2) Define a credit with regard to classroom/contact hours. (self-study document)
- 1540
- 1541
- 1542

1543 **D14. DrPH Program Length (SPH and PHP, if applicable)**

1544

1545 **The DrPH degree requires a minimum of 36 semester-credits, 48 quarter-credits of post-master's**

1546 **coursework or its equivalent. Credits associated with the integrative learning experience and, if**

1547 **applicable, a residency, internship or other applied practice experience conducted outside of a**

1548 **didactic course, do not count toward this requirement. The minimum credit requirement also does**

1549 **not count MPH-level prerequisite courses or their equivalent.**

1550

1551 **Schools and programs use university definitions for credit hours.**

1552

1553 Required documentation:

- 1554
- 1555 1) Provide information about the minimum credit-hour requirements for all DrPH degree options. If
- 1556 the university uses a unit of academic credit or an academic term different from the standard
- 1557 semester or quarter, explain the difference and present an equivalency in table or narrative form.
- 1558 (self-study document)
- 1559
- 1560 2) Define a credit with regard to classroom/contact hours. (self-study document)
- 1561
- 1562

1563 **D15. Bachelor's Degree Program Length (SPH and PHP, if applicable)**

1564

1565 **A public health bachelor's degree requires completion of a total number of credit units**

1566 **commensurate with other similar degree programs in the university.**

1567

1568 **Schools and programs use university definitions for credit hours.**

1569

1570 **Bachelor's degree programs have publicly available policies and procedures for review of**
1571 **coursework taken at other institutions, including community colleges. These may be incorporated**
1572 **into articulation agreements.**

1573

1574 Required documentation:

1575

1576 1) Provide information about the minimum credit-hour requirements for all public health bachelor's
1577 degree options. If the university uses a unit of academic credit or an academic term different from
1578 the standard semester or quarter, explain the difference and present an equivalency in table or
1579 narrative form. (self-study document)

1580

1581 2) Define a credit with regard to classroom/contact hours. (self-study document)

1582

1583 3) Describe policies and procedures for acceptance of coursework completed at other institutions,
1584 including community colleges. (self-study document)

1585

1586 4) If applicable, provide articulation agreements with community colleges that address acceptance
1587 of coursework. (electronic resource file)

1588

1589 5) Provide information about the minimum credit-hour requirements for coursework for the major in
1590 at least two similar bachelor's degree programs in the home institution. (self-study document)

1591

1592

1593 **D16. Academic and Highly Specialized Public Health Master's Degrees²⁵ (SPH and PHP, if**
1594 **applicable)**

1595

1596 **Students enrolled in the unit of accreditation's academic and highly specialized public health**
1597 **master's degrees (e.g., MS in biostatistics, MS in industrial hygiene, MS in data analytics, etc.)**
1598 **complete a curriculum that is based on defined competencies; produce an appropriately rigorous**
1599 **discovery-based paper or project at or near the end of the program of study; and engage in**
1600 **research at a level appropriate to the degree program's objectives.**

1601

1602 **These students also complete coursework and other experiences, outside of the major paper or**
1603 **project, that substantively address scientific and analytic approaches to discovery and/or**
1604 **translation of public health knowledge ~~in the context of a population health framework.~~**

1605

1606 **Finally, students complete coursework that provides instruction in the foundational public health**
1607 **knowledge at an appropriate level of complexity. This instruction may be delivered through online,**
1608 **in-person or blended methodologies, but it must meet the following requirements while covering**
1609 **the defined content areas.**

1610

1611 • **The instruction includes assessment opportunities, appropriate to the degree level,²⁶ that**
1612 **allow faculty to assess students' attainment of the introductory public health learning**
1613 **objectives. Assessment opportunities may include tests, writing assignments,**
1614 **presentations, group projects, etc.**

1615

1616 • **The instruction and assessment of students' foundational public health knowledge are**
1617 **equivalent in depth to the instruction and assessment that would typically be associated**

²⁵ See "Definitions" at the end of this document.

²⁶ Courses and assessments may be the same across degrees and programs if they include appropriate depth for each degree and program.

1618 with a three-semester-credit class, regardless of the number of credits awarded for the
1619 experience or the mode of delivery.

1620
1621 The school or program identifies at least one required assessment activity for each of the
1622 following foundational public health learning objectives.

1623
1624 **Profession & Science of Public Health**

- 1625
1626 1. Explain public health history, philosophy, and values
1627 2. Identify the core functions of public health and the 10 Essential Services²⁷
1628 3. Explain the role of quantitative and qualitative methods and sciences in describing and
1629 assessing a population's health
1630 4. List major causes and trends of morbidity and mortality in the US or other community
1631 relevant to the school or program
1632 5. Discuss the science of primary, secondary and tertiary prevention in population health,
1633 including health promotion, screening, etc.
1634 6. Explain the critical importance of evidence in advancing public health knowledge

1635
1636 **Factors Related to Human Health**

- 1637
1638 7. Explain effects of environmental factors on a population's health
1639 8. Explain biological and genetic factors that affect a population's health
1640 9. Explain behavioral and psychological factors that affect a population's health
1641 10. Explain the social, political, and economic determinants of health and how they contribute
1642 to population health and health inequities
1643 11. Explain how globalization affects global burdens of disease
1644 12. Explain an ecological perspective on the connections among human health, animal health
1645 and ecosystem health (e.g., One Health)

1646
1647 The school or program validates academic public health master's students' foundational public
1648 health knowledge through appropriate methods, which may include the following:

- 1649
1650 • The school or program verifies students' previous completion of a CEPH-accredited
1651 degree (bachelor's, master's, or doctoral degree)
1652 • The school or program implements a test or other assessment tools that address the
1653 learning objectives listed above, or higher-level versions of the same objectives
1654 • The school or program offers an online or in-person course, for credit or not-for-credit,
1655 that incorporates the learning objectives listed above, or higher-level versions of the same
1656 objectives
1657 • The school or program includes the learning objectives listed above, or higher-level
1658 versions of the same objectives, in courses required of all academic public health
1659 master's students

1660
1661 Required documentation:

- 1662
1663 1) List the curricular requirements for each relevant degree in the unit of accreditation. (self-study
1664 document)
1665
1666 2) Provide a matrix, in the format of Template D16-1, that indicates the required assessment
1667 opportunities for each of the defined foundational public health learning objectives (1-12).
1668 Typically, the school or program will present a separate matrix for each degree program, but
1669 matrices may be combined if requirements are identical. (self-study document)

²⁷ Institutions outside the US may replace the 10 Essential Services with content appropriate to the nation/region.

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- 3) Provide a matrix, in the format of Template D16-2, that lists competencies for each relevant degree and concentration. The matrix indicates at least one assessment activity for each of the listed competencies. Typically, the school or program will present a separate matrix for each concentration. Note: these competencies are defined by the school or program and are distinct from the foundational public health learning objectives defined in this criterion. (self-study document)
 - 4) Briefly explain how the school or program ensures that the instruction and assessment in basic public health knowledge is generally equivalent to the instruction and assessment typically associated with a three-semester-credit course. (self-study document)
 - 5) Identify required coursework and other experiences that address the variety of public health research methods employed in the context of a population health framework to foster discovery and/or translation of public health knowledge and a brief narrative that explains how the instruction and assessment is equivalent to that typically associated with a three-semester-credit course.

Typically, the school or program will present a separate list and explanation for each degree program, but these may be combined if requirements are identical.

(self-study document)
 - 6) Include the most recent syllabus for any course listed in the documentation requests above, or written guidelines for any required elements that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D16-1 or 2, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc. (electronic resource file)
 - 7) Briefly summarize policies and procedures relating to production and assessment of the final research project or paper. (self-study document)
 - 8) Provide links to handbooks or webpages that contain the full list of policies and procedures governing production and assessment of the final research project or paper for each degree program. (electronic resource file)
 - 9) Include completed, graded samples of deliverables associated with the major paper or project. The school or program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater. (electronic resource file)
 - 10) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

1714 **D17. Academic Public Health Doctoral Degrees²⁸ (SPH and PHP, if applicable)**

1715
1716 **Students enrolled in the unit of accreditation’s doctoral degree programs that are designed to**
1717 **prepare public health researchers and scholars (e.g., PhD, ScD) complete a curriculum that is**
1718 **based on defined competencies; engage in research appropriate to the degree program; and**
1719 **produce an appropriately advanced research project at or near the end of the program of study.**
1720

²⁸ See “Definitions” at the end of this document.

1721 These students also complete coursework and other experiences, outside of the major paper or
1722 project, that substantively address scientific and analytic approaches to discovery and translation
1723 of public health knowledge ~~in the context of a population health framework.~~

1724
1725 These students complete doctoral-level, advanced coursework and other experiences that
1726 distinguish the program of study from a master's degree in the same field.

1727
1728 The program defines appropriate policies for advancement to candidacy, within the context of the
1729 institution.

1730
1731 Finally, students complete coursework that provides instruction in the foundational public health
1732 knowledge at an appropriate level of complexity. This instruction may be delivered through online,
1733 in-person or blended methodologies, but it must meet the following requirements while covering
1734 the defined content areas.

- 1735
- 1736 • The instruction includes assessment opportunities, appropriate to the degree level,²⁹ that
1737 allow faculty to assess students' attainment of the introductory public health learning
1738 objectives. Assessment opportunities may include tests, writing assignments,
1739 presentations, group projects, etc.
 - 1740 • The instruction and assessment of students' foundational public health knowledge are
1741 equivalent in depth to the instruction and assessment that would typically be associated
1742 with a three-semester-credit class, regardless of the number of credits awarded for the
1743 experience or the mode of delivery.

1744
1745 The program identifies at least one required assessment activity for each of the following
1746 foundational public health learning objectives.

1747
1748 **Profession & Science of Public Health**

- 1749
- 1750 1. Explain public health history, philosophy, and values
 - 1751 2. Identify the core functions of public health and the 10 Essential Services³⁰
 - 1752 3. Explain the role of quantitative and qualitative methods and sciences in describing and
1753 assessing a population's health
 - 1754 4. List major causes and trends of morbidity and mortality in the US or other community
1755 relevant to the school or program
 - 1756 5. Discuss the science of primary, secondary and tertiary prevention in population health,
1757 including health promotion, screening, etc.
 - 1758 6. Explain the critical importance of evidence in advancing public health knowledge

1759
1760 **Factors Related to Human Health**

- 1761
- 1762 7. Explain effects of environmental factors on a population's health
 - 1763 8. Explain biological and genetic factors that affect a population's health
 - 1764 9. Explain behavioral and psychological factors that affect a population's health
 - 1765 10. Explain the social, political, and economic determinants of health and how they contribute
1766 to population health and health inequities
 - 1767 11. Explain how globalization affects global burdens of disease
 - 1768 12. Explain an ecological perspective on the connections among human health, animal health
1769 and ecosystem health (e.g., One Health)

²⁹ Courses and assessments may be the same across degrees and programs if they include appropriate depth for each degree and program.

³⁰ Institutions outside the US may replace the 10 Essential Services with content appropriate to the nation/region.

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The school or program validates academic public health doctoral students' foundational public health knowledge through appropriate methods, which may include the following:

- **The school or program verifies students' previous completion of a CEPH-accredited degree (bachelor's, master's, or doctoral degree)**
- **The school or program implements a test or other assessment tools that address the learning objectives listed above, or higher-level versions of the same objectives**
- **The school or program offers an online or in-person course, for credit or not-for-credit, that incorporates the learning objectives listed above, or higher-level versions of the same objectives**
- **The school or program includes the learning objectives listed above, or higher-level versions of the same objectives, in courses required of all academic public health doctoral students**

Required documentation:

- 1) List the curricular requirements for each non-DrPH public health doctoral degree in the unit of accreditation, EXCLUDING requirements associated with the final research project. The list must indicate (using shading) each required curricular element that a) is designed expressly for doctoral, rather than master's, students or b) would not typically be associated with completion of a master's degree in the same area of study.

The school or program may present accompanying narrative to provide context and information that aids reviewers' understanding of the ways in which doctoral study is distinguished from master's-level study. This narrative is especially important for institutions that do not formally distinguish master's-level courses from doctoral-level courses.

The school or program will present a separate list for each degree program and concentration as appropriate.

(self-study document)

- 2) Provide a matrix, in the format of Template D17-1, that indicates the required assessment opportunities for each of the defined foundational public health learning objectives (1-12). Typically, the school or program will present a separate matrix for each degree program, but matrices may be combined if requirements are identical. (self-study document)
- 3) Provide a matrix, in the format of Template D17-2, that lists competencies for each relevant degree and concentration. The matrix indicates at least one assessment activity for each of the listed competencies. Typically, the school or program will present a separate matrix for each concentration. Note: these competencies are defined by the school or program and are distinct from the introductory public health learning objectives defined in this criterion. (self-study document)
- 4) Briefly explain how the school or program ensures that the instruction and assessment in introductory public health knowledge is generally equivalent to the instruction and assessment typically associated with a three semester-credit course. (self-study document)
- 5) Identify required coursework and other experiences that address the variety of public health research methods employed in the context of a population health framework to foster discovery and translation of public health knowledge and a brief narrative that explains how the instruction and assessment is equivalent to that typically associated with a three-semester-credit course.

1824 Typically, the school or program will present a separate list and explanation for each degree
1825 program, but these may be combined if requirements are identical.

1826
1827 (self-study document)

1828
1829 6) Include the most recent syllabus for any course listed in the documentation requests above, or
1830 written guidelines for any required elements that do not have a syllabus. If the syllabus does not
1831 contain a specific, detailed set of instructions for the assessment activity in Template D17-1 or 2,
1832 provide additional documentation of the assessment, e.g., sample quiz question, full instructions
1833 for project, prompt for written discussion post, etc. (electronic resource file)

1834
1835 7) Briefly summarize policies and procedures relating to production and assessment of the final
1836 research project or paper. (self-study document)

1837
1838 8) Provide links to handbooks or webpages that contain the full list of policies and procedures
1839 governing production and assessment of the final research project or paper for each degree
1840 program. (electronic resource file)

1841
1842 9) Include completed, graded samples of deliverables associated with the advanced research
1843 project. The school or program must provide at least 10% of the number produced in the last
1844 three years or five examples, whichever is greater. (electronic resource file)

1845
1846 10) If applicable, assess strengths and weaknesses related to this criterion and plans for
1847 improvement in this area. (self-study document)

1848
1849

1850 **D18. All Remaining Degrees³¹ (SPH, if applicable)**

1851
1852 **Students enrolled in any of the SPH's degree programs that are not addressed in Criteria D2, D3,**
1853 **D9, D16 or D17 complete coursework that provides instruction in the foundational public health**
1854 **knowledge at a level of complexity appropriate to the level of the student's degree program. For**
1855 **example, if an SPH offers bachelor's degrees in concentrations other than public health, it may be**
1856 **more appropriate for courses addressing the learning objectives listed below to be held**
1857 **separately from those offered for graduate students. This instruction may be delivered through**
1858 **online, in-person or blended methodologies, but it must meet the following requirements while**
1859 **covering the defined content areas.**

1860
1861 • **The instruction includes assessment opportunities, appropriate to the degree level,³² that**
1862 **allow faculty to assess students' attainment of the foundational public health learning**
1863 **objectives. Assessment opportunities may include tests, writing assignments,**
1864 **presentations, group projects, etc.**

1865
1866 • **The instruction and assessment of students' foundational public health knowledge are**
1867 **equivalent in depth to the instruction and assessment that would typically be associated**
1868 **with a three-semester-credit class, regardless of the number of credits awarded for the**
1869 **experience or the mode of delivery.**

³¹ This criterion addresses all degrees and concentrations *other than* those identified as 1) professional public health degrees (addressed in Criteria D2, D3 & elsewhere), 2) academic public health degrees and concentrations (Criteria D16 & D17) or 3) public health bachelor's degrees and concentrations (Criteria D9-D12). Examples of degrees covered in this criterion are as follow: BS in exercise science, MS in nutrition, PhD in social work. See "Definitions" at the end of this document.

³² Courses and assessments may be the same across degrees and programs if they include appropriate depth for each degree and program.

1870
1871 **The school identifies at least one required assessment activity for each of the following**
1872 **foundational public health learning objectives.**

1873
1874 **Profession & Science of Public Health**

- 1875
1876 **1. Explain public health history, philosophy, and values**
1877 **2. Identify the core functions of public health and the 10 Essential Services³³**
1878 **3. Explain the role of quantitative and qualitative methods and sciences in describing and**
1879 **assessing a population's health**
1880 **4. List major causes and trends of morbidity and mortality in the US or other community**
1881 **relevant to the school or program**
1882 **5. Discuss the science of primary, secondary and tertiary prevention in population health,**
1883 **including health promotion, screening, etc.**
1884 **6. Explain the critical importance of evidence in advancing public health knowledge**

1885
1886 **Factors Related to Human Health**

- 1887
1888 **7. Explain effects of environmental factors on a population's health**
1889 **8. Explain biological and genetic factors that affect a population's health**
1890 **9. Explain behavioral and psychological factors that affect a population's health**
1891 **10. Explain the social, political, and economic determinants of health and how they contribute**
1892 **to population health and health inequities**
1893 **11. Explain how globalization affects global burdens of disease**
1894 **12. Explain an ecological perspective on the connections among human health, animal health**
1895 **and ecosystem health (e.g., One Health)**

1896
1897 **For students enrolled in all remaining degrees, the school or program validates students'**
1898 **foundational public health knowledge through appropriate methods, which may include the**
1899 **following:**

- 1900
1901 **• The school or program verifies students' previous completion of a CEPH-accredited**
1902 **degree (bachelor's, master's, or doctoral degree)**
1903 **• The school or program implements a test or other assessment tools that address the**
1904 **learning objectives listed above, or higher-level versions of the same objectives**
1905 **• The school or program offers an online or in-person course, for credit or not-for-credit,**
1906 **that incorporates the learning objectives listed above, or higher-level versions of the same**
1907 **objectives**
1908 **• The school or program includes the learning objectives listed above, or higher-level**
1909 **versions of the same objectives, in courses required of all students in all remaining**
1910 **degrees**

1911
1912 **Required documentation:**

- 1913
1914 **1) Provide a matrix in the format of Template D18-1 that indicates the required assessment**
1915 **opportunities for each of the defined foundational public health learning objectives (1-12).**
1916 **Typically, the school will present a separate matrix for each degree program, but matrices may be**
1917 **combined if requirements are identical. (self-study document)**
1918

³³ Institutions outside the US may replace the 10 Essential Services with content appropriate to the nation/region.

- 1919 2) Briefly explain how the school ensures that the instruction and assessment in introductory public
 1920 health knowledge is generally equivalent to the instruction and assessment typically associated
 1921 with a three-semester-credit course. (self-study document)
 1922
- 1923 3) Include the most recent syllabus for any course listed in the documentation requests above, or
 1924 written guidelines for any required elements that do not have a syllabus. If the syllabus does not
 1925 contain a specific, detailed set of instructions for the assessment activity in Template D18-1,
 1926 provide additional documentation of the assessment, e.g., sample quiz question, full instructions
 1927 for project, prompt for written discussion post, etc. (electronic resource file)
 1928
- 1929 4) If applicable, assess strengths and weaknesses related to this criterion and plans for
 1930 improvement in this area. (self-study document)
 1931
 1932

1933 **D19. Distance Education (SPH and PHP, if applicable)**
 1934

1935 **A degree program offered via distance education is a curriculum or course of study designated to**
 1936 **be accessed remotely via various technologies, including internet-based course management**
 1937 **systems, audio or web-based conferencing, video, chat, or other modes of delivery. All methods**
 1938 **support regular and substantive interaction between and among students and the instructor either**
 1939 **synchronously and/or asynchronously and are a) consistent with the mission of the school or**
 1940 **program and within the school or program’s established areas of expertise; b) guided by clearly**
 1941 **articulated student learning outcomes that are rigorously evaluated; c) subject to the same quality**
 1942 **control processes that other degree programs in the university are; and d) providing planned and**
 1943 **evaluated learning experiences that take into consideration and are responsive to the**
 1944 **characteristics and needs of online learners.**
 1945

1946 **The university provides needed support for the program, including administrative,**
 1947 **communication, information technology and student services.**
 1948

1949 **There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning**
 1950 **methods and to systematically use this information to stimulate program improvements.**
 1951 **Evaluation of student outcomes and of the learning model are especially important in institutions**
 1952 **that offer distance learning but do not offer a comparable in-residence program.**
 1953

1954 **The school or program has processes in place through which it establishes that the student who**
 1955 **registers in a distance education course or degree is the same student who participates in and**
 1956 **completes the course or degree and receives the academic credit. Student identity may be verified**
 1957 **by using, at the option of the institution, methods such as a secure login and passcode; proctored**
 1958 **examinations; and new or other technologies and practices that are effective in verifying student**
 1959 **identity. The university notifies students in writing that it uses processes that protect student**
 1960 **privacy and alerts students to any projected additional student charges associated with the**
 1961 **verification of student identity at the time of registration or enrollment.**
 1962

1963 Required documentation:
 1964

- 1965 1) Identify all public health distance education degree programs and/or concentrations that offer a
 1966 curriculum or course of study that can be obtained via distance education. Template Intro-1 may
 1967 be referenced for this purpose. (self-study document)
 1968
- 1969 2) Describe the public health distance education programs, including a) an explanation of the model
 1970 or methods used, b) the school or program’s rationale for offering these programs, c) the manner
 1971 in which it provides necessary administrative, information technology and student support
 1972 services, d) the manner in which it monitors the academic rigor of the programs and their
 1973 equivalence (or comparability) to other degree programs offered by the university, and e) the

1974 manner in which it evaluates the educational outcomes, as well as the format and methods. (self-
1975 study document)

1976
1977 3) Describe the processes that the university uses to verify that the student who registers in a
1978 distance education course (as part of a distance-based degree) or a fully distance-based degree
1979 is the same student who participates in and completes the course or degree and receives the
1980 academic credit. (self-study document)

1981
1982 4) If applicable, assess strengths and weaknesses related to this criterion and plans for
1983 improvement in this area. (self-study document)

1984
1985

1986 **E1. Faculty Alignment with Degrees Offered (SPH and PHP)**

1987
1988 **Faculty teach and supervise students in areas of knowledge with which they are thoroughly**
1989 **familiar and qualified by the totality of their education and experience.**

1990 **Faculty education and experience is appropriate for the degree level (bachelor's, master's,**
1991 **doctoral) and the nature of the degree (research, professional practice, etc.) with which they are**
1992 **associated.**

1993
1994 **Education refers to faculty members' degrees, certifications, fellowships, post-doctoral training,**
1995 **formal coursework completed, etc.**

1996
1997 **Experience refers to a range of activities including substantial employment or involvement in**
1998 **public health activities outside of academia. Experience also refers to the depth of service**
1999 **provided to professional and community-based public health organizations and to peer-reviewed**
2000 **scholarship in a discipline. Finally, experience relates to the individual's record of excellence in**
2001 **providing instruction in a discipline.**

2002
2003 Required documentation:

2004
2005 1) Provide a table showing the school or program's primary instructional faculty in the format of
2006 Template E1-1. The template presents data effective at the beginning of the academic year in
2007 which the final self-study is submitted to CEPH and must be updated at the beginning of the site
2008 visit if any changes have occurred since final self-study submission. The identification of
2009 instructional areas must correspond to the data presented in Template C2-1.

2010
2011 Schools should only include data on faculty associated with public health degrees. (self-study
2012 document)

2013
2014 2) Provide summary data on the qualifications of any other faculty with significant involvement in the
2015 school or program's public health instruction in the format of Template E1-2. Schools and
2016 programs define "significant" in their own contexts but, at a minimum, include any individuals who
2017 regularly provide instruction or supervision for required courses and other experiences listed in
2018 the criterion on Curriculum. Reporting on individuals who supervise individual students' practice
2019 experience (preceptors, etc.) is not required. The identification of instructional areas must
2020 correspond to the data presented in Template C2-1. (self-study document)

2021
2022 3) Include CVs for all individuals listed in the templates above. (electronic resource file)

2023
2024 4) If applicable, provide a narrative explanation that supplements reviewers' understanding of data
2025 in the templates. (self-study document)

2026
2027 5) If applicable, assess strengths and weaknesses related to this criterion and plans for
2028 improvement in this area. (self-study document)

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E2. Integration of Faculty with Practice Experience (SPH and PHP)

To assure a broad public health perspective, the school or program employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice.

To assure the relevance of curricula and individual learning experiences to current and future practice needs and opportunities, schools and programs regularly involve public health practitioners and other individuals involved in public health work through arrangements that may include adjunct and part-time faculty appointments, guest lectures, involvement in committee work, mentoring students, etc.

Required documentation:

- 1) Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, other than faculty members' participation in extramural service, as discussed in Criterion E5, including information on appointment tracks for practitioners, if applicable. The unit may identify full-time faculty with significant prior employment practice experience in practice settings outside of academia outside of that which is typically associated with an academic career should also be identified, and/or units may describe employment of part-time practice-based faculty, use of guest lecturers from the practice community, etc. (self-study document)
- 2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

E3. Faculty Instructional Effectiveness (SPH and PHP)

The school or program ensures that systems, policies, and procedures are in place to document that all faculty (full-time and part-time) are current in their areas of instructional responsibility and in pedagogical methods.

The school or program establishes and consistently applies procedures for evaluating faculty competence and performance in instruction.

The school or program supports professional development and advancement in instructional effectiveness.

Required documentation:

- 1) Describe the school or program's procedures for evaluating faculty instructional effectiveness. Include a description of the processes used for student course evaluations and peer evaluations, if applicable. (self-study document)
- 2) Describe available university and programmatic support for continuous improvement in faculty's instructional roles pedagogical teaching practices and student learning. Provide three to five examples of school or program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty. (self-study document)
- 3) Describe ~~the~~ means through which the school or program ensures that all faculty (primary instructional and non-primary instructional) ~~are informed and~~ maintain currency in their areas of

2083 instructional responsibility. ~~The description must address both primary instructional and non-~~
2084 ~~primary instructional faculty and should provide~~ Provide examples as relevant. This response should
2085 focus on methods for ensuring that faculty members' disciplinary knowledge is current and that
2086 curricula reflect this currency. (self-study document)

- 2087
- 2088 4) Describe the role of evaluations of instructional effectiveness in decisions about faculty
2089 advancement. (self-study document)
- 2090
- 2091 5) ~~Describe the school or program's approach and progress over the last three years for each of the~~
2092 ~~chosen indicators.~~ Provide quantitative and/or qualitative information that characterizes the unit's
2093 performance over the last three years on its self-selected indicators of instructional effectiveness.

2094

2095 Select at least three indicators, meaningful to the unit, with one from each of the listed categories.
2096 In addition to at least three from the lists that follow, the school or program may add indicators
2097 that are significant to its own mission and context. Schools should focus data and descriptions on
2098 its public health degree programs.

2099 Faculty currency

- 2100
- 2101 • External reviews of proposed or existing courses or curricula, outside of normal university
2102 processes³⁴
 - 2103 • Peer/internal review of syllabi/curricula for currency of readings, topics, methods, etc.
 - 2104 • Annual or other regular reviews of faculty productivity, relation of scholarship to instruction
 - 2105 • Faculty maintenance of relevant professional credentials or certifications that require
2106 continuing education

2107

2108 Faculty instructional technique

- 2109 • Frequency of internal quality reviews of existing courses or curricula
- 2110 • Participation in professional development related to instruction
- 2111 • Peer evaluation of teaching
- 2112 • Student satisfaction with instructional quality

2113

2114 School- or program-level outcomes

- 2115 • Courses that are team-taught with interprofessional perspectives
- 2116 • Courses that integrate technology in innovative ways to enhance learning
- 2117 • Courses that involve community-based practitioners
- 2118 • Courses that integrate service learning, as defined by the school or program
- 2119 • Courses that integrate community-based projects
- 2120 • Courses that use higher-level assessments
- 2121 • Courses that employ active learning techniques
- 2122 • Teaching assistants trained in pedagogical techniques
- 2123 • Implementation of grading rubrics
- 2124 • Any other measure that tracks use of pedagogical techniques and is meaningful to the
2125 school or program

2126 (self-study document)

- 2127
- 2128
- 2129 6) If applicable, assess strengths and weaknesses related to this criterion and plans for
2130 improvement in this area. (self-study document)

2131

2132

³⁴ Normal university processes include regularly scheduled, university-mandated program reviews and routine curriculum committee reviews of new courses.

2133 **E4. Faculty Scholarship (SPH and PHP)**

2134 **The school or program has policies and practices in place to support faculty involvement in**
2135 **scholarly activities. As many faculty as possible are involved in research and scholarly activity in**
2136 **some form, whether funded or unfunded. Ongoing participation in research and scholarly activity**
2137 **ensures that faculty are relevant and current in their field of expertise, that their work is peer**
2138 **reviewed and that they are content experts.**

2139
2140 **The types and extent of faculty research align with university and school or program missions**
2141 **and relate to the types of degrees offered. For example, when doctoral degrees are offered, the**
2142 **school or program’s research portfolio in those areas take on greater importance. All types of**
2143 **research are valuable, whether conducted with the purpose of improving public health practice,**
2144 **advancing the scholarship of teaching and learning, or for generating new knowledge.**

2145
2146 **Faculty integrate research and scholarship with their instructional activities. Research allows**
2147 **faculty to bring real-world examples into the classroom to update and inspire teaching and**
2148 **provides opportunities for students to engage in research activities, if desired or appropriate for**
2149 **the degree program.**

2150
2151 Required documentation:

- 2152
- 2153 1) Describe the school or program's definition of and expectations regarding faculty research and
2154 scholarly activity. (self-study document)
 - 2155
 - 2156 2) Describe available university and school or program support for research and scholarly activities.
2157 (self-study document)
 - 2158
 - 2159 3) Describe and provide three to five examples of student opportunities for involvement in faculty
2160 research and scholarly activities. This response should focus on instances in which students were
2161 employed or volunteered to assist faculty in faculty research projects and/or independent student
2162 projects that arose from or were related to a faculty member’s existing research. (self-study
2163 document)
 - 2164
 - 2165 4) Describe and provide three to five examples of faculty ~~research activities and how faculty~~
2166 ~~integrating~~ research and scholarly activities and experience into their instruction of students.
2167 This response should briefly summarize three to five faculty research projects and explain how
2168 the faculty member leverages the research project or integrates examples or material from the
2169 research project into classroom instruction. Each example should be drawn from a different
2170 faculty member, if possible. (self-study document)
 - 2171
 - 2172 5) Describe the role of research and scholarly activity in decisions about faculty advancement. (self-
2173 study document)
 - 2174
 - 2175 6) Provide quantitative data on the unit's scholarly activities from the last three years, with the unit's
2176 self-defined target level on each measure for reference. In addition to at least three from the list
2177 that follows, the school or program may add measures that are significant to its own mission and
2178 context. Schools should focus data and descriptions on faculty associated with the school's public
2179 health degree programs. See Template E4-1.
 - 2180
 - 2181
 - Percent of faculty (specify primary instructional or total faculty) participating in research
 - 2182 activities
 - Number of faculty-initiated IRB applications
 - 2183
 - Number of students advised
 - 2184
 - Number of community-based research projects
 - 2185
 - Number of articles published in peer-reviewed journals
 - 2186

- 2187 • Total research funding
- 2188 • Number of citation references
- 2189 • Presentations at professional meetings
- 2190 • Support for development and mentoring of new faculty
- 2191 • Number of grant submissions

2192 (self-study document)

2193 7) If applicable, assess strengths and weaknesses related to this criterion and plans for
 2194 improvement in this area. (self-study document)

2195
 2196
 2197
 2198
 2199 **E5. Faculty Extramural Service (SPH and PHP)**

2200 **The school or program defines expectations regarding faculty extramural service activity.**
 2201 **Participation in internal university committees is not within the definition of this section. Service**
 2202 **as described here refers to contributions of professional expertise to the community, including**
 2203 **professional practice. It is an explicit activity undertaken for the benefit of the greater society,**
 2204 **over and beyond what is accomplished through instruction and research.**

2205
 2206 **As many faculty as possible are actively engaged with the community through communication,**
 2207 **collaboration, consultation, provision of technical assistance and other means of sharing the**
 2208 **school or program’s professional knowledge and skills. Faculty engage in service by consulting**
 2209 **with public or private organizations on issues relevant to public health; providing testimony or**
 2210 **technical support to administrative, legislative, and judicial bodies; serving as board members**
 2211 **and officers of professional associations; reviewing grant applications; and serving as members**
 2212 **of community-based organizations, community advisory boards or other groups. While these**
 2213 **activities may generate revenue, the value of faculty service is not measured in financial terms.**
 2214 **Faculty maintain ongoing practice links with public health agencies, especially at state and local**
 2215 **levels.**

2216
 2217
 2218 Required documentation:

2219
 2220 1) Describe the school or program’s definition and expectations regarding faculty extramural service
 2221 activity. Explain how these relate/compare to university definitions and expectations. (self-study
 2222 document)

2223
 2224 2) Describe available university and school or program support for extramural service activities.
 2225 (self-study document)

2226
 2227 3) Describe and provide three to five examples of faculty extramural service activities and how
 2228 faculty integrate service experiences into their instruction of students. This response should
 2229 briefly summarize three to five faculty extramural service activities and explain how the faculty
 2230 member leverages the activity or integrates examples or material from the activity into classroom
 2231 instruction. Each example should be drawn from a different faculty member, if possible. (self-
 2232 study document)

2233
 2234 4) Provide quantitative and/or qualitative information that characterizes the unit’s performance over
 2235 the last three years on the self-selected indicators of extramural service, as specified below:

2236
 2237 ~~Describe the school or program’s approach and progress over the last three years for each of the~~
 2238 ~~chosen indicators.~~

2239
 2240 Select at least three of the following indicators that are meaningful to the school or program. In
 2241 addition to at least three from the list that follows, the school or program may add indicators that

2242 are significant to its own mission and context. Schools should focus data and descriptions on
2243 faculty associated with the school's public health degree programs.
2244

- 2245 • Percent of faculty (specify primary instructional or total faculty) participating in extramural
2246 service activities
- 2247 • Number of faculty-student service collaborations
- 2248 • Number of community-based service projects
- 2249 • Total service funding
- 2250 • Faculty promoted on the basis of service
- 2251 • Faculty appointed on a professional practice track
- 2252 • Public/private or cross-sector partnerships for engagement and service

2253
2254 (self-study document)

2255
2256 4)5) Describe the role of service in decisions about faculty advancement. (self-study document)

2257
2258 5)6) If applicable, assess strengths and weaknesses related to this criterion and plans for
2259 improvement in this area. (self-study document)

2260 F1. Community Involvement in School or Program Evaluation and Assessment (SPH and PHP)

2261
2262 **The school or program engages community stakeholders, alumni, employers, and other relevant
2263 community partners. Stakeholders may include professionals in sectors other than health (e.g.,
2264 attorneys, architects, parks and recreation personnel).**

2265
2266 **Specifically, the school or program ensures that stakeholders provide regular feedback on its
2267 student outcomes, curriculum, and overall planning processes, including the self-study process.**

- 2268 • **The school or program defines qualitative and/or quantitative methods designed to provide
2269 useful information. “Useful information” refers to information that provides the unit with a
2270 reasonable basis for making curricular and related improvements.**
- 2271 • **The school or program documents and regularly examines its methods, making revisions as
2272 necessary, to ensure useful data.**

2273
2274 **To assess student outcomes and the curriculum, the school or program must gather useful
2275 information from employers of graduates. This must include employers of public health
2276 bachelor’s and master’s degree graduates. Data from supervisors of student practice experiences
2277 may be useful but should not be used exclusively.**

2278
2279
2280 Required documentation:

2281
2282
2283 1) Describe any formal structures for constituent input (e.g., community advisory board, alumni
2284 association, etc.). List members and/or officers as applicable, with their credentials and
2285 professional affiliations. (self-study document)

2286
2287 4)2) Describe any other groups of external constituents (outside of formal structures mentioned
2288 above) from whom the unit regularly gathers feedback. (self-study document)

2289
2290 3) Describe how the school or program engages external constituents in regular assessment of the
2291 content and currency of public health curricula and their relevance to current practice and future
2292 directions. (self-study document)

2293

2294 ~~2)4) Describe how the school or program's external partners contribute to the ongoing operations of~~
2295 ~~the school or program, including the development of the vision, mission, values, goals, and~~
2296 ~~evaluation plan and the development of the self-study document (self-study document)~~
2297

2298 ~~3) . At a minimum, this discussion should include community engagement in the following:~~
2299

2300 ~~a) Assessment of changing practice and research needs~~
2301 ~~Assessment of program graduates' ability to perform competencies in an employment setting~~
2302 ~~b) —~~

2303 ~~5) Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at~~
2304 ~~least two of the areas noted in documentation requests 3 and 4. (electronic resource file)~~

2305 ~~6) Summarize the findings of employers' assessments of program graduates' preparation for post-~~
2306 ~~graduation destinations and explain how the information was gathered. (self-study document)~~
2307

2308 ~~7) Provide documentation of the method by which the school or program gathered employer~~
2309 ~~feedback. (electronic resource file)~~
2310

2311 ~~4)8) If applicable, assess strengths and weaknesses related to this criterion and plans for~~
2312 ~~improvement in this area. (self-study document)~~
2313
2314
2315

F2. Student Involvement in Community and Professional Service (SPH and PHP)

2316 **Community and professional service opportunities, in addition to those used to satisfy**
2317 **Criterion D5, are available to all students. Experiences should help students to gain an**
2318 **understanding of the contexts in which public health work is performed outside of an academic**
2319 **setting and the importance of learning and contributing to professional advancement in the field.**

2320 Required documentation:

- 2321
- 2322 1) Describe how students are introduced to service, community engagement, and professional
2323 development activities and how they are encouraged to participate. (self-study document)
 - 2324
 - 2325 2) Provide examples of professional and community service opportunities in which public health
2326 students have participated in the last three years. (self-study document)
 - 2327
 - 2328 3) If applicable, assess strengths and weaknesses related to this criterion and plans for
2329 improvement in this area. (self-study document)
 - 2330

~~**F3. Assessment of the Community's Professional Development Needs (SPH and PHP)**~~

2333 ~~**The school or program periodically assesses the professional development needs of individuals**~~
2334 ~~**currently serving public health functions in its self-defined priority community or communities.**~~
2335 ~~**Examples could include periodic meetings with community members and stakeholders, formal or**~~
2336 ~~**informal needs assessments, focus groups with external constituents, surveys that are**~~
2337 ~~**administered or co-administered to external constituents and use of existing data sets.**~~
2338

2339 Required documentation:

- 2340
- 2341 ~~1) Define the school or program's professional community or communities of interest and the~~
2342 ~~rationale for this choice. (self-study document)~~
2343

2344 ~~2) Describe how the school or program periodically assesses the professional development needs~~
2345 ~~of its priority community or communities, and provide summary results of these assessments.~~
2346 ~~Describe how often assessment occurs. Include the description and summary results in the self-~~
2347 ~~study document, and provide full documentation of the findings in the electronic resource file.~~

2348
2349 ~~3) If applicable, assess strengths and weaknesses related to this criterion and plans for~~
2350 ~~improvement in this area. (self-study document)~~

2351 2352 2353 **F43. Delivery of Professional Development Opportunities for the Workforce (SPH and PHP)**

2354 **The school or program advances public health by addressing the professional development**
2355 **needs of the current public health workforce, broadly defined, ~~based on assessment activities~~**
2356 **~~described in Criterion F3.~~ Professional development offerings can be for-credit or not-for-credit**
2357 **and can be one-time or sustained offerings.**

2358
2359 Required documentation:

2360
2361 ~~1) Describe the school or program's process for developing and implementing professional~~
2362 ~~development activities for the workforce and ensuring that these activities align with needs~~
2363 ~~identified in Criterion F3. (self-study document)~~

2364
2365 ~~2)1) Provide two to three examples of education/training activities offered by the school or program in~~
2366 ~~the last three years in response to community-identified needs. For each activity, include the~~
2367 ~~number of external participants served (i.e., individuals who are not faculty or students at the~~
2368 ~~institution that houses the school or program) and an indication of how the unit identified the~~
2369 ~~educational need. See Template F3-1. (self-study document)~~

2370
2371 ~~3)2) If applicable, assess strengths and weaknesses related to this criterion and plans for~~
2372 ~~improvement in this area. (self-study document)~~

2373 2374 2375 **G1. Diversity and Cultural Competence (SPH and PHP)**

2376
2377 **The school or program defines systematic, coherent, and long-term efforts to incorporate**
2378 **elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum,**
2379 **scholarship, and community engagement efforts.**

2380
2381 **The school or program also provides a learning environment that prepares students with broad**
2382 **competencies regarding diversity and cultural competence, recognizing that graduates may be**
2383 **employed anywhere in the world and will work with diverse populations.**

2384
2385 **Schools and programs advance diversity and cultural competency through a variety of practices,**
2386 **which may include the following:**

- 2387
2388 • **incorporation of diversity and cultural competency considerations in the curriculum**
2389 • **recruitment and retention of diverse faculty, staff, and students**
2390 • **development and/or implementation of policies that support a climate of equity and inclusion,**
2391 **free of harassment and discrimination**
2392 • **reflection of diversity and cultural competence in the types of scholarship and/or community**
2393 **engagement conducted**

2394
2395 **Aspects of diversity may include age, country of birth, disability, ethnicity, gender, gender**
2396 **identity, language, national origin, race, historical under-representation, refugee status, religion,**

2397 **culture, sexual orientation, health status, community affiliation and socioeconomic status. This**
2398 **list is not intended to be exhaustive.**³⁵
2399

2400 **Cultural competence, in this criterion’s context, refers to competencies for working with diverse**
2401 **individuals and communities in ways that are appropriate and responsive to relevant cultural**
2402 **factors. Requisite competencies include self-awareness, open-minded inquiry and assessment**
2403 **and the ability to recognize and adapt to cultural differences, especially as these differences may**
2404 **vary from the school or program’s dominant culture. Reflecting on the public health context,**
2405 **recognizing that cultural differences affect all aspects of health and health systems, cultural**
2406 **competence refers to the competencies for recognizing and adapting to cultural differences and**
2407 **being conscious of these differences in the school or program’s scholarship and/or community**
2408 **engagement.**

2409
2410 Required documentation:

- 2411 1) List the school or program’s self-defined, priority under-represented populations; explain why
2413 these groups are of particular interest and importance to the school or program; and describe the
2414 process used to define the priority population(s). These populations must include both faculty and
2415 students and may include staff, if appropriate. Populations may differ among these groups. (self-
2416 study document)
- 2417 2) List the school or program’s specific goals for increasing the representation and supporting the
2418 persistence (if applicable) and ongoing success of the specific populations defined in
2419 documentation request 1. (self-study document)
- 2420 3) List the actions and strategies identified to advance the goals defined in documentation request 2,
2421 and describe the process used to define the actions and strategies. The process may include
2422 collection and/or analysis of school- or program-specific data; convening stakeholder discussions
2423 and documenting their results; and other appropriate tools and strategies. (self-study document)
- 2424 4) List the actions and strategies identified that create and maintain a culturally competent
2425 environment and describe the process used to develop them. The description addresses
2426 curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest
2427 lecturers and community agencies reflective of the diversity in their communities; and faculty and
2428 student scholarship and/or community engagement activities. (self-study document)
- 2429 5) Provide quantitative and qualitative data that document the school or program’s approaches,
2430 successes and/or challenges in increasing representation and supporting persistence and
2431 ongoing success of the priority population(s) defined in documentation request 1. (self-study
2432 document)
- 2433 6) Provide student and faculty (and staff, if applicable) perceptions of the school or program’s
2434 climate regarding diversity and cultural competence. (self-study document)
- 2435 7) If applicable, assess strengths and weaknesses related to this criterion and plans for
2436 improvement in this area. (self-study document)

2440
2441 **H1. Academic Advising (SPH and PHP)**
2442
2443
2444
2445
2446

³⁵ CEPH understands that the definition of diversity in non-US settings, as well as the ability to track such data, differs greatly from that in the United States. This does not, however, relieve international schools and programs from the obligation to demonstrate efforts and outcomes related to diversity and cultural competency, as defined in appropriate local contexts.

2447 **The school or program provides an accessible and supportive academic advising system for**
2448 **students. Each student has access, from the time of enrollment, to advisors who are actively**
2449 **engaged and knowledgeable about the school or program’s curricula and about specific courses**
2450 **and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student**
2451 **progress and identifying and supporting those who may experience difficulty in progressing**
2452 **through courses or completing other degree requirements. Orientation, including written**
2453 **guidance, is provided to all entering students.**

2454
2455 Required documentation:

- 2456
- 2457 1) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief
2458 overview of each. (self-study document)
 - 2459
 - 2460 2) Describe the school or program’s academic advising services. If services differ by degree and/or
2461 concentration, a description should be provided for each public health degree offering. (self-study
2462 document)
 - 2463
 - 2464 3) Explain how advisors are selected and oriented to their roles and responsibilities. (self-study
2465 document)
 - 2466
 - 2467 4) Provide a sample of advising materials and resources, such as student handbooks and plans of
2468 study, that provide additional guidance to students. (electronic resource file)
 - 2469
 - 2470 5) Provide data reflecting the level of student satisfaction with academic advising during each of the
2471 last three years. Include survey response rates, if applicable. Schools should present data only
2472 on public health degree offerings. (self-study document)
 - 2473
 - 2474 6) If applicable, assess strengths and weaknesses related to this criterion and plans for
2475 improvement in this area. (self-study document)
- 2476
2477

2478 **H2. Career Advising (SPH and PHP)**

2479
2480 **The school or program provides accessible and supportive career advising services for students.**
2481 **All students, including those who may be currently employed, have access to qualified faculty**
2482 **and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to their**
2483 **professional development needs; these faculty and/or staff ~~and can~~ provide appropriate career**
2484 **placement advice, including advice about enrollment in additional education or training programs,**
2485 **when applicable.**

2486
2487 **Career advising services may take a variety of forms, including but not limited to individualized**
2488 **consultations, resume workshops, mock interviews, career fairs, professional panels, networking**
2489 **events, employer presentations and online job databases.**

2490
2491 **The school or program provides such resources for both currently enrolled students and alumni.**
2492 **The school or program may accomplish this through a variety of formal or informal mechanisms**
2493 **including connecting graduates with professional associations, making faculty and other alumni**
2494 **available for networking and advice, etc.**

2495
2496 Required documentation:

- 2497
- 2498 1) Describe the school or program’s career advising and services. If services differ by degree and/or
2499 concentration, a brief description should be provided for each. Include an explanation of efforts to
2500 tailor services to meet students’ specific needs. Schools should present data only on public health
2501 degree offerings. (self-study document)
- 2502

- 2503 2) Explain how individuals providing career advising are selected and oriented to their roles and
 2504 responsibilities. (self-study document)
 2505
 2506 3) Provide three examples from the last three years of career advising services provided to students
 2507 and one example of career advising provided to an alumnus/a. For each category, indicate the
 2508 number of individuals participating. (self-study document)
 2509
 2510 4) Provide data reflecting the level of student satisfaction with career advising during each of the last
 2511 three years. Include survey response rates, if applicable. Schools should present data only on
 2512 public health degree offerings. (self-study document)
 2513
 2514 5) If applicable, assess strengths and weaknesses related to this criterion and plans for
 2515 improvement in this area. (self-study document)
 2516
 2517

2518 **H3. Student Complaint Procedures (SPH and PHP)**
 2519

2520 **The school or program enforces a set of policies and procedures that govern formal student**
 2521 **complaints/grievances. Such procedures are clearly articulated and communicated to students.**
 2522 **Depending on the nature and level of each complaint, students are encouraged to voice their**
 2523 **concerns to school or program officials or other appropriate personnel. Designated**
 2524 **administrators are charged with reviewing and resolving formal complaints. All complaints are**
 2525 **processed through appropriate channels.**
 2526

2527 Required documentation:
 2528

- 2529 1) Describe the procedures by which students may communicate ~~any formal~~ complaints and/or
 2530 grievances to school or program officials, addressing both informal complaint resolution and
 2531 formal complaints or grievances. Explain ~~and about~~ how these procedures are publicized. (self-
 2532 study document)
 2533
 2534 2) Briefly summarize the steps for how a formal complaint or grievance filed through official
 2535 university processes progresses. Include information on all levels of review/appeal. (self-study
 2536 document)
 2537
 2538 3) List any formal complaints and/or student grievances submitted in the last three years. Briefly
 2539 describe the general nature or content of each complaint and the current status or progress
 2540 toward resolution. (self-study document)
 2541
 2542 4) If applicable, assess strengths and weaknesses related to this criterion and plans for
 2543 improvement in this area. (self-study document)
 2544
 2545

2546 **H4. Student Recruitment and Admissions (SPH and PHP)**
 2547

2548 **The school or program implements student recruitment and admissions policies and procedures**
 2549 **designed to locate and select qualified individuals capable of taking advantage of the school or**
 2550 **program’s various learning activities, which will enable each of them to develop competence for a**
 2551 **career in public health.**
 2552

2553 Required documentation:
 2554

- 2555 1) Describe the school or program’s recruitment activities. If these differ by degree (e.g., bachelor’s
 2556 vs. graduate degrees), a description should be provided for each. Schools should discuss only
 2557 public health degree offerings. (self-study document)
 2558

- 2559 2) Provide a ~~statement~~brief summary of admissions policies and procedures. If these differ by
 2560 degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.
 2561 Schools should discuss only public health degree offerings. (self-study document) Detailed
 2562 admissions policies, if relevant, may be provided in the electronic resource file and referenced
 2563 here.
 2564
 2565 3) Provide quantitative data on the unit's student body from the last three years, with the unit's self-
 2566 defined target level on each measure for reference. In addition to at least one from the list that
 2567 follows, the school or program may add measures that are significant to its own mission and
 2568 context. Schools should focus data and descriptions on students associated with the school's
 2569 public health degree programs. See Template H4-1.
 2570
 2571 • Quantitative scores (e.g., GPA, SAT/ACT/GRE, TOEFL) for newly matriculating students
 2572 • Percentage of designated group (e.g., undergraduate students, mid-career professionals,
 2573 multi-lingual individuals) accepting offers of admission
 2574 • Percentage of priority under-represented students (as defined in Criterion G1) accepting
 2575 offers of admission
 2576 • Percentage of newly matriculating students with previous health- or public health-related
 2577 experience
 2578 • Number of entering students with distinctions and/or honors from previous degree (e.g.,
 2579 National Merit Scholar)
 2580 • Percentage of multilingual students
 2581
 2582 (self-study document)
 2583
 2584 4) If applicable, assess strengths and weaknesses related to this criterion and plans for
 2585 improvement in this area. (self-study document)
 2586

2587 **H5. Publication of Educational Offerings (SPH and PHP)**
 2588

2589 **Catalogs and bulletins used by the school or program to describe its educational offerings must**
 2590 **be publicly available and must accurately describe its academic calendar, admissions policies,**
 2591 **grading policies, academic integrity standards and degree completion requirements. Advertising,**
 2592 **promotional materials, recruitment literature and other supporting material, in whatever medium it**
 2593 **is presented, must contain accurate information.**
 2594

2595 Required documentation:
 2596

- 2597 1) Provide direct links to information and descriptions of all degree programs and concentrations in
 2598 the unit of accreditation. The information must describe all of the following: academic calendar,
 2599 admissions policies, grading policies, academic integrity standards and degree completion
 2600 requirements. (self-study document)
 2601

2602 **Definitions**

2603
2604 The following definitions apply throughout this document, regardless of the specific terminology used by
2605 the school or program:

2606
2607 **School** and **program** refer to categories of accreditation (SPH and PHP) defined in CEPH's Accreditation
2608 Procedures.

2609
2610 **Degree level** refers to one of three options: 1) bachelor's, 2) master's, or 3) doctoral.

2611
2612 **Degree** refers to BA, BS, MS, MSPH, MPH, PhD, ScD, DrPH, etc. Degrees may include one
2613 concentration, or a degree may include multiple concentrations.

2614
2615 **Concentration** refers to any area of study that the school or program advertises as available to students,
2616 via its catalog and/or website.

2617
2618 For example, an MPH in epidemiology is a concentration. An MPH in epidemiology with focus areas in
2619 chronic disease and infectious disease would be two concentrations (chronic epidemiology and infectious
2620 epidemiology).

2621
2622 In these criteria, "concentration" is synonymous with terms such as "specialization," "emphasis area,"
2623 "track" and "focus area," and, in some cases, "certificate." A certificate is equivalent to a concentration
2624 when completion of a certificate is universally required to fulfill degree requirements.

2625
2626 **Generalist** is considered a concentration for these criteria's purposes, and an MPH with no concentration
2627 listed is considered "generalist" by default. Schools and programs are free to name all concentrations as
2628 they wish to provide clarity to students and the public.

2629
2630 Plans of study that are clearly presented to students as **minors** are not considered to be concentrations.
2631 **Certificates** that are optional additions to students' programs of study are not considered to be
2632 concentrations.

2633
2634 **Combined (joint, dual, concurrent, accelerated) degree programs**, such as the MD/MPH, may require
2635 students to either

- 2636
- 2637 1) complete one of the school or program's existing concentrations, or
 - 2638 2) complete a curriculum structured around competencies developed specifically for the combined
2639 degree.

2640
2641 Schools and programs that choose the first option must define a specific assessment opportunity for all
2642 concentration-specific competencies, whether the assessment occurs in the MPH or the external degree
2643 program. Schools or programs that choose the second option must list the combined degree as a distinct
2644 MPH concentration in Template Intro-1 and elsewhere in the document and must comply with all
2645 requirements associated with an MPH concentration, including the faculty resource requirements.

2646
2647 **Public health degrees** include the following:

- 2648
- 2649 • Bachelor's degrees in public health disciplines

2650
2651 Bachelor's degrees in public health include BSPH, BS, BA, etc. when they are offered in public health
2652 disciplines. SPH may offer BS or BA degrees in non-public health disciplines (e.g., exercise science), and
2653 these are classified as "other" degrees, as discussed below. In SPH, specialized bachelor's degrees in
2654 fields closely related to public health that have their own disciplinary orientation and definitions (e.g., BS
2655 in environmental science, BS in health administration) may be excluded from the category of public health
2656 bachelor's degrees if they are not intended to function as public health degrees. See definition of "other"
2657 degrees.

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Professional public health degrees are offered at the graduate level and include the MPH and DrPH, as well as any graduate degrees that ~~are intended to~~ prepare individuals for public health practice in a manner equivalent to the MPH or DrPH degree.

In a PHP, the MHA or MHSA is only part of the accreditation unit in exceptional circumstances, as defined below.

In an SPH, the MHA or MHSA is classified in the category of “all remaining degrees” (Criterion D18) except under special circumstances, as defined below.

If specifically designated as such by the school or program, MHA or MHSA degrees may be classified as professional public health degrees. In these cases, MHA and MHSA degrees must comply with Criteria D1, D2, D4, D5, D7 and D13.

Academic and highly specialized public health master’s degrees (e.g. MS) ~~often include the MS and PhD. These degrees~~ are offered in public health fields but ~~are do~~ not ~~intended to~~ function as MPH or DrPH equivalents. ~~They~~ Some of these degrees prepare students for ~~further doctoral study or for academic or scholarly positions~~ in public health fields. Other degrees prepare students for highly technical and specific job functions (e.g. laboratory technician, data scientist).

- For example, in some institutions, the MSPH ~~is intended to~~ functions in a manner equivalent to the MPH degree. In these institutions, the MSPH is a professional degree.
- In some institutions, the MSPH ~~is intended to~~ prepares students for doctoral study and/or ~~research-based~~ highly technical and specific job functions ~~careers~~. In these institutions, the MSPH is an academic and highly specialized degree.

The MS in industrial hygiene is classified in the category of “academic and highly specialized public health degrees” (Criterion D16).

Regardless of the nature of the training and intended career paths for graduates, the MPH is always classified as a professional degree and would not be addressed in Criterion D16.

Other degrees include 1) bachelor’s degrees or concentrations in fields other than public health and 2) all graduate degrees and concentrations that do not meet the definition of a professional or academic public health degree as noted above. MHA and MHSA degrees are classified as “all remaining degrees” unless specifically designated as professional public health degrees by the school.

For ease of reference, any criteria that refer to the “MPH degree” also apply to any other professional public health master’s degrees through which the program intends to prepare public health practitioners in a manner equivalent to the MPH. Such degrees may include the MSPH and other degrees when they are intended to function as professional degrees equivalent to the MPH. These degrees were referred to in previous versions of CEPH criteria as “equivalent professional degrees.”

Appendix 1

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****Bold font indicates data that are self-selected or defined by the unit. Definition of desired outcomes precedes data collection for these elements.**

	Criteria or Template
1. Performance data for all information needed to measure aspects of mission and goals not captured below (typically 5-10 measures)	B2-1
2. <u>At least three specific examples of improvements undertaken in the last three years based on the evaluation plan. At least one of the changes must relate to an area other than the curriculum</u>	<u>B2-2</u>
3. Student enrollment	Intro 2
4. Graduation rates	B3-1
5. Doctoral student progression (e.g., # of newly admitted, # of completed coursework)	B3-2
6. Post-graduation outcomes (e.g., employment, enrollment in further education)	B4-1
7. Actionable data (quantitative and/or qualitative) from recent alumni on their perceptions of competency attainment	B4
8. Actionable data (quantitative and/or qualitative) from recent alumni on their self-assessed abilities to apply competencies in their post-graduation destinations <u>preparation for post-graduation destinations</u>	B5
9. Budget table	C1-1
10. Student perceptions of faculty availability	C2
11. Student perceptions of class size & relationship to learning	C2
12. List of all faculty, which concentrations they support & their FTE allocation to the unit as a whole	C2-1, E1-1, E1-2
13. Ratios for student academic advising (all degree levels)	C2-2
14. Ratios for supervision of MPH ILE	C2-2
15. Ratios for supervision of bachelor's cumulative/experiential activity	C2-2
16. Ratios for DrPH ILE advising	C2-2
17. Ratios for PhD dissertation advising	C2-2
18. Ratios for MS final project advising	C2-2
19. Count, FTE (if applicable), and type/categories of staff resources	C3-1
20. Faculty participation in activities/resources designed to improve instructional effectiveness (maintain ongoing list of exemplars)	E3
21. Performance on at least 3 self-selected indicators for faculty currency, instructional techniques & unit instructional effectiveness outcomes from list in criterion	E3
22. Faculty research/scholarly activities with connections to instruction (maintain ongoing list of exemplars)	E4
23. Data on at least 3 self-selected outcome measures for faculty research and scholarly activities from list in criterion	E4-1
24. Faculty extramural service activities with connections to instruction (maintain ongoing list of exemplars)	E5
25. Performance on at least 3 self-selected indicators for faculty extramural service from list in criterion	E5
26. Actionable data (quantitative and/or qualitative) from employers on graduates' abilities to perform competencies in a practice setting <u>preparation for post-graduation destinations</u>	F1
27. Feedback from external stakeholders on changing practice & research needs that might impact unit priorities and/or curricula	F1
28. Feedback from stakeholders on guiding statements and ongoing self-evaluation data	F1
29. Professional AND community service activities that students participate in (maintain ongoing list of exemplars)	F2
30. Current educational and professional development needs of self-defined communities of public health workers (individuals not currently enrolled in unit's degree programs)	F3

	Criteria or Template
31. Continuing education events presented for the external community, with number of non-student, non-faculty attendees per event (maintain ongoing list)	<i>F3-1</i>
32. Quantitative and qualitative information that demonstrates unit's ongoing efforts to increase representation and support success of self-defined priority underserved populations—among students AND faculty (and staff if applicable)	G1
33. Student AND faculty (staff, if applicable) perceptions of unit's climate regarding diversity & cultural competence	G1
34. Student satisfaction with academic advising	H1
35. Student satisfaction with career advising	H2
36. Events or services provided to assist with career readiness, job search, enrollment in additional education, etc. (maintain ongoing list of exemplars)	H2
37. Number of student complaints filed (and info on disposition or progress)	H3
38. Data on self-selected indicator(s) for success in enrolling a qualified student body from list in criterion	<i>H4-1</i>

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