

CEPH Draft Accreditation Criteria: 6/27/16

Introduction and Rationale – PLEASE READ

The Council's three major aims in this criteria revision process are as follow:

- Ensure the quality of public health education.
- Increase flexibility and opportunities for innovation.
- Simplify and reduce the accreditation reporting burden.

We welcome specific comments that help us achieve these aims.

The Council received and considered over 140 comments from more than 25 individuals and organizations in the “round 3” comment period. Many of the comments focused on similar areas. Based on the comments received, it appears that there is relative consensus on many of the criteria. In this draft:

- **Criteria that appear to require more discussion are printed in blue.**
- **Criteria on which there appears to be substantial agreement are printed in green.**
- **Tracked changes, in either type of criterion, appear in red.**

The Council suggests that this final round of comments focus on the criteria printed in blue.

We will continue to accept comments on any component of the draft, in case criteria printed in green can benefit from additional insights.

Other notes on document format:

Notes that appear in red italics will be removed from the final version and are intended to provide context during the revision and comment process.

Criteria indicated with ▲ are required by the US Department of Education (USDE) as part of CEPH's recognition process as a specialized accreditor. In many cases, the USDE indicates that the criteria must address a given topic (eg, the criteria must address faculty qualifications) but does not prescribe specific requirements. The USDE requires that criteria address curriculum, but the symbol is not provided next to each curricular criterion, since many criteria act together to fulfill this requirement. In a limited number of cases, indicated with notes in red italics, the regulations dictate the content of the criterion.

The designation in parentheses following each criterion heading (eg, SPH and PHP) indicates the unit(s) for which each criterion is applicable. Some criteria apply only to SPH, as indicated.

The designation in parentheses following each documentation request (eg, self-study document) indicates where the information should appear.

New criterion	Relationship to current criteria
Introduction	Replaces elements of Criterion 1.3
A Organization & Decision Making	Replaces 1.4 & 1.5. Contains elements of 1.3
B Mission & Evaluation	Replaces 1.1 & 1.2. Contains elements of 2.7
C Resources	Replaces 1.6 & 1.7
D Curriculum	Replaces 2.1-2.14
E Faculty	Replaces 3.1, 4.1 & 4.2. Contains elements of 3.2.
F Community Engagement	New: contains elements of the following: 1.1, 1.2, 1.8, 2.7 & 3.2 Replaces 3.3
G Diversity	Replaces 1.8
H Student Services	Replaces 4.3 & 4.4

The Council chose an approach that breaks each criterion into functional components for evaluation. This criteria document attempts to reduce the number of "compound" criteria, which assess multiple elements simultaneously. The result is a document with many criteria but a streamlined set of reporting requirements and increased clarity for each individual component. The Council believes that this increased clarity will assist schools and programs in focusing on specific areas for improvement and will aid reviewers and Councilors in providing specificity on issues identified during the review process.

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Criteria in green have achieved broad consensus
Criteria in blue are priorities for additional discussion

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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 (eg, 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 accreditor for the university as well as all specialized accreditors to which any
12 school, college or other organizational unit at the university responds (list may be placed in the
13 electronic resource file) ▲
14 f. brief history and evolution of the public health school or program and related organizational
15 elements, if applicable (eg, date founded, educational focus, other degrees offered, rationale for
16 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 (eg, reporting to the president through
27 the provost)
28 e.d. for multi-partner SPH & PHP (as defined in Criterion A2), organizational charts must depict all
29 participating institutions
30

31 **3) An instructional matrix presenting all of the school or program's degree programs and**
32 **concentrations areas of specialization, including bachelor's, master's and doctoral degrees, as**
33 **appropriate.² Present 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 any public health degrees/concentrations that are offered in distance learning or
40 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. (Follow Template Intro-1).

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

PHP 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.

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4) Enrollment data for all of the school or program’s degree programs, including bachelor’s, master’s and doctoral degrees, in the format of Template Intro-2. SPH that house “other” degrees and concentrations should separate those degrees and concentrations from the public health degrees for reporting student enrollments. For example, if an SPH offers a BS in public health and a BS in exercise science, student enrollment data should be presented separately. Data on “other” degrees and concentrations may be grouped together as relevant to the school.

The Council added this documentation request to establish context, since the detailed enrollment data currently requested in Criterion 4.3 are no longer required.

DRAFT

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

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

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

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

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

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

78
79 **Required documentation:**

- 80
81 1) **List the program or school's standing and significant ad hoc committees. For each, indicate the**
82 **formula for membership (eg, two appointed faculty members from each concentration) and list the**
83 **current membership. Identify student members and indicate how they are appointed. (self-study**
84 **document)**

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

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

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

100 **(self-study document)**

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

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

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

- 111
112 6) Assess strengths and weaknesses related to this criterion and plans for improvement in this area,
113 if applicable. (self-study document)
114
115

116 **A2. Multi-Partner Schools and Programs (SPH and PHP—applicable ONLY if functioning as a**
117 **“collaborative unit” as defined in CEPH procedures)**
118

119 **When a school or program is sponsored by more than one regionally-accredited institution and is**
120 **operated as a single organizational unit, the school or program defines a clear and**
121 **comprehensive set of organizational rights and responsibilities that address operational,**
122 **curricular and resource issues. Memoranda of agreement or other similar documents outline all**
123 **such rights and responsibilities.**
124

125 **The school or program has a single identified leader (dean or director) and a cohesive chain of**
126 **authority for all decision making relevant to the educational program that culminates with this**
127 **individual.**
128

129 Required documentation:

- 130
131 1) Describe the major rights and responsibilities of each participating institution. (self-study
132 document)
133
134 2) A copy of the formal written agreement that establishes the rights and obligations of the
135 participating universities in regard to the program or school’s operation. (electronic resource file)
136
137 3) Describe the role and responsibilities of the identified leader. (self-study document)
138
139 4) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
140 area, if applicable. (self-study document)
141
142

143 **A3. Student Engagement (SPH and PHP)**
144

145 **Students have formal methods to participate in policy making and decision making within the**
146 **school or program, and the school or program engages students as members on decision-making**
147 **bodies whenever appropriate.**
148

149 Required documentation:

- 150
151 1) Describe student participation in policy making and decision making at the school or program
152 level, including identification of all student members of school or program committees over the
153 last three years, and student organizations involved in school or program governance, if relevant
154 to this criterion. Schools should focus this discussion on students in public health degree
155 programs. (self-study document)
156
157 2) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
158 area, if applicable. (self-study document)
159
160

161 **A4. Autonomy for Schools of Public Health (SPH only)**
162

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

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

168
169 Required documentation:

- 170
171 1) Briefly describe of the school's reporting lines up to the institution's chief executive officer. The
172 response may refer to the organizational chart provided in the introduction. (self-study document)
173
174 2) Describe the reporting lines and levels of autonomy of other professional schools located in the
175 same institution and identification of any differences between the school of public health's
176 reporting lines/level of autonomy and those of other units. (self-study document)
177
178 3) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
179 area, if applicable. (self-study document)
180

181 182 **A5. Degree Offerings in Schools of Public Health (SPH only)³**

183
184 **A school of public health offers a professional public health master's degree (eg, MPH) in at least**
185 **three distinct concentrations (as defined by competencies in Criterion D4) and public health**
186 **doctoral degree programs (academic or professional) in at least two concentrations (as defined by**
187 **competencies in Criterion D4).⁴ A school may offer more degrees or concentrations at either**
188 **degree level.**

189
190 Required documentation:

- 191
192 1) Affirm that the school offers professional public health master's degree concentrations in at least
193 three areas and public health doctoral degree programs of study in at least two areas. Template
194 Intro-1 may be referenced for this purpose. (self-study document)
195
196 2) An official catalog or bulletin that lists the degrees offered by the school. (electronic resource file
197 or hyperlink in self-study document)
198
199

200 **B1. Guiding Statements/Statement of Purpose (SPH and PHP)**

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

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

208
209 **The school or program defines *goals* that describe strategies to accomplish the defined mission.**
210

³ CEPH procedures indicate that all units of accreditation, including programs, must offer a professional public health master's degree to be eligible for accreditation. Accreditation as a school of public health requires satisfying all accreditation criteria applicable to programs as well as Criteria A4 and A5 and the school-specific faculty resource minimum defined in Criterion C2.

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 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.

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 statement of purpose that, at a minimum, presents the school or program’s**
230 **vision, mission, goals and values.**
- 231

232 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. (self-study document)

- 235
- 236 2) **If applicable, a school- or program-specific strategic plan or other comparable document.**
237 **(electronic resource file)**
- 238
- 239 3) **Assess the strengths and weaknesses related to this criterion and plans for improvement in this**
240 **area, if applicable. (self-study document)**
- 241

242

243 **B2. Defining Evaluation Practices (SPH and PHP)**

244

245 **The school or program defines appropriate evaluation methods and measures that allow the**
246 **school or program to determine its effectiveness in advancing its mission and goals. The**
247 **evaluation plan is ongoing, systematic and well-documented. The chosen evaluation methods and**
248 **measures must track the school or program’s progress in 1) advancing the field of public health**
249 **(addressing instruction, scholarship and service) and 2) promoting student success.**

250
251 Required documentation:

- 252
- 253 1) **Present an evaluation plan that, at a minimum, lists the school or program’s evaluation measures,**
254 **methods and parties responsible for review. See Template B2-1. (self-study document)**
- 255
- 256 2) **Briefly describe how the chosen evaluation methods and measures track the school or program’s**
257 **progress in advancing the field of public health (including instruction, scholarship and service)**
258 **and promoting student success. (self-study document)**
- 259
- 260 3) **Provide evidence of implementation of the plan described in Template B2-1. Evidence may**
261 **include reports or data summaries prepared for review, minutes of meetings at which results were**
262 **discussed, etc. Evidence must document examination of progress and impact on both public**
263 **health as a field and student success. (electronic resource file)**
- 264
- 265 4) **Assess the strengths and weaknesses related to this criterion and plans for improvement in this**
266 **area, if applicable. (self-study document)**

267 **B3. Graduation Rates (SPH and PHP) ▲**

268
269 **The school or program collects and analyzes graduation rate data for each public health degree**
270 **offered (eg, BS, MPH, MS, PhD, DrPH).⁵**

271
272 **The school or program achieves graduation rates of 70% or greater for bachelor’s and master’s**
273 **degrees and 60% or greater for doctoral degrees.**

274
275 Required documentation:

276
277 1) Graduation rate data for each **public health** degree. See Template B3-1. (self-study document)

278
279 ~~1)2) Data on public health doctoral student progression in the format of Template B3-2. (self-study~~
280 ~~document)~~

281
282 ~~2)3) Explain the data presented above, including identification of factors contributing to any rates that~~
283 ~~do not meet this criterion’s expectations and plans to address these factors. (self-study~~
284 ~~document)~~

285
286 ~~3)4) Assess the strengths and weaknesses related to this criterion and plans for improvement in this~~
287 ~~area, if applicable. (self-study document)~~

288
289
290 **B4. Post-Graduation Outcomes (SPH and PHP) ▲**

291
292 **The school or program collects and analyzes data on graduates’ employment or enrollment in**
293 **further education, post-graduation, for each public health degree offered (eg, BS, MPH, MS, PhD,**
294 **DrPH).**

295
296 **The goal is to collect data that accurately presents outcomes for graduates within approximately**
297 **one year of graduation, since collecting data shortly before or at the exact time of graduation will**
298 **result in underreporting of employment outcomes for individuals who begin their career search at**
299 **graduation.**

300
301 **The school or program chooses methods that are explicitly designed to minimize the number of**
302 **students with unknown outcomes. In many cases, these methods will require multiple data**
303 **collection points. The school or program need not rely solely on self-report or survey data and**
304 **should use all possible methods for collecting outcome data.**

305
306 **The school or program achieves rates of 80% or greater employment or enrollment in further**
307 **education within the defined time period for each degree.⁶**

308
309 Required documentation:

310
311 1) Data on post-graduation outcomes (employment or enrollment in further education) for each
312 **public health** degree. See Template B4-1. (self-study document)

313

⁵ **SPH only:** Provide data on public health degrees only. For those degrees (eg, BS) in which the SPH offers a mix of public health concentrations and “other” concentrations, the SPH should present data ONLY for the public health concentrations. SPHs 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.

⁶ **SPH only:** See footnote 5.

- 314 2) Explain the data presented above, including identification of factors contributing to any rates that
315 do not meet this criterion's expectations and plans to address these factors. (self-study
316 document)
317
- 318 3) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
319 area, if applicable. (self-study document)
320

321 **B5. Alumni Perceptions of Curricular Effectiveness (SPH and PHP)**

322 **For each degree offered,⁷ the school or program collects information on alumni perceptions of**
323 **their own success in achieving defined competencies and of their ability to apply these**
324 **competencies in their post-graduation placements.**

325 **The school or program defines qualitative and/or quantitative methods designed to maximize**
326 **response rates and provide useful information. Data from recent graduates within the last five**
327 **years are typically most useful, as distal graduates may not have completed the curriculum that is**
328 **currently offered.**

329 **The school or program documents and regularly examines its methodology as well as its**
330 **substantive outcomes to ensure useful data.**

331 Required documentation:
332

- 333 1) Summarize the findings on alumni self-assessment on success in achieving competencies and
334 ability to apply competencies after graduation. (self-study document)
335
- 336 2) Provide full documentation of the methodology and findings from alumni data collection.
337 (electronic resource file)
338
- 339 3) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
340 area, if applicable. (self-study document)
341

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

343 **The school or program engages in regular, substantive review of all evaluation findings, as well as**
344 **strategic discussions about the implications of evaluation findings. The school or program**
345 **implements an explicit process for translating evaluation findings into programmatic plans and**
346 **changes and provides evidence of changes implemented based on evaluation findings.**

347 Required documentation:
348

- 349 1) Describe how the school or program uses evaluation results to shape future actions and
350 strategies. Explain the role of the dean, department chair or program director and other key
351 faculty or staff in translating evaluation findings into action. (self-study document)
352
- 353 2) Provide two to four specific examples of programmatic changes undertaken **in the last three years**
354 based on evaluation results. For each example, describe the specific evaluation finding and the
355 groups or individuals responsible for determining the planned change, as well as identifying the
356 change itself. (self-study document)
357

358 ⁷ **SPH only:** See footnote 5.
359

- 365 3) Provide documentation and/or narrative relating to programmatic changes undertaken based on
366 evaluation results. Documentation may include meeting minutes, reports prepared for
367 committees, etc. (electronic resource file)
368
369 4) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
370 area, if applicable. (self-study document)
371

372 **C1. Fiscal Resources (SPH and PHP) ▲**

373 **The school or program has financial resources adequate to fulfill its stated mission and goals.**
374 **Financial support is adequate to sustain all core functions, including offering coursework and**
375 **other elements necessary to support the full array of degrees and ongoing operations.**
376
377

378 Required documentation:

- 379
380 1) Describe the school or program's budget processes, including all sources of funding. This
381 description addresses the following, as applicable:
382
383 a) Briefly describe how the school or program pays for faculty salaries. For example, are faculty
384 salaries fully guaranteed, or are faculty expected to raise funds to support salaries? If this
385 varies by individual or appointment type, indicate this and provide examples. For programs, if
386 faculty's salaries are paid by an entity other than the program (such as a department or
387 college), explain.
388
389 b) Briefly describe how the school or program requests and/or obtains additional faculty or staff
390 (additional = not replacements for individuals who left). If multiple models are possible,
391 indicate this and provide examples.
392
393 c) Describe how the school or program funds the following:
394 a. operational costs (schools and programs define "operational" in their own contexts;
395 definition must be included in response)
396 b. student support, including scholarships, support for student conference travel,
397 support for student activities, etc.
398 c. faculty development expenses, including travel support. If this varies by individual or
399 appointment type, indicate this and provide examples.
400
401 d) In general terms, describe how the school or program requests and/or obtains additional
402 funds for operational costs, student support and faculty development expenses.
403
404 e) Explain how tuition and fees paid by students are returned to the school or program. If the
405 school or program receives a share rather than the full amount, explain, in general terms,
406 how the share returned is determined. If the school or program's funding is allocated in a way
407 that does not bear a relationship to tuition and fees generated, indicate this and explain.
408
409 f) Explain how indirect costs associated with grants and contracts are returned to the school or
410 program and/or individual faculty members. If the school or program and its faculty do not
411 receive funding through this mechanism, explain.
412

413 If the school or program is a multi-partner accredited unit sponsored by two or more universities,
414 the responses must make clear the financial contributions of each sponsoring university to the
415 overall program budget. The description must explain how tuition and other income is shared,
416 including indirect cost returns for research generated by public health school or program faculty
417 appointed at any institution.
418

419 (self-study document)
420

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

424
425 PHP only: If a program does not typically have a separate budget, it must present one of the
426 following:

- 427 • A budget statement for the organizational unit that houses the program's budget in the
428 format of Template C1-1 AND an accompanying table, also in Template C1-1 format, that
429 estimates program income and expenditures, line by line, with accompanying narrative
430 explaining the basis for the estimate (eg, approximately 20% of the department's salary
431 funds support the program).
- 432 • A table that accurately depicts the funding controlled by the program. For example, if the
433 program's only direct allocation is funds for operations and student support, the budget
434 table would address those categories only. A narrative must accompany the table and
435 explain the reasoning for including/excluding categories of income and expenditures.

436
437 If the PHP is a multi-partner accredited unit sponsored by two or more universities, the budget
438 statement must make clear the financial contributions of each sponsoring university to the overall
439 program budget. (self-study document)

- 440
441 3) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
442 area, if applicable. (self-study document)

443 C2. Faculty Resources (SPH and PHP) ▲

444
445 The school or program has adequate faculty, including primary instructional faculty and non-
446 primary instructional faculty, to fulfill its stated mission and goals. This support is adequate to
447 sustain all core functions, including offering coursework and advising students. The stability of
448 resources is a factor in evaluating resource adequacy.

449
450 Primary instructional faculty, as defined in these criteria, provide the basis for initial levels of
451 review of the adequacy of a school or program's resources.

452
453 This criterion employs a three-step review (outlined in C2-A through C2-C) in assessing adequacy
454 of faculty resources. ~~See Figure C2-1 for a visual representation of the steps of analysis.~~

455 Definitions

456
457 For SPH only, primary instructional faculty are defined as follows. Primary instructional faculty
458 must meet BOTH requirements outlined below:

- 459 • Employed full-time as faculty members appointed in the SPH (ie, 1.0 FTE in the unit of
460 accreditation). The school uses the university's definitions of "full-time" and "faculty."
461 Individuals appointed in the SPH with honorary appointments in other disciplines or
462 occasional teaching/advising duties outside the school may count as primary instructional
463 faculty member in some circumstances, but the primary expectation of the individual's
464 employment must be activities associated with the SPH.
 - 465 • Have regular responsibility for instruction in the SPH's public health degree programs as a
466 component of employment. Individuals whose sole instructional responsibility is
467 mentoring individual doctoral or research students do not meet CEPH's definition of
468 primary instructional faculty, nor do faculty whose regular instructional responsibilities lie
469 with non-public health degrees within the SPH, if applicable.
- 470
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477
478 For PHP only, primary instructional faculty are defined as follows. Primary instructional faculty
479 must meet ALL THREE requirements outlined below:
480

- 481 • Employed full-time as faculty members at the home institution/university. The PHP uses
482 the university's definitions of "full-time" and "faculty."
483
- 484 • Have regular responsibility for instruction in the PHP as a component of employment.
485 Individuals whose sole instructional responsibility is mentoring individual doctoral or
486 research students do not meet CEPH's definition of primary instructional faculty.
487
- 488 • Spend a majority of time/effort (.50 FTE or greater) on activities associated with the PHP,
489 including instruction. Research and service effort should also be included in the FTE
490 allocated to the program if the research or service projects impact the PHP and its
491 students. The program defines FTE allocations consistently and transparently and can
492 clearly account for all time, effort and instructional or other responsibilities spent on
493 degree programs outside the unit of accreditation.
494

495 **C2-A. Minimum faculty requirement by accreditation unit (SPH and PHP)**
496

497 **SPH employ, at a minimum, 21 primary instructional faculty.**
498

499 **PHP employ, at a minimum, three primary instructional faculty.**
500

501
502 **C2-B. Minimum faculty requirement by range of offerings (SPH and PHP)**
503

504
505 *The Council considered comments and tested a number of different scenarios, based on currently*
506 *accredited institutions and on inquiries from prospective applicants. After discussion, the Council opted to*
507 *maintain consistency with current requirements for PHP. Since the existing model for SPH is no longer*
508 *tenable, the Council proposes the following to ensure quality. Additional perspectives are particularly*
509 *welcomed during this final round of comments.*
510

511 **Students' access to a range of intellectual perspectives and to breadth of thought in their chosen**
512 **fields of study is an important component of quality, as is faculty access to colleagues with**
513 **shared interests and expertise.**
514

515 **To provide this basic breadth and range and to assure quality, schools and programs employ, at a**
516 **minimum, three faculty members per concentration area and for the first degree level offered.⁸**
517

518 **Each additional degree level in a concentration requires the addition of one faculty member. Thus,**
519 **a concentration area that solely offers master's degrees requires three faculty members. A**
520 **concentration offering bachelor's and master's degrees OR master's and doctoral degrees**
521 **requires four faculty members. A concentration with bachelor's, master's and doctoral-level**
522 **degrees requires a minimum of five faculty members.**
523

⁸ 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 ~~the Instructional Matrix~~.

524 Additional definitions and specifications for these faculty requirements differ between SPH and
525 PHP, due to the differing appointment and resource structures in these organizational units.
526 Definitions and specifications appear below:

527
528 **SPH:**

529
530 The three faculty per concentration for the first degree level include the following:

- 531
- 532 • Two primary instructional faculty members
 - 533 ○ These individuals may only count toward the three faculty in one additional
534 concentration.
 - 535
 - 536 • One additional faculty member of any type (faculty from another university unit, adjunct
537 faculty, part-time faculty or primary instructional faculty associated with another
538 concentration area).
 - 539
 - 540 • The additional faculty required for adding a degree level in a concentration area must be
541 primary instructional faculty members.
 - 542
 - 543 • All identified faculty must have regular instructional responsibility in the area. Individuals
544 who perform research in a given area but do not have some regular expectations for
545 instruction cannot serve as one of the three to five listed members.
- 546

547
548 **PHP**

549
550 The three faculty per concentration for the first degree level must all be primary instructional
551 faculty. The additional faculty required for additional degree levels must also be primary
552 instructional faculty. Primary faculty members can count toward only one concentration area.

553
554 **SPH & PHP**

555
556 All identified faculty must be qualified to provide instruction in the concentration area, as defined
557 in Criterion E1.

558
559 Criterion E assesses an individual's qualifications vis-à-vis his or her association with a
560 concentration and degree level.

561
562 In multi-partner schools and programs (ie, institutions responding to Criterion A2), faculty may be
563 drawn from any of the participating institutions to demonstrate compliance with this aspect of the
564 criteria.

565
566 **C2-C. Faculty resource adequacy, beyond minimum eligibility (SPH and PHP)**

567
568 The size of the school or program's faculty complement is appropriate for the size of the student
569 body and supports and encourages effective, regular and substantive student-faculty interactions.

570
571 The school or program documents the adequacy of the faculty complement through multiple
572 quantitative and qualitative measures, including the following: advising ratios; availability of
573 faculty to supervise MPH integrative learning experiences and doctoral students' final projects;
574 and data on student perceptions of class size and faculty availability.

575
576 Required documentation:

- 577
- 578 1) A table depicting ~~monstrating~~ the adequacy of the school or program's ~~primary instructional and~~
579 ~~non-primary~~ instructional faculty resources and the school or program's enrollment in each

580 degree and concentration in the format of Templates C2-1 and C2-2. (Note: C2-1 has different
581 formats for schools vs. programs. C2-2 is the same for both.)
582

583 The PHP/SPH need not list all faculty but must list sufficient faculty to demonstrate compliance
584 with C2-B and C2-C. For example, if the PHP/SPH far exceeds the number of faculty needed to
585 document compliance (as defined in these criteria), the PHP/SPH may add a note to the table
586 indicating the number of faculty available in addition to those depicted in the template.
587

588 The data reflect the most current academic year at the time of the **final** self-study's submission
589 and should be updated at the beginning of the site visit if any changes have occurred since self-
590 study submission. (self-study document)
591

592 2) Explain the method for calculating FTE for faculty in the templates and evidence of the calculation
593 method's implementation. For SPH only, all primary instructional faculty, by definition, are
594 allocated 1.0 FTE. SPH must explain the method for calculating FTE for any non-primary
595 instructional faculty presented in C2-2. PHP must present calculation methods for primary
596 instructional and non-primary instructional faculty. (self-study document)
597

598 3) If applicable, provide a narrative explanation that supplements reviewers' understanding of data
599 in the templates. (self-study document)
600

601 4) If applicable, provide narrative and/or data about any other faculty resources, that were not
602 presented in the templates (eg, non-primary instructional faculty), whom the school or program
603 wishes to discuss as contributing to student success. (self-study document)
604

605 5) Data on the following for the most recent year in the format of Template C2-3. See Template
606 C2-3 for additional definitions and parameters.
607

608 a. Advising ratios (faculty and, if applicable, staff) by degree level (bachelor's, master's,
609 doctoral), as well as the maximum and minimum. If both faculty and staff advise, present
610 and calculate both ratios

611 a-b. If applicable, average number of baccalaureate students supervised in a cumulative or
612 experiential activity⁹

613 b-c. Average number of MPH students supervised in an integrative learning experience (as
614 defined in Criterion D7), as well as the maximum and minimum

615 e-d. Average number of DrPH students mentored, as well as the maximum and minimum

616 d-e. Average number of PhD students mentored, as well as the maximum and minimum

617 e-f. Average number of academic public health (non-MPH) master's students mentored, as
618 well as the maximum and minimum
619

620 As noted in Template C2-3's instructions, SPH should only present data on public health degrees
621 and concentrations. If primary instructional faculty, non-primary instructional faculty and/or staff
622 are all regularly involved in these activities, indicate this and present data separately for each
623 group, as applicable.
624

625 Though the self-study requires only the most recent year, the school or program may wish to
626 present additional years of data for context. For example, if the most recent year's results are
627 anomalous, additional data may be helpful.
628

629 (self-study document)
630

⁹ This reporting element is only required if undergraduate public health students engage in required cumulative or experiential activities (as defined in Criterion D9e) that require intensive, individualized faculty supervision and are, thus, relevant to assessing faculty workload and resources.

631 6) Quantitative data on student perceptions of the following for the most recent year:

- 632
633 a. Overall class size and its relation to quality of learning (eg, The class size was
634 conducive to my learning~~classes are too large, too small, the right size~~)
635 b. Availability of faculty (ie, Likert scale of 1-5, with 5 as very satisfied)

636
637 Present data by degree level (bachelor's, master's, doctoral), at a minimum. If the school or
638 program wishes to collect and present data by degree (MPH, MS, PhD, DrPH, etc.), degree data
639 may be presented. SPH should only present data on public health degrees and concentrations.

640
641 Though the self-study requires only the most recent year, the school or program may wish to
642 present additional years of data for context. For example, if the most recent year's results are
643 anomalous, additional data may be helpful.

644
645 (self-study document)

646
647 7) Qualitative data on student perceptions of class size and availability of faculty, ~~if available~~. SPH
648 should only present data on public health degrees and concentrations. (summary in self-study
649 and full results/backup documentation in electronic resource file)

650
651 8) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
652 area, if applicable. (self-study document)

653 654 655 **C3. Staff and Other Personnel Resources (SPH and PHP)**

656
657 **The school or program has staff and other personnel adequate to fulfill its stated mission and**
658 **goals. The stability of resources is a factor in evaluating resource adequacy.**

659
660 **“Other personnel” includes students who perform work that supports the program’s instructional**
661 **and administrative needs. “Staff” are defined as individuals who do not have faculty appointments**
662 **and for whom staff work is their primary function (eg, individuals who enroll first as students and**
663 **then obtain graduate assistant or other positions at the universities are classified as “other**
664 **personnel”).**

665
666 Required documentation:

- 667
668 1) A table defining the number of the school or program’s staff support by role or function in the
669 format of Template C3-1. Designate any staff resources that are shared with other units outside
670 the unit of accreditation. (self-study document)
- 671
672 2) Provide a narrative description, which may be supported by data if applicable, of the contributions
673 of other personnel. (self-study document)
- 674
675 3) Provide narrative and/or data that support the assertion that the school or program’s staff and
676 other personnel support is sufficient or not sufficient. (self-study document)
- 677
678 4) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
679 area, if applicable. (self-study document)

680 681 682 **C4. Physical Resources (SPH and PHP) ▲**

683
684 **The school or program has physical resources adequate to fulfill its stated mission and goals and**
685 **to support instructional programs. Physical resources include faculty and staff office space,**
686 **classroom space, student shared space and laboratories, as applicable.**

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Required documentation:

- 1) Briefly describe, with data as applicable, the following. (Note: square footage is not required unless specifically relevant to the school or program's narrative.)
 - Faculty office space
 - Staff office space
 - Classrooms
 - Shared student space
 - Laboratories

The discussion may omit laboratory or other specialized space that does not relate to the public health degree programs.

(self-study document)

- 2) Provide narrative and/or data that support the assertion that the physical space is sufficient or not sufficient. (self-study document)
- 3) Assess the strengths and weaknesses related to this criterion and plans for improvement in this area, if applicable. (self-study document)

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
 - 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 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) Assess the strengths and weaknesses related to this criterion and plans for improvement in this area, if applicable. (self-study document)

D1. MPH and DrPH Graduate-Level Professional Foundational Public Health Knowledge (SPH and PHP)

The school or program ensures that all MPH and DrPH graduates are grounded in fundamental public health knowledge. While many DrPH programs require MPH degrees or equivalent

742 prerequisite coursework, this is by no means universal. DrPH programs with such requirements
743 may cite the prior degree or prerequisite requirements as evidence of compliance with this
744 criterion, as appropriate.

745
746 Grounding in fundamental public health knowledge is measured by the student's achievement of
747 the learning objectives¹⁰ listed below, or higher-level versions of the same objectives.

748 Profession and Science of Public Health

- 750 1. Explain public health history, philosophy and values
- 751 2. Identify the core functions of public health and the 10 Essential Services¹¹
- 752 3. ~~Use~~ Explain the role of quantitative methods and sciences of epidemiology to
753 describing and assessing a population's health
- 754 4. List major causes and trends of morbidity and mortality in the US or other community
755 relevant to the school or program
- 756 5. Discuss the science of prevention at all levels, including health promotion, screening, etc.
- 757 6. Explain the ~~use of informatics in public health~~ critical importance of evidence in advancing
758 public health knowledge
759 Identify strategies for promoting health equity

760 Factors Related to Human Health

- 761 7. Explain effects of environmental factors on human health
- 762 8. Explain biological and genetic factors that ~~impact~~ affect human health
- 763 9. Explain behavioral and psychological factors that ~~impact~~ affect human health
- 764 10. Explain the social, political and economic determinants of health and how they contribute
765 to population health and health inequities
- 766 11. Explain ~~the impact of how~~ globalization and the effects global burdens of disease
- 767 12. Explain a One -Health, ecological perspective on the connections among human health,
768 animal health and ecosystem health¹²

769
770 The school or program validates MPH and DrPH students' fundamental public health knowledge
771 through appropriate methods, which may include the following:

- 772 • The school or program verifies students' previous completion of a CEPH-accredited
773 bachelor's degree in public health or MPH degree
- 774 • The school or program implements a test or other assessment tools that address the
775 learning objectives listed above, or higher-level versions of the listed objectives
- 776 • The school or program offers an online or in-person course, for credit or not-for-credit,
777 that incorporates the learning objectives listed above, or higher-level versions of the
778 objectives
- 779 • The school or program includes the learning objectives listed above, or higher-level
780 versions of the objectives, in ~~foundational~~ courses required of all MPH or DrPH students

781
782 Required documentation:

783
784 ¹⁰ This document uses the term "learning objectives" to denote that these intended knowledge outcomes
785 are defined in a more granular, less advanced level than the competencies typically used to define
786 outcomes of a graduate-level program of study.

¹¹ Institutions outside the US may replace the 10 Essential Services with content appropriate to the
nation/region.

¹² "One Health is the integrative effort of multiple disciplines working locally, nationally, and globally to
attain optimal health for people, animals, and the environment. Together, the three make up the One
Health triad, and the health of each is inextricably connected to the others in the triad" (Retrieved from
<https://www.avma.org/KB/Resources/Reference/Pages/One-Health.aspx> on June 20, 2016).

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- 1) Describe how the school or program ensures that all MPH and DrPH students are grounded in foundational public health knowledge. The description must identify all options for MPH and DrPH students used by the school or program. (self-study document)
 - 2) Document the methods described above. This must include all referenced syllabi, samples of tests or other assessments and web links or handbook excerpts that describe admissions prerequisites, as applicable. (electronic resource file)
 - 3) Assessment of strengths and weaknesses related to this criterion and plans for improvement in this area, if applicable. (self-study document)

800 D2. MPH Foundational Competencies (SPH and PHP)

801 All MPH graduates demonstrate the following competencies.

802
803
804 The school or program demonstrates at least one specific, required assessment activity (eg,
805 component of existing course, paper, presentation, test) for each item below, during which faculty
806 or other qualified individuals (eg, preceptors) validate the student's competency attainment.

807
808 Assessment opportunities may occur in foundational courses that are common to all students, in
809 courses that are required for a concentration or in other educational requirements outside of
810 designated coursework, but the school or program must assess *all* MPH students, at least once,
811 on each competency. Assessment may occur in simulations, group projects, presentations,
812 written products, etc. This requirement also applies to students completing an MPH in
813 combination with another degree (eg, joint, dual, concurrent degrees). For combined degree
814 students, assessment may take place in either degree program.

815
816 These competencies are informed by the traditional public health core knowledge areas,
817 (biostatistics, epidemiology, social and behavioral sciences, health services administration and
818 environmental health sciences), as well as cross-cutting and emerging public health areas.

819 Evidence-based Approaches to Public Health

- 820
821 1. Choose data collection methods
822 ~~2. Interpret data analysis~~
823 2. Analyze and interpret quantitative and qualitative data
824 3. Use computer-based programming and software to support data analysis and
825 interpretation
826 ~~4. Integrate evidence, including identifying appropriate data sources and using informatics,~~
827 ~~to describe a public health issue~~
828 5.4. Apply epidemiological methods appropriate for population-based inquiry to the breadth of
829 settings and situations in public health practice.

830 Public Health & Health Care Systems

- 831
832 5. Compare the organization, structure and function of health care and public health systems
833 across domestic-national and non-domestic-international settings
834 6. Assess impacts of structural bias at organizational, community and societal levels that
835 pose challenges to health equity

836 Program Planning & Management to Promote Health

- 837
838 7. Assess population needs, assets and capacities that affect communities' health.
839 7.8. Apply awareness of cultural values and practices to the design or implementation of
840 public health programs

841 ~~8.9. Design a population-based project, program or intervention, including defining~~
842 ~~populations, assessing and prioritizing their needs, selecting appropriate frameworks and~~
843 ~~identifying and managing available resources~~

844 ~~9.10. Explain basic principles and tools of budget and resource management including~~
845 ~~human, fiscal and material~~

846 ~~10.11. Select program evaluation methods to evaluate public health programs and~~
847 ~~policies~~

848 849 Policy in Public Health

850 ~~11.12. Assess multiple dimensions of the policy-making process, including ethics and~~
851 ~~evidence in relation to their capacity to improve public health and health equity~~
852 ~~ethical considerations, the role of evidence and the impact of policies on public health and health~~
853 ~~equity~~

854 ~~12.13. Apply coalition-building, persuasive communications and methods of~~
855 ~~negotiating on skills with to identify stakeholders, etc. and build coalitions and~~
856 ~~partnerships to influence public health outcomes~~

857 ~~13.14. Advocate for equity within public health programs and political, social and~~
858 ~~economic, policies and systems for that will improve health in diverse populations~~

859 860 Leadership

861 ~~14.15. Apply principles of effective management leadership, governance and~~
862 ~~leadership management, including fostering collaboration, guiding decision making,~~
863 ~~creating a vision and motivating empowering others~~

864 ~~Apply principles of team development and roles and practices of effective teams,~~
865 ~~including methods to address inequity or power imbalances in a team, institutional,~~
866 ~~community or other system~~

867 868 Communication

869 ~~15.16. Choose appropriate strategies for communicating a public health issue to various~~
870 ~~audiences, including stakeholders at all levels and sectors~~

871 ~~16.17. Write technical or professional papers on public health issues~~

872 ~~17.18. Deliver oral presentations on public health issues~~

873 874 Interprofessional¹³ Practice

875 ~~18.19. Perform effectively on interprofessional teams~~

876 877 Systems Thinking

878 ~~19.20. Apply systems thinking tools to a public health issue~~

879
880 Required documentation:

881
882 1) List the coursework and other learning experiences required for the school or program's MPH
883 degrees, including the required curriculum for each concentration and combined degree option.
884 Information may be provided in the format of Template D2-1 or in hyperlinks to student handbooks or
885 webpages, but the documentation must present a clear depiction of the requirements for each MPH
886 degree. (self-study document)

887
888 2) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of
889 the foundational competencies listed above (1-20).

890

¹³ "Interprofessional" refers to engagement with professionals outside of public health (eg, architects, nurses), rather than to engagement with individuals from other public health disciplines (eg, biostatisticians, health promotion specialists).

- 891 3) If the school or program addresses all of the listed foundational competencies in a single, common
 892 core curriculum, the school or program need only present a single matrix. If combined degree
 893 students do not complete the same core curriculum as students in the standalone MPH program, the
 894 school or program must present a separate matrix for each combined degree. If the school or
 895 program relies on concentration-specific courses to assess some of the foundational competencies
 896 listed above, the school or program will present a separate matrix for each concentration. (self-study
 897 document)
 898
 899 4) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such
 900 as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus.
 901 (electronic resource file)
 902
 903 5) Assess the strengths and weaknesses related to this criterion and plans for improvement in this area,
 904 if applicable. (self-study document)
 905
 906

907 D3. DrPH Foundational Competencies (SPH and PHP, if applicable)

908
 909 **The DrPH is the professional doctoral degree in public health, designed to produce transformative
 910 academic and practice leaders with expertise in evidence-based public health practice and
 911 research. These individuals are able to convene diverse partners; communicate to effect change
 912 across a range of sectors and settings; synthesize and translate findings; and generate practice-
 913 based evidence that advances programs, policies, services, and/or systems addressing
 914 population health. graduates capable of creating, transforming and leading public health systems.
 915 **DrPH graduates demonstrate the competencies defined in this criterion.**
 916**

917 The school or program demonstrates at least one specific, required assessment activity (eg,
 918 component of existing course, paper, presentation, test) for each competency below, during
 919 which faculty or other qualified individuals (eg, preceptors) validate the student's ability to
 920 perform the competencies.
 921

922 Assessment opportunities may occur in foundational courses that are common to all students, in
 923 courses that are required for a specialization or in other educational requirements outside of
 924 designated coursework, but the school or program must assess *all* DrPH students, regardless of
 925 concentration, at least once on each of the competencies below.
 926

927 Assessment may occur in simulations, group projects, presentations, written products, etc.
 928

929 Data & Analysis

- 930 **1. Design Apply qualitative and, quantitative, mixed methods and policy analysis research**
 931 **approaches and evaluation methods to address health issues at the multiple (individual,**
 932 **group, organization, community and population) levels**
 933 **4-2. Explain the use and limitations of surveillance systems and national surveys in providing**
 934 **data to assess population health needs, monitor the implementation of interventions to**
 935 **address them and evaluate outcomes and impact of programs and policies**
 936

937 Leadership, Management & Governance

- 938 **2-3. Build capacity and strategies for health improvement and elimination of health inequities**
 939 **by organizing stakeholders, including researchers, practitioners, community leaders and**
 940 **partners**
 941 **3-4. Influence behavior and policies by communicating public health science to diverse**
 942 **stakeholders, including individuals at all levels of health literacy.**
 943 **4-5. Integrate knowledge, approaches, methods, values and potential contributions from**
 944 **multiple professions and systems in addressing public health problems**
 945 **5-6. Create and implement strategic plans**
 946 **6-7. Facilitate shared decision making through negotiation and consensus-building methods**

- 947 **7.8. Create and sustain organizational change strategies**
- 948 **8.9. Promote equity within public health programs, policies and systems**
- 949 **9.10. Assess one’s own strengths and weaknesses in leadership capacities including**
- 950 **cultural proficiency**
- 951 **10.11. Acquire and align human, fiscal and other resources to achieve strategic goals**
- 952 **11.12. Cultivate new resources and revenue streams to achieve strategic goals**

Programs

- 955 **12.13. Design system-level interventions that influence population health outcomes in**
- 956 **~~multi-disciplinary~~transdisciplinary team approaches that promote health equity and**
- 957 **disease prevention**
- 958 **13.14. Integrate knowledge of cultural values and practices in the design or**
- 959 **implementation of public health programs**

Policy

- 962 **14.15. Integrate scientific information, legal and regulatory approaches, ethical**
- 963 **frameworks and varied stakeholder interests in policy development and analysis**

Education & Workforce Development

- 966 **15.16. Assess a population’s knowledge and learning needs**
- 967 **16.17. Deliver training or educational experiences that promote learning in academic,**
- 968 **organizational and community settings**
- 969 **17.18. Use best practice modalities in pedagogical practices**

Required documentation:

- 973 1) List the coursework and other learning experiences required for the school or program’s DrPH
- 974 degrees. Information may be provided in the format of Template D3-1 or in hyperlinks to student
- 975 handbooks or webpages, but the documentation must present a clear depiction of the
- 976 requirements for each DrPH degree. (self-study document)
- 977
- 978 2) Provide a matrix, in the format of Template D3-2, that indicates the assessment activity for each
- 979 of the foundational competencies listed above (1-18). Typically, the school or program will
- 980 present a separate matrix for each concentration and each combined degree option that includes
- 981 the DrPH. (self-study document)
- 982
- 983 3) Include the most recent syllabus from each course listed in Template D3-1, or written guidelines
- 984 for any required elements listed in Template D3-1 that do not have a syllabus. (electronic
- 985 resource file)
- 986
- 987 4) Provide official documentation of the required components and total length of the degree, in the
- 988 form of an institutional catalog or online resource. Provide hyperlinks to documents if they are
- 989 available, and include electronic copies of any documents that are not available online. (electronic
- 990 resource file)
- 991
- 992 5) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
- 993 area, if applicable. (self-study document)

D4. Concentration Competencies (SPH and PHP)

998 *This document attempts to reduce the need for footnotes across multiple sections by strengthening the*

999 *“Definitions” section at the end of the document. Because the text relating to combined degrees has*

1000 *implications for multiple criteria, the definition has been moved out of this section. Suggestions for*

1001 *additional clarification are welcome.*

1003 MPH and DrPH graduates attain competencies in addition to the foundational competencies listed
1004 in Criteria D2 and D3. These competencies relate to the school or program's mission and/or to the
1005 area(s) of concentration.
1006

1007 The school or program defines at least five distinct competencies for each concentration or
1008 generalist degree in addition to those listed in Criterion D2 or D3.
1009

1010 The list of competencies may expand on or enhance foundational competencies, but the school or
1011 program must define a specific set of statements that ~~defines~~ articulates the depth or
1012 enhancement for all concentrations and for generalist degrees. It is not sufficient to refer to the
1013 competencies in Criterion D2 or D3 as a response to this criterion.
1014

~~1015 Students in combined degree programs (eg, joint, dual, concurrent degrees) may either complete
1016 the set of competencies associated with one of the existing concentrations or generalist degrees,
1017 or they may identify unique sets of competencies that apply to the combined degree program. In
1018 either case, the competencies may be attained or assessed in either degree program.~~
1019

1020 The school or program demonstrates at least one specific, required assessment activity (eg,
1021 component of existing course, paper, presentation, test) for each defined competency, during
1022 which faculty or other qualified individuals (eg, preceptors) validate the student's ability to
1023 perform the competency.
1024

1025 These assessment activities may be spread throughout a student's plan of study.
1026

1027 Since this criterion defines competencies beyond the foundational competencies required of all
1028 MPH and DrPH students, assessment opportunities typically occur in courses that are required for
1029 a concentration or in courses that build on those intended to address foundational knowledge.
1030

1031 Assessment may occur in simulations, group projects, presentations, written products, etc.
1032

1033 If the school or program intends to prepare students for a specific credential (eg, CHES/MCHES)
1034 that has defined competencies, the school or program documents coverage and assessment of
1035 those competencies throughout the curriculum.
1036

1037 Required documentation:
1038

- 1039 1) Provide a matrix, in the format of Template D4-1, that lists at least five competencies in addition
1040 to those defined in Criterion D2 or D3 for each MPH or DrPH concentration or generalist degree,
1041 including combined degree options, and indicates at least one assessment activity for each of the
1042 listed competencies. Typically, the school or program will present a separate matrix for each
1043 concentration. (self-study document)
1044
- 1045 2) For degrees that allow students to tailor competencies at an individual level in consultation with
1046 an advisor, the school or program must present evidence, including policies and sample
1047 documents, that demonstrate that each student and advisor create a matrix in the format of
1048 Template D4-1 for the plan of study. Include a description of policies in the self-study document
1049 and at least five sample matrices in the electronic resource file.
1050
- 1051 3) Include the most recent syllabus for each course listed in Template D4-1, or written guidelines for
1052 any required elements listed in Template D4-1 that do not have a syllabus. (electronic resource
1053 file)
1054
- 1055 4) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
1056 area, if applicable. (self-study document)

1057
1058
1059 **D5. MPH Applied Practice Experiences (SPH and PHP)**
1060

1061 MPH students demonstrate competency attainment through applied practice experiences ~~in~~
1062 ~~appropriate sites outside of academic and classroom settings.~~
1063

1064 Applied practice experiences may be concentrated in time or may be spread throughout a
1065 student's enrollment. Opportunities may include the following:
1066

- 1067 • a practicum or internship completed during a summer or academic term
- 1068 • course-based activities (eg, performing a needed task for a public health or health care
1069 organization under the supervision of a faculty member as an individual or group of
1070 students)
- 1071 • activities linked to service learning, as defined by the program, school or university
- 1072 • co-curricular activities (eg, service and volunteer opportunities, such as those organized
1073 by a student association)
- 1074 • a blend of for-credit and/or not-for-credit activities
1075

1076 ~~Applied practice experiences may involve Sites may include governmental, non-governmental,~~
1077 ~~non-profit, industrial and for-profit settings. Or Sites for experiences may also include appropriate~~
1078 ~~university-affiliated practice-based settings associated with a university. To be appropriate for~~
1079 ~~applied practice experience activities, university-affiliated settings, but only within specific~~
1080 ~~parameters: university-affiliated sites must be primarily focused on community engagement,~~
1081 ~~typically with external partners external to the university. Sites such as uUniversity health~~
1082 ~~promotion or wellness centers may also be appropriate sites.~~
1083

1084 The school or program identifies sites in a manner that is sensitive to the needs of the agencies or
1085 organizations involved. Activities meeting the applied practice experience should be mutually
1086 beneficial to both the site and the student.
1087

1088 The applied practice experiences allow each student to demonstrate attainment of at least five
1089 foundational competencies (as defined in Criterion D2). The five foundational competencies need
1090 not be identical from student to student, but the applied experiences must be structured to ensure
1091 that all students complete experiences addressing at least five foundational competencies. The
1092 applied experiences may also address additional foundational or concentration-specific
1093 competencies, in addition to the five foundational competencies.
1094

1095 The school or program assesses each student's competency attainment in practical and applied
1096 settings through a portfolio approach, which demonstrates and allows assessment of competency
1097 attainment. It ~~may must~~ include ~~one at least two products or more of the following to demonstrate~~
1098 ~~the designated competencies. Examples include~~ written assignments, journal entries, completed
1099 tests, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or
1100 other digital artifacts of learning. Materials may be produced and maintained in any physical or
1101 electronic form chosen by the school or program.
1102

1103 The materials may originate from multiple experiences (eg, applied community-based courses and
1104 service learning courses throughout the curriculum) or a single, intensive experience (eg, an
1105 internship requiring a significant time commitment with one site). While students may complete
1106 experiences as individuals or as groups in a structured experience, each student must present
1107 documentation demonstrating individual competency attainment.
1108

1109 Combined degree students have opportunities to integrate and apply their learning from both
1110 degree programs through applied practice.
1111

1112 The school or program structures applied experience requirements to support the school or
1113 program’s mission and students’ career goals, to the extent possible.

1114
1115 Required documentation:

1116
1117 *The Council inadvertently omitted the request for a template in the previous draft—the request for*
1118 *information that appears below in redline is not substantively different from draft 3.*

- 1119
1120 1) Provide a matrix, in the format of Template D5-1, that lists at least five competencies, as defined
1121 in Criterion D2, and indexes each to a required opportunity for application or practice outside of
1122 an academic setting. (self-study document)

1123
1124 For programs of study that allow individual students to choose competencies to address in
1125 practice experiences, the school or program must present evidence, including policies and
1126 sample documents, that it creates a matrix in the format of Template D5-1 for each student.
1127 Include a description of policies in the self-study document and at least five sample matrices in
1128 the electronic resource file. A detailed overview of the manner by which the school or program
1129 ensures that all MPH students document application of at least five foundational competencies.
1130 (self-study document)

- 1131
1132 ~~4)2) Provide documentation, including syllabi and handbooks, of the official requirements through~~
1133 ~~which students complete the applied experience requirement. (electronic resource file)~~

- 1134
1135 ~~2)3) Provide samples of practice-related materials for individual students from each concentration or~~
1136 ~~generalist degree. The samples must also include materials from students completing combined~~
1137 ~~degree programs, if applicable. The school or program must provide samples of complete sets of~~
1138 ~~materials (ie, the documents that demonstrate at least five competencies) from at least five~~
1139 ~~students in the last three years for each concentration or generalist degree. If the school or~~
1140 ~~program has not produced five students for which complete samples are available, note this and~~
1141 ~~provide all available samples. (electronic resource file)~~

- 1142
1143 ~~3)4) Assess the strengths and weaknesses related to this criterion and plans for improvement in this~~
1144 ~~area, if applicable. (self-study document)~~

1145 1146 1147 D6. DrPH Application and Practice (SPH and PHP, if applicable)

1148
1149 **Regardless of the amount or level of prior experience, all DrPH students ~~complete an applied field~~**
1150 **~~experience engage in one or more applied practice experiences~~ in which students are responsible**
1151 **for ~~the~~ completion of at least one project that is meaningful for an ~~external~~ organization and**
1152 **~~meaningful~~ to advanced public health practice.**

1153
1154 **The work product may be a single project or a set of related projects that demonstrate a depth of**
1155 **competence~~ies~~. It may be completed as a discrete experience (such as a practicum or internship)**
1156 **or integrated into program coursework. In either case, the deliverable must contain a reflective**
1157 **component that includes the student’s expression of personal and/or professional reactions to**
1158 **the applied practice experience. This may take the form of a journal or other written product, a**
1159 **professional portfolio or another deliverable as appropriate for the program.**

1160
1161 **~~External—Relevant~~ organizations may include governmental, non-governmental, non-profit,**
1162 **industrial and for-profit settings. The school or program identifies sites in a manner that is**
1163 **sensitive to the needs of the agencies or organizations involved. Sites should benefit from**
1164 **students’ experiences. ~~The intention of this criterion is that the applied practice experience~~**
1165 **~~should take place within an organization external to the student’s school or program so that it is~~**
1166 **~~not merely an academic exercise, but application of learning to a “real world” setting. The field~~**
1167 **~~experience may be completed within a student’s own work setting.~~**

1168
1169 **DrPH programs ensure that graduates have significant advanced-level practical experiences**
1170 **collaborating with practitioners, allowing opportunities to develop leadership competencies and**
1171 **contribute to the field. The school or program identifies a minimum of five foundational and/or**
1172 **concentration-specific competencies (as defined in Criteria D3 and D4) that are reinforced and/or**
1173 **assessed through application in a non-classroom setting. Competencies may differ from student**
1174 **to student.**

1175
1176 **This criterion does not define a minimum number of hours for application and practice, but it does**
1177 **require the school or program to identify substantive, quality opportunities that address the**
1178 **identified competencies.**

1179
1180 **Required documentation:**

1181
1182 1) **Provide a matrix, in the format of Template D6-1, that lists at least five competencies, as defined**
1183 **in Criteria D3 and D4, and indexes each to a required opportunity for application or practice**
1184 **outside of an academic setting. (self-study document)**

1185
1186 **Typically, the school or program will present a separate matrix for each DrPH concentration. (self-**
1187 **study document)**

1188
1189 **For programs of study that allow individual students to choose competencies to address in**
1190 **practice experiences, the school or program must present evidence, including policies and**
1191 **sample documents, that it creates a matrix in the format of Template D6-1 for each student.**
1192 **Include a description of policies in the self-study document and at least five sample matrices in**
1193 **the electronic resource file.**

1194
1195 2) **Explain, with references to specific deliverables or other requirements, the manner through which**
1196 **the school or program ensures that the applied practice experience requires students to**
1197 **demonstrate leadership competencies. (self-study document)**

1198
1199 3) **Assess the strengths and weaknesses related to this criterion and plans for improvement in this**
1200 **area, if applicable. (self-study document)**

1201 1202 1203 **D7. MPH Integrative Learning Experience (SPH and PHP)**

1204
1205 **MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of**
1206 **foundational and concentration competencies. Students in consultation with faculty select**
1207 **foundational and concentration-specific competencies appropriate to the student's educational**
1208 **and professional goals.**

1209
1210 **The ILE represents a culminating experience and may take many forms, such as a practice-based**
1211 **project, essay-based comprehensive exam, capstone course, integrative seminar, etc. Regardless**
1212 **of form, the student produces a high-quality written product that is appropriate for the student's**
1213 **educational and professional objectives. Written products might include the following: program**
1214 **evaluation report, training manual, policy statement, take-home comprehensive essay exam,**
1215 **legislative testimony with accompanying supporting research, etc. Ideally, the written product is**
1216 **developed and delivered in a manner that is useful to external stakeholders, such as non-profit or**
1217 **governmental organizations.**

1218
1219 **Professional certification exams (eg, CPH, CHES/MCHES, REHS, RHIA) may serve as an element**
1220 **of the ILE, but are not in and of themselves sufficient to satisfy this criterion.**

1221
1222 **The ILE experience is completed at or near the end of the program of study (eg, in the final year or**
1223 **term). The experience may be group-based or individual. In group-based experiences, the school**

1224 or program demonstrates that the experience provides opportunities for individualized
1225 assessment of outcomes.

1226
1227 The school or program identifies assessment methods that ensure that at least one faculty
1228 member reviews each student's performance in the ILE experience and ensures that the
1229 experience addresses the selected foundational and concentration-specific competencies. Faculty
1230 assessment may be supplemented with assessments from other qualified individuals (eg,
1231 preceptors).

1232
1233 Combined (dual, joint, and concurrent) degree students should have opportunities to incorporate
1234 their learning from both degree programs in a unique integrative experience.

1235
1236 Required documentation:

- 1237
- 1238 1) List, in the format of Template D7-1, the integrative learning experience for each MPH
1239 concentration, generalist degree or combined degree option that includes the MPH. The template
1240 also requires the school or program to indicate, for each experience, how it ensures that the
1241 experience demonstrates synthesis of competencies. (self-study document)
 - 1242
 - 1243 2) Briefly summarize the process, expectations and assessment for each integrative learning
1244 experience. (self-study document)
 - 1245
 - 1246 3) Provide documentation, including syllabi and/or handbooks, that communicates integrative
1247 learning experience policies and procedures to students. (electronic resource file)
 - 1248
 - 1249 4) Provide documentation, including rubrics or guidelines, that explains the methods through which
1250 faculty and/or other qualified individuals assess the integrative learning experience with regard to
1251 students' demonstration of the selected competencies. (electronic resource file)
 - 1252
 - 1253 5) Include completed, graded samples of deliverables associated with each integrative learning
1254 experience option. The school or program must provide at least five samples from the last three
1255 years for each integrative learning experience option. If the school or program does not have five
1256 recent samples for an option, note this and provide all available samples. (electronic resource file)
 - 1257
 - 1258 6) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
1259 area, if applicable. (self-study document)
- 1260

1261
1262 **D8. DrPH Integrative Learning Experience (SPH and PHP, if applicable)**

1263
1264 As part of an integrative learning experience, DrPH candidates generate field-based products
1265 consistent with advanced practice designed to influence programs, policies or systems
1266 addressing public health. The products demonstrate synthesis of foundational and concentration-
1267 specific competencies.

1268
1269 The integrative learning experience is completed at or near the end of the program of study. It may
1270 take many forms consistent with advanced, doctoral-level studies and university policies but must
1271 require, at a minimum, production of a high-quality written product.

1272
1273 Required documentation:

- 1274
- 1275 1) List, in the format of Template D8-1, the integrative learning experience for each DrPH
1276 concentration or generalist degree. The template also requires the school or program to indicate,
1277 for each experience, how it ensures that the experience demonstrates synthesis of competencies.
1278 (self-study document)
- 1279

- 1280 2) Briefly summarize the process, expectations and assessment for each integrative learning
 1281 experience. (self-study document)
 1282
 1283 3) Provide documentation, including syllabi and/or handbooks, that communicates integrative
 1284 learning experience policies and procedures to students. (electronic resource file)
 1285
 1286 4) Provide documentation, including rubrics or guidelines, that explains the methods through which
 1287 faculty and/or other qualified individuals assess the integrative learning experience. (electronic
 1288 resource file)
 1289
 1290 5) Include completed, graded samples of deliverables associated with each integrative learning
 1291 experience option. The school or program must provide at least 10% of the number produced in
 1292 the last three years or five examples, whichever is greater. (electronic resource file)
 1293
 1294 6) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
 1295 area, if applicable. (self-study document)
 1296
 1297

1298 **D9. Public Health Bachelor's Degree Curriculum (SPH and PHP, if applicable)**
 1299

- 1300 a. The overall undergraduate curriculum (eg, general education, liberal learning, essential
 1301 knowledge and competencies, etc.) introduces students to the following domains. The
 1302 curriculum addresses these domains through any combination of learning experiences
 1303 throughout the undergraduate curriculum, including general education courses defined by the
 1304 institution as well as concentration and major requirements or electives.
 1305
 1306 • the foundations of scientific knowledge, including the biological and life sciences and
 1307 the concepts of health and disease
 1308 • the foundations of social and behavioral sciences
 1309 • basic statistics
 1310 • the humanities/fine arts
 1311
 1312 b. The requirements for the public health major or concentration provide instruction in the
 1313 following domains. The curriculum addresses these domains through any combination of
 1314 learning experiences throughout the requirements for the major or concentration coursework
 1315 (ie, the school or program may identify multiple learning experiences that address a domain—
 1316 the domains listed below do not each require a single designated course).
 1317
 1318 • the history and philosophy of public health as well as its core values, concepts and
 1319 functions across the globe and in society
 1320 • the basic concepts, methods and tools of public health data collection, use and
 1321 analysis and why evidence-based approaches are an essential part of public health
 1322 practice
 1323 • the concepts of population health, and the basic processes, approaches and
 1324 interventions that identify and address the major health-related needs and concerns of
 1325 populations
 1326 • the underlying science of human health and disease, including opportunities for
 1327 promoting and protecting health across the life course
 1328 • the socioeconomic, behavioral, biological, environmental and other factors that impact
 1329 human health and contribute to health disparities
 1330 • the fundamental concepts and features of project implementation, including planning,
 1331 assessment and evaluation
 1332 • the fundamental characteristics and organizational structures of the US health system
 1333 as well as the differences between systems in other countries

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- basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government
 - basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology
- c. If the school or program intends to prepare students for a specific credential, the curriculum must also address the areas of instruction required for credential eligibility (eg, CHES).
- d. Students must demonstrate the following competencies:
- the ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences
 - the ability to locate, use, evaluate and synthesize public health information
- e. 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.
- f. 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:
- advocacy for protection and promotion of the public's health at all levels of society
 - community dynamics
 - critical thinking and creativity
 - cultural contexts in which public health professionals work
 - ethical decision making as related to self and society
 - independent work and a personal work ethic
 - networking
 - organizational dynamics
 - professionalism
 - research methods
 - systems thinking
 - teamwork and leadership

1375 Required documentation:

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- 1) List the coursework required for the school or program's degree(s), including the total number of credits required for degree completion. (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 experience(s) that ensure that students are introduced to each of the domains indicated in Criterion D9a. Template D9-1 requires the school or program to identify the experiences that introduce each domain. (self-study document)

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- 4) Provide a matrix, in the format of Template D9-2, that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in Criterion D9b. Template D9-2 requires the school or program to identify the experiences that introduce and reinforce each domain. (self-study document)
 - 5) Provide a matrix, in the format of Template D9-3, that indicates the experience(s) that ensure that students demonstrate competencies in each of the domains indicated in Criterion D9d. Template D9-3 requires the school or program to identify the experiences that introduce and reinforce each domain. (self-study document)
 - 6) Provide a matrix, in the format of Template D9-4, that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated in Criterion D9e. (self-study document)
 - 7) Briefly describe, in the format of Template D9-5, of the manner in which the curriculum and co-curricular experiences expose students to the concepts in Criterion D9f. (self-study document)
 - 8) Provide syllabi for all required coursework for the major and/or courses that relate to the domains listed above. Syllabi should be provided as individual files in the electronic resource file and should reflect the current semester or most recent offering of the course. (electronic resource file)
 - 9) Include examples of student work, including that related to the cumulative and experiential activities. (electronic resource file)
 - 10) Briefly describe the means through which the school or program implements the cumulative experience and field exposure requirements. (self-study document)
 - 11) 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)
 - 12) Assess the strengths and weaknesses related to this criterion and plans for improvement in this area, if applicable. (self-study document)

1425 **D10. MPH Program Length (SPH and PHP) ▲**

1426 **An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for completion.**

1427 **Schools and programs use university definitions for credit hours.**

1428 **Required documentation:**

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

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D11. DrPH Program Length (SPH and PHP, if applicable) ▲

The DrPH degree requires a minimum of 36 semester-course-credits of post-master’s coursework or its equivalent. Credits associated with the integrative learning experience and, if applicable, a residency, internship or other the-applied practice experience conducted outside of a didactic course, do not count toward this requirement. The minimum credit requirement also does not count MPH-level prerequisite courses or their equivalent.

Schools and programs use university definitions for credit hours.

Required documentation:

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

D12. Bachelor’s Degree Program Length (SPH and PHP, if applicable) ▲

A public health bachelor’s degree requires completion of a total number of credit units commensurate with other similar degree programs in the university.

Schools and programs use university definitions for credit hours.

Bachelor’s degree programs have publicly available polices and procedures for review of coursework taken at other institutions, including community colleges. These may be incorporated into articulation agreements.

Required documentation:

- 1) Provide information about the minimum credit-hour requirements for all public health bachelor’s degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form. (self-study document)
- 2) Define a credit with regard to classroom/contact hours. (self-study document)
- 3) Describe policies and procedures for acceptance of coursework completed at other institutions, including community colleges. (self-study document)
- 3)4) If applicable, provide articulation agreements with community colleges that address acceptance of coursework. (electronic resource file)
- 4)5) Provide information about the minimum credit-hour requirements for at least two similar bachelor’s degree programs in the home institution. (self-study document)

1492 **D13. Public Health Master's Degrees Other than the MPH¹⁴ (SPH and PHP, if applicable)**
1493

1494 *Criteria D13, D14 & D15 have not been substantively revised between drafts, but CEPH has changed the*
1495 *order and presentation of information to clarify which degrees are covered by each criterion.*
1496

1497 **Students enrolled in public health master's degrees other than the MPH (eg, MS in biostatistics)**
1498 **complete a curriculum that is based on defined competencies; produce an appropriately rigorous**
1499 **discovery-based paper or project at or near the end of the program of study; and have the**
1500 **opportunity to engage in research at a level appropriate to the degree program's objectives.**
1501

1502 **These students also complete coursework and other experiences, outside of the major paper or**
1503 **project, that substantively address scientific and analytic approaches to discovery and translation**
1504 **of public health knowledge in the context of a population health framework. The instruction and**
1505 **assessment in this area is equivalent in depth to the instruction and assessment that would**
1506 **typically be associated with a three-semester-credit class, regardless of the number of credits**
1507 **awarded or the mode of delivery.**
1508

1509 **Finally, students complete coursework that provides a broad introduction to public health. This**
1510 **introduction to public health addresses the ~~competencies~~ learning objectives listed in this**
1511 **criterion, at an appropriate level of complexity.**
1512

1513 **The instruction may be delivered through online, in-person or blended methodologies, but it must**
1514 **meet the following requirements while covering the defined content areas.**
1515

- 1516 • **The instruction includes assessment opportunities, appropriate to the degree level, that**
1517 **allow faculty to assess students' attainment of ~~knowledge of the competencies~~ the**
1518 **introductory public health learning objectives. Assessment opportunities may include**
1519 **tests, writing assignments, presentations, group projects, etc.**
- 1520 • **The instruction and assessment of students' broad introduction to public health are**
1521 **equivalent in depth to the instruction and assessment that would typically be associated**
1522 **with a three-semester-credit class, regardless of the number of credits awarded for the**
1523 **experience or the mode of delivery.**
1524

1525 **The school or program identifies at least one required assessment activity for each of the**
1526 **following ~~competencies~~ introductory public health learning objectives.**
1527

- 1528 **a. Explain public health history, philosophy and values**
- 1529 **b. Identify the core functions of public health and the 10 Essential Services¹⁵**
- 1530 **c. Explain the role of quantitative methods and sciences in describing and assessing**
1531 **population health**
- 1532 **d. List major causes and trends of morbidity and mortality in the US or other community**
1533 **relevant to the school or program**
- 1534 **~~e.e.~~ Discuss the science of prevention at all levels, including health promotion, screening,**
1535 **etc.**
- 1536 **~~d.f.~~ Explain the critical importance of evidence in advancing public health knowledge**
- 1537 **~~e.g.~~ Explain effects of environmental factors on human health**
- 1538 **~~f.h.~~ Explain biological and genetic factors that ~~impact-affect~~ human health**
- 1539 **~~g.i.~~ Explain behavioral and psychological factors that ~~impact-affect~~ human health**
- 1540 **~~h.j.~~ Explain the social, political and economic determinants of health and how they**
1541 **contribute to population health and health inequities**
- 1542 **~~i.k.~~ Explain the ~~impact of~~ how globalization and ~~affects~~ the global burdens of disease**

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

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

1543 **j.l. Explain a One Health, ecological perspective on the connections among human health,**
1544 **animal health and ecosystem health¹⁶**

1545 **~~k. Explain the organization and structure of domestic health care and public health~~**
1546 **~~systems, including access, financing and quality~~**

1547
1548 Required documentation:

- 1549 1) List the curricular requirements for each relevant degree in the unit of accreditation. (self-study
1550 document)
- 1551
- 1552 2) Provide a matrix, in the format of Template D13-1, that indicates the required assessment
1553 opportunities for each of the defined ~~competencies~~ introductory public health learning objectives
1554 (a-l). Typically, the school or program will present a separate matrix for each degree program, but
1555 matrices may be combined if requirements are identical. (self-study document)
- 1556
- 1557
- 1558 3) Provide a matrix, in the format of Template D13-2, that lists competencies for each relevant
1559 degree and concentration. The matrix indicates at least one assessment activity for each of the
1560 listed competencies. Typically, the school or program will present a separate matrix for each
1561 concentration. Note: these competencies are defined by the school or program and are distinct
1562 from the introductory public health learning objectives defined in this criterion. (self-study
1563 document)
- 1564
- 1565 4) Identify required coursework and other experiences that address the variety of public health
1566 research methods employed in the context of a population health framework to foster discovery
1567 and translation of public health knowledge and a brief narrative that explains how the instruction
1568 and assessment is equivalent to that typically associated with a three-semester-credit course.
1569
- 1570 Typically, the school or program will present a separate list and explanation for each degree
1571 program, but these may be combined if requirements are identical.
1572
1573 (self-study document)
- 1574
- 1575 5) Briefly summarize policies and procedures relating to production and assessment of the final
1576 research project or paper. (self-study document)
- 1577
- 1578 6) Provide links to handbooks or webpages that contain the full list of policies and procedures
1579 governing production and assessment of the final research project or paper for each degree
1580 program. (electronic resource file)
- 1581
- 1582 7) Include completed, graded samples of deliverables associated with the major paper or project.
1583 The school or program must provide at least 10% of the number produced in the last three years
1584 or five examples, whichever is greater. (electronic resource file)
- 1585
- 1586 8) Briefly explain how the school or program ensures that the instruction and assessment in basic
1587 public health knowledge is generally equivalent to the instruction and assessment typically
1588 associated with a three-semester-credit course. (self-study document)
- 1589
- 1590 9) Include the most recent syllabus for any course listed in the documentation requests above, or
1591 written guidelines for any required elements that do not have a syllabus. (electronic resource file)
- 1592

¹⁶ “One Health is the integrative effort of multiple disciplines working locally, nationally, and globally to attain optimal health for people, animals, and the environment. Together, the three make up the One Health triad, and the health of each is inextricably connected to the others in the triad” (Retrieved from <https://www.avma.org/KB/Resources/Reference/Pages/One-Health.aspx> on June 20, 2016).

1593 10) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
1594 area, if applicable. (self-study document)
1595
1596

1597 **D14. Doctoral Degrees in Public Health Fields, Other than DrPH¹⁷ (SPH and PHP, if applicable)**
1598

1599 *Criteria D13, D14 & D15 have not been substantively revised between drafts, but CEPH has changed the*
1600 *order and presentation of information in order to clarify which degrees are covered by these criteria.*
1601

1602 **Students enrolled in the unit of accreditation’s doctoral degree programs that are designed to**
1603 **prepare public health researchers and scholars (eg, PhD, ScD) complete a curriculum that is**
1604 **based on defined competencies; engage in research appropriate to the degree program; and**
1605 **produce an appropriately advanced research project at or near the end of the program of study.**
1606

1607 **These students also complete coursework and other experiences, outside of the major paper or**
1608 **project, that substantively address scientific and analytic approaches to discovery and translation**
1609 **of public health knowledge in the context of a population health framework. The instruction and**
1610 **assessment in this area is equivalent in depth to the instruction and assessment that would**
1611 **typically be associated with a three-semester-credit class, regardless of the number of credits**
1612 **awarded or the mode of delivery.**
1613

1614 **These students complete doctoral-level, advanced coursework and other experiences that**
1615 **distinguish the program of study from a master’s degree in the same field.**
1616

1617 **The program defines appropriate policies for advancement to candidacy, within the context of the**
1618 **institution.**
1619

1620 **Finally, students complete coursework that provides a broad introduction to public health. This**
1621 **introduction to public health addresses the learning objectives listed in this criterion, at an**
1622 **appropriate level of complexity.**
1623

1624 **The instruction may be delivered through online, in-person or blended methodologies, but it must**
1625 **meet the following requirements while covering the defined content areas.**
1626

- 1627 • **The instruction includes assessment opportunities, appropriate to the degree level, that**
1628 **allow faculty to assess students’ attainment of the introductory public health learning**
1629 **objectives ~~knowledge of the competencies~~. Assessment opportunities may include tests,**
1630 **writing assignments, presentations, group projects, etc.**
- 1631 • **The instruction and assessment of students’ broad introduction to public health are**
1632 **equivalent in depth to the instruction and assessment that would typically be associated**
1633 **with a three-semester-credit class, regardless of the number of credits awarded for the**
1634 **experience or the mode of delivery.**
1635

1636 **The program identifies at least one required assessment activity for each of the following**
1637 **introductory public health learning objectives.**
1638

- 1639 a. **Explain public health history, philosophy and values**
- 1640 b. **Identify the core functions of public health and the 10 Essential Services¹⁸**
- 1641 c. **Explain the role of quantitative methods and sciences in describing and assessing**
1642 **population health**

¹⁷ See “Definitions” at the end of this document.

¹⁸ Institutions outside the US may replace the 10 Essential Services with content appropriate to the nation/region.

- 1643 d. List major causes and trends of morbidity and mortality in the US or other community
- 1644 relevant to the school or program
- 1645 e. Discuss the science of prevention at all levels, including health promotion, screening,
- 1646 etc.
- 1647 f. Explain the critical importance of evidence in advancing public health knowledge
- 1648 g. Explain effects of environmental factors on human health
- 1649 h. Explain biological and genetic factors that affect human health
- 1650 i. Explain behavioral and psychological factors that affect human health
- 1651 j. Explain the social, political and economic determinants of health and how they
- 1652 contribute to population health and health inequities
- 1653 k. Explain how globalization affects the global burdens of disease
- 1654 l. Explain a One Health, ecological perspective on the connections among human health,
- 1655 animal health and ecosystem health¹⁹
- 1656

Required documentation:

- 1657 1) List the curricular requirements for each non-DrPH public health doctoral degree in the unit of
- 1658 accreditation, EXCLUDING requirements associated with the final research project. The list must
- 1659 indicate (using shading) each required curricular element that a) is designed expressly for
- 1660 doctoral, rather than master's, students or b) would not typically be associated with completion of
- 1661 a master's degree in the same area of study.

1662 The school or program may present accompanying narrative to provide context and information

1663 that aids reviewers' understanding of the ways in which doctoral study is distinguished from

1664 master's-level study. This narrative is especially important for institutions that do not formally

1665 distinguish master's-level courses from doctoral-level courses.

1666 The school or program will present a separate list for each degree program and concentration as

1667 appropriate.

1668 (self-study document)

- 1669 2) Provide a matrix, in the format of Template D14-1, that indicates the required assessment
- 1670 opportunities for each of the defined introductory public health learning objectives (a-l). Typically,
- 1671 the school or program will present a separate matrix for each degree program, but matrices may
- 1672 be combined if requirements are identical. (self-study document)

- 1673 3) Provide a matrix, in the format of Template D14-2, that lists competencies for each relevant
- 1674 degree and concentration. The matrix indicates at least one assessment activity for each of the
- 1675 listed competencies. Typically, the school or program will present a separate matrix for each
- 1676 concentration. Note: these competencies are defined by the school or program and are distinct
- 1677 from the introductory public health learning objectives defined in this criterion. (self-study
- 1678 document)

- 1679 4) Identify required coursework and other experiences that address the variety of public health
- 1680 research methods employed in the context of a population health framework to foster discovery
- 1681 and translation of public health knowledge and a brief narrative that explains how the instruction
- 1682 and assessment is equivalent to that typically associated with a three-semester-credit course.

¹⁹ "One Health is the integrative effort of multiple disciplines working locally, nationally, and globally to attain optimal health for people, animals, and the environment. Together, the three make up the One Health triad, and the health of each is inextricably connected to the others in the triad" (Retrieved from <https://www.avma.org/KB/Resources/Reference/Pages/One-Health.aspx> on June 20, 2016).

1692 Typically, the school or program will present a separate list and explanation for each degree
1693 program, but these may be combined if requirements are identical.

1694
1695 (self-study document)

1696
1697 5) Briefly summarize policies and procedures relating to production and assessment of the final
1698 research project or paper. (self-study document)

1699
1700 6) Provide links to handbooks or webpages that contain the full list of policies and procedures
1701 governing production and assessment of the final research project or paper for each degree
1702 program. (electronic resource file)

1703
1704 7) Include completed, graded samples of deliverables associated with the advanced research
1705 project. The school or program must provide at least 10% of the number produced in the last
1706 three years or five examples, whichever is greater. (electronic resource file)

1707
1708 8) Briefly explain how the school or program ensures that the instruction and assessment in
1709 introductory public health knowledge is generally equivalent to the instruction and assessment
1710 typically associated with a three semester-credit course. (self-study document)

1711
1712 9) Include the most recent syllabus for any course listed in the documentation requests above, or
1713 written guidelines for any required elements that do not have a syllabus. (electronic resource file)

1714
1715 10) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
1716 area, if applicable. (self-study document)

1717
1718
1719 **D15. All Remaining Degrees²⁰ (SPH, if applicable)**

1720
1721 *Criteria D13, D14 & D15 have not been substantively revised between drafts, but CEPH has changed the*
1722 *order and presentation of information in order to clarify which degrees are covered by these criteria.*

1723
1724 **Students enrolled in any of the SPH's degree programs that are not addressed in Criteria D2, D3,**
1725 **D9, D13 or D14 complete coursework that provides a broad introduction to public health.**

1726
1727 This introduction to public health addresses the learning objectives listed in this criterion, at a
1728 level of complexity appropriate to the level of the student's degree program. For example, if an
1729 SPH offers bachelor's degrees in concentrations other than public health, it may be more
1730 appropriate for courses addressing the competencies listed below to be held separately from
1731 those offered for graduate students.

1732
1733 The instruction may be delivered through online, in-person or blended methodologies, but it must
1734 meet the following requirements while covering the defined content areas.

- 1735
1736
- 1737 • The instruction includes assessment opportunities, appropriate to the degree level, that
1738 allow faculty to assess students' attainment of **the introductory public health learning**
1739 **objectives**~~knowledge of the competencies~~. Assessment opportunities may include tests,
1740 writing assignments, presentations, group projects, etc.
 - 1741 • The instruction and assessment of students' broad introduction to public health are
equivalent in depth to the instruction and assessment that would typically be associated

²⁰ 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 D13 & D14) or 3) public health bachelor's degrees and concentrations (Criterion D9). See "Definitions" at the end of this document.

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 school identifies at least one required assessment activity for each of the following
1746 **competencies**introductory public health learning objectives.

- 1747
1748 a. Explain public health history, philosophy and values
1749 b. Identify the core functions of public health and the 10 Essential Services²¹
1750 c. Explain the role of quantitative methods and sciences in describing and assessing
1751 population health
1752 d. List major causes and trends of morbidity and mortality in the US or other community
1753 relevant to the school or program
1754 e. Discuss the science of prevention at all levels, including health promotion, screening,
1755 etc.
1756 f. Explain the critical importance of evidence in advancing public health knowledge
1757 g. Explain effects of environmental factors on human health
1758 h. Explain biological and genetic factors that affect human health
1759 i. Explain behavioral and psychological factors that affect human health
1760 j. Explain the social, political and economic determinants of health and how they
1761 contribute to population health and health inequities
1762 k. Explain how globalization affects the global burdens of disease
1763 l. Explain a One Health, ecological perspective on the connections among human health,
1764 animal health and ecosystem health²²

1765
1766 Required documentation:

- 1767
1768 1) Provide a matrix in the format of Template D15-1 that indicates the required assessment
1769 opportunities for each of the defined introductory public health learning objectives (a-l). Typically,
1770 the school will present a separate matrix for each degree program, but matrices may be
1771 combined if requirements are identical. (self-study document)
1772
1773 2) Briefly explain how the school ensures that the instruction and assessment in introductory public
1774 health knowledge is generally equivalent to the instruction and assessment typically associated
1775 with a three-semester-credit course. (self-study document)
1776
1777 3) Include the most recent syllabus for any course listed in the documentation requests above, or
1778 written guidelines for any required elements that do not have a syllabus. (electronic resource file)
1779
1780 4) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
1781 area, if applicable. (self-study document)

1782
1783
1784 **D16. Distance Education (SPH and PHP, if applicable) ▲**

1785
1786 A degree program offered via distance education is a curriculum or course of study designated to
1787 be primarily accessed remotely via various technologies, including internet-based course
1788 management systems, audio or web-based conferencing, video, chat or other modes of delivery.
1789 All methods support regular and substantive interaction between and among students and the

²¹ Institutions outside the US may replace the 10 Essential Services with content appropriate to the nation/region.

²² “One Health is the integrative effort of multiple disciplines working locally, nationally, and globally to attain optimal health for people, animals, and the environment. Together, the three make up the One Health triad, and the health of each is inextricably connected to the others in the triad” (Retrieved from <https://www.avma.org/KB/Resources/Reference/Pages/One-Health.aspx> on June 20, 2016).

1790 instructor either synchronously and/or asynchronously and are a) consistent with the mission of
1791 the school or program and within the school or program's established areas of expertise;
1792 b) guided by clearly articulated student learning outcomes that are rigorously evaluated;
1793 c) subject to the same quality control processes that other degree programs in the university are;
1794 and d) providing planned and evaluated learning experiences that take into consideration and are
1795 responsive to the characteristics and needs of online learners.

1796
1797 The university provides needed support for the program, including administrative,
1798 communication, information technology and student services.

1799
1800 There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning
1801 methods and to systematically use this information to stimulate program improvements.
1802 Evaluation of student outcomes and of the learning model are especially important in institutions
1803 that offer distance learning but do not offer a comparable in-residence program.

1804
1805 The school or program has processes in place through which it establishes that the student who
1806 registers in a distance education course or degree is the same student who participates in and
1807 completes the course or degree and receives the academic credit. Student identity may be verified
1808 by using, at the option of the institution, methods such as a secure login and passcode; proctored
1809 examinations; and new or other technologies and practices that are effective in verifying student
1810 identity. The university notifies students in writing that it uses processes that protect student
1811 privacy and alerts students to any projected additional student charges associated with the
1812 verification of student identity at the time of registration or enrollment.

1813
1814 Required documentation:

- 1815
- 1816 1) Identify all public health distance education degree programs and/or concentrations that offer a
1817 curriculum or course of study that can be obtained via distance education. Template Intro-1 may
1818 be referenced for this purpose. (self-study document)
 - 1819
 - 1820 2) Describe the public health distance education programs, including a) an explanation of the model
1821 or methods used, b) the school or program's rationale for offering these programs, c) the manner
1822 in which it provides necessary administrative, information technology and student support
1823 services, d) the manner in which it monitors the academic rigor of the programs and their
1824 equivalence (or comparability) to other degree programs offered by the university, and e) the
1825 manner in which it evaluates the educational outcomes, as well as the format and methods. (self-
1826 study document)
 - 1827
 - 1828 3) Describe the processes that the university uses to verify that the student who registers in a
1829 distance education course (as part of a distance-based degree) or a fully distance-based degree
1830 is the same student who participates in and completes the course or degree and receives the
1831 academic credit. (self-study document)
 - 1832
 - 1833 4) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
1834 area, if applicable. (self-study document)
 - 1835

1836 **E1. Faculty Alignment with Degrees Offered (SPH and PHP) ▲**
1837
1838 **Faculty teach and supervise students in areas of knowledge with which they are thoroughly**
1839 **familiar and qualified by the totality of their education and experience.**
1840
1841 **Faculty education and experience is appropriate for the degree level (bachelor’s, master’s,**
1842 **doctoral) and the nature of the degree (research, professional practice, etc.) with which they are**
1843 **associated.**
1844
1845 **Education refers to faculty members’ degrees, certifications, fellowships, post-doctoral training,**
1846 **formal coursework completed, etc.**
1847
1848 **Experience refers to a range of activities including substantial employment or involvement in**
1849 **public health activities outside of academia. Experience also refers to the depth of service**
1850 **provided to professional and community-based public health organizations and to peer-reviewed**
1851 **scholarship in a discipline. Finally, experience relates to the individual’s record of excellence in**
1852 **providing instruction in a discipline.**
1853
1854 **Required documentation:**
1855
1856 1) Provide a table showing the school or program’s primary instructional faculty in the format of
1857 Template E1-1. The template presents data effective at the beginning of the academic year in
1858 which the **final** self-study is submitted to CEPH and must be updated at the beginning of the site
1859 visit if any changes have occurred since final self-study submission.
1860
1861 The template requests the following information: a) name, b) title/academic rank, c) tenure status
1862 or classification, d) graduate degrees earned, e) institutions from which degrees were earned,
1863 f) discipline in which degrees were earned and g) current instructional areas.
1864
1865 SPH should only include data on faculty associated with public health degrees.
1866
1867 (self-study document)
1868
1869 2) Provide summary data on the qualifications of any other faculty with significant involvement in the
1870 school or program’s public health instruction. Schools and programs define “significant” in their
1871 own contexts but, at a minimum, include any individuals who regularly provide instruction or
1872 supervision for required courses and other experiences listed in the criterion on Curriculum.
1873 Reporting on individuals who supervise individual students’ practice experience (preceptors, etc.)
1874 is not required.
1875
1876 The data, in the format of Template E1-2, must include at least the following: a) name,
1877 b) ~~title~~/academic rank, c) title and current employment, d) FTE or % time allocated to the school
1878 or program, e) graduate degrees earned, f) institutions from which degrees were earned,
1879 g) disciplines in which listed degrees were earned and g) role in/contributions to the school or
1880 program.
1881
1882 (self-study document)
1883
1884 3) Include CVs for all individuals listed in the templates above. (electronic resource file)
1885
1886 4) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
1887 area, if applicable. (self-study document)
1888

1889 **E2. Faculty Integration of Practice Experience (SPH and PHP)**

1890 **To assure a broad public health perspective, the school or program employs faculty who have**
1891 **professional experience in settings outside of academia and have demonstrated competence in**
1892 **public health practice. Schools and programs encourage faculty to maintain ongoing practice**
1893 **links with public health agencies, especially at state and local levels.**

1894
1895 **To assure the relevance of curricula and individual learning experiences to current and future**
1896 **practice needs and opportunities, schools and programs regularly involve public health**
1897 **practitioners and other individuals involved in public health work through arrangements that may**
1898 **include adjunct and part-time faculty appointments, guest lectures, involvement in committee**
1899 **work, mentoring students, etc.**

1900
1901 Required documentation:

- 1902
1903 1) Describe the manner in which the public health faculty complement integrates perspectives from
1904 the field of practice, including information on appointment tracks for practitioners, if applicable.
1905 Faculty with significant practice experience outside of that which is typically associated with an
1906 academic career should also be identified. (self-study document)
- 1907
1908 2) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
1909 area, if applicable. (self-study document)

1910

1911
1912 **E3. Faculty Instructional Effectiveness (SPH and PHP)**

1913 **The school or program ensures that systems, policies and procedures are in place to document**
1914 **that all faculty (full-time and part-time) are informed and current in their areas of instructional**
1915 **responsibility.**

1916
1917 **The school or program establishes and consistently applies procedures for evaluating faculty**
1918 **competence and performance in instruction.**

1919
1920 **The school or program supports professional development and advancement in instructional**
1921 **effectiveness.**

1922
1923 Required documentation:

- 1924
1925 1) Describe the means through which the school or program ensures that faculty are informed and
1926 maintain currency in their areas of instructional responsibility. The description must address both
1927 primary instructional and non-primary instructional faculty and should provide examples as
1928 relevant. (self-study document)
- 1929
1930 2) Describe the school or program's procedures for evaluating faculty instructional effectiveness.
1931 Include a description of the processes used for student course evaluations and peer evaluations,
1932 if applicable. (self-study document)
- 1933
1934 3) Describe available university and programmatic support for continuous improvement in faculty's
1935 instructional roles. Provide three to five examples of school or program involvement in or use of
1936 these resources. The description must address both primary instructional faculty and non-primary
1937 instructional faculty. (self-study document)
- 1938
1939 4) Describe the role of evaluations of instructional effectiveness in decisions about faculty
1940 advancement. (self-study document)
- 1941

1942 5) Select at least three of the following indicators from at least two of the listed categories that are
1943 meaningful to the school or program and relate to instructional quality. Describe the school or
1944 program's approach and progress over the last three years for each of the chosen indicators. In
1945 addition to at least three from the lists that follow, the school or program may add indicators that
1946 are significant to its own mission and context. SPH should focus data and descriptions on its
1947 public health degree programs.
1948

1949 School- or program-level outcomes

- 1950 • Courses that are team-taught with interprofessional perspectives
- 1951 • Courses that integrate technology in innovative ways to enhance learning
- 1952 • Courses that involve community-based practitioners
- 1953 • Courses that integrate service learning, as defined by the school or program
- 1954 • Courses that integrate community-based projects
- 1955 • Courses that use higher-level assessments
- 1956 • Courses that employ active learning techniques
- 1957 • Teaching assistants trained in pedagogical techniques
- 1958 • Implementation of grading rubrics

1959
1960 Faculty currency

- 1961 • External reviews of proposed or existing courses or curricula, outside of normal university
1962 processes²³
- 1963 • Peer/internal review of syllabi/curricula for currency of readings, topics, methods, etc.
- 1964 • Annual or other regular reviews of faculty productivity, relation of scholarship to instruction
- 1965 • Faculty maintenance of relevant professional credentials or certifications that require continuing
1966 education

1967
1968 Faculty instructional technique

- 1969 • Frequency of internal quality reviews of existing courses or curricula
- 1970 • Participation in professional development related to instruction
- 1971 • Peer evaluation of teaching
- 1972 • Student satisfaction with instructional quality

1973
1974 (self-study document)

1975
1976 6) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
1977 area, if applicable. (self-study document)
1978

1979
1980 **E4. Faculty Scholarship (SPH and PHP)**

1981 **Ongoing participation in research and scholarly activity ensures that faculty are relevant and**
1982 **current in their field of expertise, that their work is peer reviewed and that they are content**
1983 **experts. Research also allows faculty to bring real-world examples into the classroom to update**
1984 **and inspire teaching and provides opportunities for students to engage in research activities, if**
1985 **desired or appropriate for the degree program.**

1986
1987 **All types of research are valuable, whether conducted with the purpose of improving public health**
1988 **practice or for generating new knowledge. The types and extent of faculty research align with**
1989 **university and school or program missions and relate to the types of degrees offered. For**
1990 **example, when doctoral degrees are offered, the school or program's research portfolio in those**
1991 **areas take on greater importance.**

²³ Normal university processes include regularly-scheduled, university-mandated program reviews and routine curriculum committee reviews of new courses.

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The school or program has policies in place to support faculty involvement in scholarly activities. As many faculty as possible are involved in research and scholarly activity in some form, whether funded or unfunded.

Required documentation:

- 1) Describe the school or program's definition of and expectations regarding faculty research and scholarly activity. (self-study document)
- 2) Describe available university and school or program support for research and scholarly activities. (self-study document)
- 3) Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students. (self-study document)
- 4) Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities. (self-study document)
- 5) Describe the role of research and scholarly activity in decisions about faculty advancement. (self-study document)
- 6) Select at least three of the following measures that are meaningful to the school or program and demonstrate its success in research and scholarly activities. Provide a target for each measure and data from the last three years in the format of Template E4-1. In addition to at least three from the list that follows, the school or program may add measures that are significant to its own mission and context. SPH should focus data and descriptions on faculty associated with the school's public health degree programs.
 - Percent of faculty (specify primary instructional or total faculty) participating in research activities
 - Number of faculty-initiated IRB applications
 - Number of students mentored
 - Number of community-based research projects
 - Number of articles published in peer-reviewed journals
 - Total research funding
 - Number of citation references
 - Presentations at professional meetings
 - Support for development and mentoring of new faculty
 - Number of grant submissions(self-study document)
- 7) Assess the strengths and weaknesses related to this criterion and plans for improvement in this area, if applicable. (self-study document)

E5. Faculty Extramural Service (SPH and PHP)

Service is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research.

The school or program defines expectations regarding faculty extramural service activity. Participation in internal university committees is not within the definition of this section. Service

2046 as described here refers to contributions of professional expertise to the community, including
2047 professional practice.
2048

2049 As many faculty as possible are actively engaged with the community through communication,
2050 collaboration, consultation, provision of technical assistance and other means of sharing the
2051 school or program's professional knowledge and competence. Faculty engage in service by
2052 consulting with public or private organizations on issues relevant to public health; providing
2053 testimony or technical support to administrative, legislative and judicial bodies; serving as board
2054 members and officers of professional associations; reviewing grant applications; and serving as
2055 members of community-based organizations, community advisory boards or other groups. While
2056 these activities may generate revenue, the value of faculty service is not measured in financial
2057 terms.
2058

2059 Required documentation:
2060

2061 1) Describe the school or program's definition and expectations regarding faculty extramural service
2062 activity. Explain how these relate/compare to university definitions and expectations. (self-study
2063 document)
2064

2065 2) Describe available university and school or program support for extramural service activities. (self-
2066 study document)
2067

2068 3) Describe and provide three to five examples of faculty extramural service activities and how faculty
2069 integrate service experiences into their instruction of students. (self-study document)
2070

2071 4) Describe and provide three to five examples of student opportunities for involvement in faculty
2072 extramural service. (self-study document)
2073

2074 5) Select at least three of the following indicators that are meaningful to the school or program and
2075 relate to service. Describe the school or program's approach and progress over the last three years
2076 for each of the chosen indicators. In addition to at least three from the list that follows, the school or
2077 program may add indicators that are significant to its own mission and context. SPH should focus
2078 data and descriptions on faculty associated with the school's public health degree programs.
2079

- 2080 • Percent of faculty (specify primary instructional or total faculty) participating in extramural
2081 service activities
- 2082 • Number of faculty-student service collaborations
- 2083 • Number of community-based service projects
- 2084 • Total service funding
- 2085 • Faculty promoted on the basis of service
- 2086 • Faculty appointed on a professional practice track
- 2087 • Public/private or cross-sector partnerships for engagement and service
2088

2089 (self-study document)
2090

2091 6) Describe the role of service in decisions about faculty advancement. (self-study document)
2092

2093 7) Assess the strengths and weaknesses related to this criterion and plans for improvement in this area,
2094 if applicable. (self-study document)
2095
2096

2097 **F1. Community Involvement in School or program Evaluation and Assessment (SPH and PHP)**

2098
2099 **The school or program engages constituents, including community stakeholders, alumni,**
2100 **employers and other relevant community partners. Stakeholders may include professionals in**
2101 **sectors other than health (eg, attorneys, architects, parks and recreation personnel).**

2102
2103 **Specifically, the school or program ensures that constituents provide regular feedback on its**
2104 **student outcomes, curriculum and overall planning processes, including the self-study process.**

2105
2106 **With regard to obtaining constituent input on student outcomes and on the strengths and**
2107 **weaknesses of the school or program's curricula:**

- 2108
- 2109 • **The school or program defines qualitative and/or quantitative methods designed to**
- 2110 **provide useful information.**
- 2111 • **Data from supervisors of student practice experiences may be useful but should not be**
- 2112 **used exclusively.**
- 2113 • **The school or program documents and regularly examines its methods for obtaining this**
- 2114 **input as well as its substantive outcomes.**
- 2115

2116 **Required documentation:**

2117

- 2118 1) **Describe any formal structures for constituent input (eg, community advisory board, alumni**
- 2119 **association, etc.). List members and/or officers as applicable, with their credentials and**
- 2120 **professional affiliations. (self-study document)**
- 2121

- 2122 2) **Describe how the school or program engages external constituents in regular assessment of the**
- 2123 **content and currency of public health curricula and their relevance to current practice and future**
- 2124 **directions.**
- 2125

- 2126 3) **Describe how the program's external partners contribute to the ongoing operations of the school**
- 2127 **or program. At a minimum, this discussion should include community engagement in the**
- 2128 **following:**
- 2129

- 2130 a) **Development of the vision, mission, values, goals and objectives**
- 2131 b) **Development of the self-study document**
- 2132 c) **Assessment of changing practice and research needs**
- 2133 d) **Assessment of program graduates to perform competencies in an employment setting**
- 2134

2135 **(self-study document)**

- 2136 4) **Provide documentation (eg, minutes, notes, committee reports, etc.) of external contribution in at**
- 2137 **least two of the areas noted in documentation request 3. (electronic resource file)**
- 2138

- 2139 5) **Assess the strengths and weaknesses related to this criterion and plans for improvement in this**
- 2140 **area, if applicable. (self-study document)**
- 2141

2142

2143 **F2. Student Involvement in Community Engagement and Professional Service (SPH and PHP)**

2144 **Community engagement and professional service opportunities are available to all students,**

2145 **regardless of curricular requirements. Experiences should help students to gain an understanding**

2146 **of the contexts in which public health work is performed outside of an academic setting and the**

2147 **importance of learning and contributing to professional advancement in the field.**

2148 Required documentation:

2149

2150 1) Describe how students are introduced to service, community engagement and professional
2151 development activities and how they are encouraged to participate. (self-study document)

2152

2153 2) Provide examples of public health students' professional service activities and community
2154 engagement opportunities in which students have participated in the last three years. (self-study
2155 document)

2156

2157 3) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
2158 area, if applicable. (self-study document)

2159

2160

2161 **F3. Assessment of the Community's Professional Development Needs (SPH and PHP)**

2162 **The school or program periodically assesses the continuing education needs of individuals**
2163 **currently serving public health functions in its self-defined priority community or communities.**

2164

2165 **Examples could include periodic meetings with community members and stakeholders, formal or**
2166 **informal needs assessments, focus groups with external constituents, surveys that are**
2167 **administered or co-administered to external constituents and use of existing data sets.**

2168

2169 Required documentation:

2170

2171 1) Define the school or program's professional community or communities of interest and the
2172 rationale for this choice. (self-study document)

2173

2174 2) Describe how the school or program periodically assesses the continuing education needs of its
2175 priority community or communities, and provide summary results of these assessments. Describe
2176 how often assessment occurs. Include the description and summary results in the self-study
2177 document, and provide full documentation of the findings in the electronic resource file.

2178

2179 3) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
2180 area, if applicable. (self-study document)

2181

2182

2183 **F4. Delivery of Continuing Education for the Workforce (SPH and PHP)**

2184 **The school or program advances public health by addressing the continuing education needs of**
2185 **the current public health workforce, broadly defined, based on assessment activities described in**
2186 **Criterion F3. Continuing education offerings can be for-credit or not-for-credit and can be one-**
2187 **time or sustained offerings.**

2188

2189 Required documentation:

2190

2191 1) Describe the school or program's process for developing and implementing continuing education
2192 activities for the workforce and ensuring that these activities align with needs identified in
2193 Criterion F3. (self-study document)

2194

2195 2) Provide two to three examples of education/training activities offered by the school or program in
2196 the last three years in response to community-identified needs. Include the number of external
2197 participants served (ie, individuals who are not faculty or students at the institution that houses
2198 the school or program). (self-study document)

2199

- 2200 3) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
2201 area, if applicable. (self-study document)

2202
2203

2204 **G1. Diversity and Cultural Competence (SPH and PHP)**

2205

2206 **Recognizing that graduates may be employed anywhere in the world and work with diverse**
2207 **populations, schools and programs provide a learning environment that prepares their students**
2208 **with broad competencies regarding diversity and cultural competence, within the context of their**
2209 **own institutions' mission statements.**

2210

2211 **Aspects of diversity may include age, country of birth, disability, ethnicity, gender, gender**
2212 **identity, language, national origin, race, historical under-representation, refugee status, religion,**
2213 **culture, sexual orientation, health status, community affiliation and socioeconomic status. This**
2214 **list is not intended to be exhaustive.²⁴**

2215

2216 **Cultural competence, in this criterion's context, refers to competencies for working with diverse**
2217 **individuals and communities in ways that are appropriate and responsive to relevant cultural**
2218 **factors. Requisite competencies include self-awareness, open-minded inquiry and assessment**
2219 **and the ability to recognize and adapt to cultural differences, especially as these differences may**
2220 **vary from the school or program's dominant culture. Reflecting on the public health context,**
2221 **recognizing that cultural differences affect all aspects of health and health systems, cultural**
2222 **competence refers to the competencies for recognizing and adapting to cultural differences and**
2223 **being conscious of these differences in the school or program's scholarship and/or community**
2224 **engagement.**

2225

2226 **Each school or program further defines these terms in its own context.**

2227

2228 **The school or program defines systematic, coherent and long-term efforts to incorporate**
2229 **elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum,**
2230 **scholarship and community engagement efforts. Schools and programs accomplish these aims**
2231 **through a variety of practices including incorporation of diversity and cultural competency**
2232 **considerations in the curriculum; recruitment and retention of faculty, staff and students; policies**
2233 **that support a climate of equity and inclusion, free of harassment and discrimination; and**
2234 **reflection in the types of scholarship and/or community engagement conducted.**

2235

2236 **Required documentation:**

2237

2238 1) List the school or program's self-defined, priority under-represented populations; an explanation
2239 of why these groups are of particular interest and importance to the school or program; and a
2240 description of the process used to define the priority population(s). These populations must
2241 include both faculty and students and may include staff, if appropriate. Populations may differ
2242 among these groups. (self-study document)

2243

2244 2) List the school or program's goals for increasing the representation and supporting the
2245 persistence (if applicable) and ongoing success of the specific populations defined in
2246 documentation request 1. (self-study document)

2247

2248 3) List the actions and strategies identified to advance the goals defined in documentation request 2
2249 and a description of the process used to define the actions and strategies. The process may

²⁴ 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.

- 2250 include collection and/or analysis of school- or program-specific data; convening stakeholder
 2251 discussions and documenting their results; and other appropriate tools and strategies. (self-study
 2252 document)
 2253
 2254 4) List the actions and strategies identified that create and maintain a culturally competent
 2255 environment and a description of the process used to develop them. The description addresses
 2256 curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest
 2257 lecturers and community agencies reflective of the diversity in their communities; and faculty and
 2258 student scholarship and/or community engagement activities. (self-study document)
 2259
 2260 5) Provide quantitative and qualitative data that document the school or program's approaches,
 2261 successes and/or challenges in increasing representation and supporting persistence and
 2262 ongoing success of the priority population(s). The data must include student and faculty (and
 2263 staff, if applicable) perceptions of the school or program's climate regarding diversity and cultural
 2264 competence. (self-study document)
 2265
 2266 6) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
 2267 area, if applicable. (self-study document)
 2268
 2269

2270 **H1. Academic Advising (SPH and PHP) ▲**

2271
 2272 **The school or program provides an accessible and supportive academic advising system for**
 2273 **students. Each student has access, from the time of enrollment, to advisors who are actively**
 2274 **engaged and knowledgeable about the school or program's curricula and about specific courses**
 2275 **and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student**
 2276 **progress and identifying and supporting those who may experience difficulty in progressing**
 2277 **through courses or completing other degree requirements. Orientation, including written**
 2278 **guidance, is provided to all entering students.**

2279
 2280 Required documentation:

- 2281
 2282 1) Describe the school or program's academic advising services. If services differ by degree and/or
 2283 concentration, a description should be provided for each public health degree offering. (self-study
 2284 document)
 2285
 2286 2) Explain how advisors are selected and oriented to their roles and responsibilities. (self-study
 2287 document)
 2288
 2289 3) Provide a sample of advising materials and resources, such as student handbooks and plans of
 2290 study, that provide additional guidance to students. (electronic resource file)
 2291
 2292 4) Provide data reflecting the level of student satisfaction with academic advising during each of the
 2293 last three years. Include survey response rates, if applicable. SPH should present data only on
 2294 public health degree offerings, as defined in Template Intro-1. (self-study document)
 2295
 2296 5) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief
 2297 overview of each. (self-study document)
 2298
 2299 6) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
 2300 area, if applicable. (self-study document)
 2301
 2302

2303 **H2. Career Advising & Mentoring (SPH and PHP)**

2304

2305 The school or program provides accessible and supportive career advising and mentoring
2306 services for students. Each student, including those who may be currently employed, has access
2307 to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and
2308 sensitive to his or her professional development needs and can provide appropriate career
2309 placement advice. Career counseling services may take a variety of forms, including but not
2310 limited to individualized consultations, resume workshops, mock interviews, career fairs,
2311 professional panels, networking events, employer presentations and online job databases.
2312

2313 The school or program provides such resources for both currently enrolled students and alumni.
2314 The school or program may accomplish this through a variety of formal or informal mechanisms
2315 including connecting graduates with professional associations, making faculty and other alumni
2316 available for networking and advice, etc.
2317

2318 Required documentation:

- 2319
- 2320 1) Describe the school or program's career advising and services. If services differ by degree and/or
2321 concentration, a description should be provided for each. Include an explanation of efforts to tailor
2322 services to meet students' specific needs. SPH should present data only on public health degree
2323 offerings. (self-study document)
2324
 - 2325 2) Explain how individuals providing career counseling are selected and oriented to their roles and
2326 responsibilities. (self-study document)
2327
 - 2328 3) Provide three examples from the last three years of career counseling services provided to
2329 students and one example of career counseling provided to an alumnus/a. For each category,
2330 indicate the number of ~~students~~individuals participating. (self-study document)
2331
 - 2332 4) Provide data reflecting the level of student satisfaction with career counseling during each of the
2333 last three years. Include survey response rates, if applicable. SPH should present data only on
2334 public health degree offerings, as defined in Template Intro-1. (self-study document)
2335
 - 2336 5) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
2337 area, if applicable. (self-study document)
2338
2339

2340 H3. Student Complaint Procedures (SPH and PHP) ▲

2341

2342 The school or program enforces a set of policies and procedures that govern formal student
2343 complaints/grievances. Such procedures are clearly articulated and communicated to students.
2344 Depending on the nature and level of each complaint, students are encouraged to voice their
2345 concerns to school or program officials or other appropriate personnel. Designated
2346 administrators are charged with reviewing and resolving formal complaints. All complaints are
2347 processed through appropriate channels.
2348

2349 Required documentation:

- 2350
- 2351 1) Describe the procedures by which students may communicate any complaints to school or
2352 program officials, and about how these procedures are publicized. (self-study document)
2353
 - 2354 2) Briefly summarize the steps for how a grievance or complaint filed through official university
2355 processes progresses. Include information on all levels of review/appeal. (self-study document)
2356
 - 2357 3) List any formal complaints and/or student grievances submitted ~~since the last accreditation~~
2358 review in the last three years. Briefly describe the general nature or content of each complaint and
2359 the current status or progress toward resolution. (self-study document)
2360

- 2361 4) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
2362 area, if applicable. (self-study document)

2363
2364

2365 **H4. Student Recruitment and Admissions (SPH and PHP) ▲**

2366 **The school or program implements student recruitment and admissions policies and procedures**
2367 **designed to locate and select qualified individuals capable of taking advantage of the school or**
2368 **program’s various learning activities, which will enable each of them to develop competence for a**
2369 **career in public health.**

2370
2371
2372 Required documentation:

- 2373
- 2374 1) Describe the school or program’s recruitment activities. If these differ by degree (eg, bachelor’s
2375 vs. graduate degrees), a description should be provided for each. SPH should discuss only public
2376 health degree offerings, as defined in Template Intro-1. (self-study document)
 - 2377
 - 2378 2) Provide a statement of admissions policies and procedures. If these differ by degree (eg,
2379 bachelor’s vs. graduate degrees), a description should be provided for each. SPH should discuss
2380 only public health degree offerings, as defined in Template Intro-1. (self-study document)
 - 2381
 - 2382 3) Select at least one of the following measures that is meaningful to the school or program and
2383 demonstrates its success in enrolling a qualified student body. Provide a target and data from the
2384 last three years in the format of H4-1. In addition to at least one from the list that follows, the
2385 school or program may add measures that are significant to its own mission and context.
 - 2386
 - 2387 • Quantitative scores (eg, GPA, SAT/ACT/GRE, TOEFL) for newly matriculating students
 - 2388 • Percentage of designated group (eg, undergraduate students, mid-career professionals,
2389 multi-lingual individuals) accepting offers of admission
 - 2390 • Percentage of priority under-represented students (as defined in Criterion F1) accepting
2391 offers of admission
 - 2392 • Percentage of newly matriculating students with previous health- or public health-related
2393 experience
 - 2394 • Number of entering students with distinctions and/or honors from previous degree (eg,
2395 National Merit Scholar)
 - 2396 • Percentage of multilingual students

2397
2398 SPH should present data only on public health degree offerings.

2399 (self-study document)

- 2400
- 2401 4) Assess the strengths and weaknesses related to this criterion and plans for improvement in this
2402 area, if applicable. (self-study document)

2403 2404 2405 **H5. Publication of Educational Offerings (SPH and PHP) ▲**

2406 **Catalogs and bulletins used by the school or program to describe its educational offerings must**
2407 **be publicly available and must accurately describe its academic calendar, admissions policies,**
2408 **grading policies, academic integrity standards and degree completion requirements. Advertising,**
2409 **promotional materials, recruitment literature and other supporting material, in whatever medium it**
2410 **is presented, must contain accurate information.**

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Required documentation:

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

DRAFT

Definitions

The following definitions apply throughout this document, regardless of the specific terminology used by the school or college:

- “Degree level” refers to one of three options: 1) bachelor’s, 2) master’s or 3) doctoral.
- “Degree” refers to BA, BS, MS, MSPH, MPH, PhD, ScD, DrPH, etc. Degrees may include one concentration, or a degree may include multiple concentrations.
- “Concentration” refers to any area of study that the school or program advertises as available to students, via its catalog and/or website. For example, an MPH in epidemiology is a concentration. An MPH in epidemiology with focus areas in chronic disease and infectious disease would be two concentrations (chronic epidemiology and infectious epidemiology).

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

“Generalist” is considered a concentration for these criteria’s purposes, and an MPH with no concentration listed is considered “generalist” by default. Schools and programs are free to name all concentrations as they wish to provide clarity to students and the public.

Plans of study that are clearly presented to students as “minors” are not considered to be concentrations. Certificates that are optional additions to students’ programs of study are not considered to be concentrations.

Students in combined (joint, dual, concurrent) degree programs, such as the MD/MPH, may

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

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

- “Public health degrees” include the following:
 - Bachelor’s degrees in public health disciplines
 - Professional and academic public health graduate degrees

Bachelor’s degrees in public health include BSPH, BS, BA, etc. when they are offered in public health disciplines. SPH may offer BS or BA degrees in non-public health disciplines (eg, exercise science), and these are classified as “other” degrees, as discussed below. In SPH, specialized bachelor’s degrees in fields closely related to public health that have their own disciplinary orientation and definitions (eg, BS in environmental science, BS in health administration) may be excluded from the category of public health bachelor’s degrees if they are not intended to function as public health degrees. See definition of “other” degrees.

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.

2478 If specifically designated as such by the school or program, MHA or MHSA degrees may be classified as
2479 professional public health degrees. In these cases, MHA and MHSA degrees must comply with Criteria
2480 D1, D2, D4, D5, D7 and D10. Unless specifically designated, MHA and MHSA degrees would not be part
2481 of a program's unit of accreditation and are assumed to be "other" degrees in schools, as defined below.
2482

2483 Academic public health degrees often include the MS and PhD. These degrees are offered in public
2484 health fields but are not intended to function as MPH or DrPH equivalents. They prepare students for
2485 further study or for academic or scholarly positions in public health fields.
2486

- 2487 • For example, in some institutions, the MSPH is intended to function in a manner equivalent to the
2488 MPH degree. In these institutions, the MSPH is a professional degree.
- 2489 • In some institutions, the MSPH is intended to prepare students for doctoral study and/or
2490 research-based careers. In these institutions, the MSPH is an academic degree.

2491
2492 "Other" degrees include 1) ~~the MHA/MHSA and~~ bachelor's degrees or concentrations in fields other than
2493 public health and 2) all graduate degrees and concentrations that do not meet the definition of a
2494 professional or academic public health degree as noted above. MHA and MHSA degrees are classified as
2495 "other" degrees unless specifically designated as professional public health degrees by the school.
2496

2497 For ease of reference, any criteria that refer to the "MPH degree" also apply to any other professional
2498 public health master's degrees through which the program intends to prepare public health practitioners in
2499 a manner equivalent to the MPH. Such degrees may include the MSPH and other degrees when they are
2500 intended to function as professional degrees equivalent to the MPH. These degrees were referred to in
2501 previous versions of CEPH criteria as "equivalent professional degrees."