

# ACCREDITATION CRITERIA

## SCHOOLS OF PUBLIC HEALTH & PUBLIC HEALTH PROGRAMS

AMENDED AUGUST 2021



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**Commented [A1]:** Disregard the TOC--it does not reflect the current draft and will be updated after revised criteria are adopted.

1 **Introduction<sup>1</sup>**  
2

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

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

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

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

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

35 The matrix must

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

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

---

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

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

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

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

46 4) Enrollment data for all of the school or program's degree programs, including bachelor's,  
47 master's and doctoral degrees, in the format of Template Intro-2. Schools that house "other"  
48 degrees and concentrations (as defined in Criterion D18) should separate those degrees and  
49 concentrations from the public health degrees for reporting student enrollments. For example, if a  
50 school offers a BS in public health and a BS in exercise science, student enrollment data should be  
51 presented separately. Data on "other" degrees and concentrations may be grouped together as  
52 relevant to the school.  
53  
54

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

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

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

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

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

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

78 Additionally, the school or program makes efforts to include diverse voices and perspectives from  
79 a range of individuals in these decision-making structures.  
80

81 Required documentation:  
82

- 83 1) List the school or program's standing and significant ad hoc committees. For each, indicate the  
84 formula for membership (e.g., two appointed faculty members from each concentration) and list the  
85 current members. (self-study document)  
86

87 Programs should generally focus the response on the specific committees that govern the unit of  
88 accreditation, not on departmental or school committees that oversee larger organizational units.  
89 (self-study document)  
90

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

101 (self-study document)  
102

103 3) Briefly describe how the school or program makes efforts to include diverse voices and  
104 perspectives from a range of individuals. (self-study document)  
105

106 3)4) A copy of the bylaws or other policy documents that determine the rights and obligations of  
107 administrators, faculty, and students in governance of the school or program. (electronic resource  
108 file)  
109

110 4)5) Briefly describe how faculty contribute to decision-making activities in the broader institutional  
111 setting, including a sample of faculty memberships and/or leadership positions on committees  
112 external to the unit of accreditation. (self-study document)  
113

114 5)6) Describe how full-time and part-time faculty regularly interact with their colleagues (self-study  
115 document) and provide documentation of recent interactions, which may include minutes, attendee  
116 lists, etc. (electronic resource file)  
117

118 6)7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
119 in this area. (self-study document)  
120  
121

122 **A2. Multi-Partner Schools & Programs (SPH and PHP—applicable ONLY if functioning as a**  
123 **“collaborative unit” as defined in CEPH procedures)**  
124

125 **When a school or program is sponsored by more than one institution holding institutional**  
126 **accreditation and is operated as a single organizational unit, the school or program defines a clear**  
127 **and comprehensive set of organizational rights and responsibilities that address operational,**  
128 **curricular and resource issues. Memoranda of agreement or other similar documents outline all**  
129 **such rights and responsibilities.**  
130

131 **The school or program has a single identified leader (dean or director) and a cohesive chain of**  
132 **authority for all decision making relevant to the educational program that culminates with this**  
133 **individual.**  
134

135 Required documentation:

- 136
- 137 1) Describe the major rights and responsibilities of each participating institution. (self-study document)
  - 138
  - 139 2) A copy of the formal written agreement that establishes the rights and obligations of the
  - 140 participating universities regarding the school or program’s operation. (electronic resource file)
  - 141
  - 142 3) Describe the role and responsibilities of the identified leader. (self-study document)
  - 143
  - 144 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement
  - 145 in this area. (self-study document)
  - 146
  - 147

148 **A3. Student Engagement (SPH and PHP)**  
149

150 **Students have formal methods to participate in policy making and decision making within the**  
151 **school or program, and the school or program engages students as members on decision-making**  
152 **bodies whenever appropriate. The school or program makes efforts to include diverse voices and**  
153 **perspectives from a range of students in these decision-making structures.**  
154

155 Required documentation:

- 156
- 157 1) Describe student participation in policy making and decision making at the school or program level,
  - 158 including identification of all student members of school or program committees over the last three
  - 159 years, and student organizations involved in school or program governance, if relevant to this
  - 160 criterion. Schools should focus this discussion on students in public health degree programs. (self-
  - 161 study document)
  - 162

- 163 2) Briefly describe how the school or program makes efforts to include diverse voices and
- 164 perspectives from a range of students. Include examples as appropriate. (self-study document)
- 165

166 4)3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
167 in this area. (self-study document)

168  
169  
170  
171

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

172 A school of public health operates at the highest level of organizational status and independence  
173 available within the university context. If there are other professional schools in the same university  
174 (e.g., medicine, nursing, law, etc.), the school of public health shall have the same degree of  
175 independence accorded to those professional schools. Independence and status are viewed within  
176 the context of institutional policies, procedures, and practices.

177  
178  
179

Required documentation:

- 180 1) Briefly describe the school's reporting lines up to the institution's chief executive officer. The  
181 response may refer to the organizational chart provided in the introduction. (self-study document)
- 182
- 183 2) Describe the reporting lines and levels of autonomy of other professional schools located in the  
184 same institution and identify any differences between the school of public health's reporting  
185 lines/level of autonomy and those of other units. (self-study document)
- 186
- 187 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
188 in this area. (self-study document)
- 189

190  
191

#### A5. Degree Offerings in Schools of Public Health (SPH only)

192 A school of public health offers a professional public health master's degree (e.g., MPH) in at least  
193 three concentrations representing at least three distinct sub-disciplinary areas<sup>3</sup> in public health and  
194 public health doctoral degree programs (academic or professional) in at least two concentrations  
195 representing at least two distinct sub-disciplinary areas in public health.<sup>4</sup> A school may offer more  
196 degrees or concentrations at either degree level.

197  
198  
199

Required documentation:

- 200 1) Affirm that the school offers professional public health master's degree concentrations in at least  
201 three areas and public health doctoral degree programs of study in at least two areas. Template  
202 Intro-1 may be referenced for this purpose. (self-study document)
- 203
- 204 2) An official catalog or bulletin that lists the degrees offered by the school. (electronic resource file or  
205 hyperlink in self-study document)
- 206

207  
208  
209

#### B1. Guiding Statements (SPH and PHP)

210 The school or program defines a *vision* that describes how the community/world will be different if  
211 the school or program achieves its aims.  
212

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

<sup>4</sup> 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 public health practice and PhD in health policy; PhD with concentrations in biostatistics and environmental health; DrPH in community health and ScD in epidemiology; DrPH with concentrations in social & behavioral sciences and global health; etc.

213  
214 The school or program defines a *mission statement* that identifies what the school or program will  
215 accomplish operationally in its instructional, community engagement and scholarly activities. The  
216 mission may also define the school or program's setting or community and priority population(s).  
217

218 The school or program defines *goals* that describe strategies to accomplish the defined mission.  
219

220 The school or program defines a statement of *values* that ~~informs stakeholders about~~describes its  
221 core principles, beliefs, and priorities.  
222

**Commented [A2]:** Edits throughout the document to remove the term "stakeholders."

223 ~~Together, the school or program's~~The guiding statements ~~must address instruction, scholarship,~~  
224 ~~and service and~~

225  
226 • ~~must define the ways in which the school or program plans to 1) advance the field of public~~  
227 ~~health and 2) promote student success.~~  
228

229 may derive from the purposes of the parent institution but also reflect the school or program's own  
230 aspirations and respond to the needs of the communities the school or program's intended service  
231 area(s) program intends to serve.  
232

**Commented [A3]:** Edits here and above to streamline syntax with the addition of requirement that guiding statements address preparation of students to work with diverse populations.

233 Together, the school or program's guiding statements must address the unit's approaches and  
234 aspirations for each of the following:  
235

- 236 • advancing the field of public health through instruction, scholarship, and service
- 237 • promoting student success through instruction, scholarship, and service
- 238 • preparing students to work with diverse populations and communities
- 239
- 240

241 The guiding statements are sufficiently specific to allow the school or program to rationally allocate  
242 resources and to guide evaluation of outcomes.  
243

244 Required documentation:  
245

- 246 1) The school or program's vision, mission, goals, and values. (self-study document)
- 247
- 248 2) A brief narrative explanation of how the guiding statements address each of the following:
  - 249 a) advancing the field of public health through instruction, scholarship, and service
  - 250 b) promoting student success through instruction, scholarship, and service
  - 251 c) preparing students to work with diverse populations and communities
- 252 (self-study document)
- 253
- 254
- 255 2)3) If applicable, a school- or program-specific strategic plan or other comparable document.  
256 (electronic resource file)
- 257
- 258 2)4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
259 in this area. (self-study document)
- 260

## 262 B2. Evaluation & Quality Improvement (SPH and PHP)

263  
264 The school or program defines and consistently implements an evaluation plan that fulfills the  
265 following functions:  
266

- 267 • includes all measures listed in Appendix 1 in these Accreditation Criteria



- 268 • provides information that allows the school or program to determine its effectiveness in  
269 advancing its mission and goals (as defined in Criterion B1)
- 270 ○ Measures must capture all aspects of the unit's mission and goals. In most cases,  
271 this will require supplementing the measures captured in Appendix 1 with additional  
272 measures that address the unit's unique context.
- 273 • defines a process to engage in regular, substantive review of evaluation findings, as well as  
274 strategic discussions about their implications
- 275 • allows the school or program to make data-driven quality improvements e.g., in curriculum,  
276 student services,<sup>5</sup> advising,<sup>5</sup> faculty functions,<sup>5</sup> research and extramural service,<sup>5</sup> and  
277 operations, as appropriate

278  
279 Required documentation:

- 280  
281 1) Present an evaluation plan in the format of Template B2-1 that lists the following for each required  
282 element in Appendix 1:
  - 283 a. the specific data source(s) for each listed element (e.g., alumni survey, student database)
  - 284 b. a brief summary of the method of compiling or extracting information from the data source
  - 285 c. the entity or entities (generally a committee or group) responsible for reviewing and  
286 discussing each element and recommending needed improvements, when applicable
  - 287 d. the timeline for review (e.g., monthly, at each semester's end, annually in September)
- 288 (self-study document)
- 289  
290 2) Provide evidence of implementation of the plan described in Template B2-1. Evidence may include  
291 reports or data summaries prepared for review, notes from meetings at which results were  
292 discussed, etc. (electronic resource file)
- 293  
294 3) Provide at least three specific examples of improvements undertaken in the last three years based  
295 on the evaluation plan. At least one of the changes One change must relate to preparing students  
296 to work with diverse populations and communities. One change must relate to an area other than  
297 the curriculum- (e.g., research, community engagement). Additional examples may relate to any  
298 component of the evaluation plan. See Template B2-2. (self-study document)
- 299  
300 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
301 in this area. (self-study document)

### 302 303 304 B3. Graduation Rates (SPH and PHP)

305  
306 The school or program collects and analyzes graduation rate data for each public health degree  
307 offered (e.g., BS, MPH, MS, PhD, DrPH).<sup>5</sup>

308  
309 The school or program achieves/demonstrates compliance with this criterion through one of the  
310 following options. Units may use different options for different degrees (e.g., option 1 for MPH and  
311 option 3 for DrPH) when there are multiple degrees in the unit of accreditation.

312  
313 Units must use option 1 if possible, then must attempt to demonstrate compliance via option 2;  
314 option 3 is available when compliance with the other options is not possible.

315  

---

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

316 1) Achieving graduation rates of 70% or greater for bachelor's and master's degrees and 60%  
317 or greater for doctoral degrees for students who have reached the maximum allowable time  
318 to graduation.

320 2) Achieving average graduation rates over the last three years of 70% or greater for bachelor's  
321 and master's degrees and 60% or greater for doctoral degrees for students who have  
322 reached the maximum time to graduation.

324 3) Achieving graduation rates for students who have reached the maximum time to graduation  
325 that match or exceed graduation rates of at least two comparable degree programs within  
326 the same institution. "Comparable" refers to degree programs at the same degree level with  
327 similar curricula, degree length, and intended student outcomes.<sup>6</sup>

328  
329 Units demonstrating compliance via option 3 must ALSO provide the following:

330 a) Evidence of public disclosure of the unit's graduation rates, which must be available within  
331 one click of the unit's homepage

332 b) Evidence that recruitment and admissions processes accurately present the program of  
333 study, including time, effort, and other commitments necessary for success

334 c) Evidence of proactive student advising and support

335 d) A detailed analysis of factors that depress graduation rates, including specific reasons for  
336 students' non-completion, e.g., variations among populations, such as first-generation  
337 students

338 e) Interventions designed to address the factors noted above

339 f) Analysis of the effectiveness of these interventions.

340  
341  
342 Required documentation:

343  
344 1) Graduation rate data for each public health degree in the format of Template B3-1 (Option 1). (self-  
345 study document)

346  
347 2) ~~Data on public health doctoral student progression in the format of Template B3-2. (self-study~~  
348 ~~document)~~

349  
350 3) ~~Explain the data presented above, including identification of factors contributing to any rates that~~  
351 ~~do not meet this criterion's expectations and plans to address these. (self-study document)~~

352  
353 2) Not applicable if documentation request 1 demonstrates compliance: The graduation rates for the  
354 two previous cohorts and a calculation of the average rate across three years. (self-study  
355 document)

356  
357 3) Not applicable if documentation request 1 demonstrates compliance: Documentation to support the  
358 calculation of the three-year graduation rate. (electronic resource file)

359  
360 4) Not applicable if documentation request 1 or 2 demonstrates compliance: The most recent  
361 graduation rate data for students who have reached the maximum time to graduation in at least  
362 two comparable degree programs in the same home institution and a succinct narrative explanation  
363 for why these degree programs are comparable.

364  
365 5) Not applicable if documentation request 1 or 2 demonstrates compliance: A hyperlink  
366 demonstrating that the unit discloses its current graduation rates within one click of the unit's  
367 homepage.

**Commented [A4]:** Documentation request on doctoral progression removed as it was often confusing to complete and is not needed to show possible delay points in graduation, given this criterion's new approach.

368  
<sup>6</sup> Option 3 intends to recognize units' unique missions and purpose, particularly for units that intend to serve populations underrepresented in higher education.

- 369 6) Not applicable if documentation request 1 or 2 demonstrates compliance: A succinct narrative  
370 summary of the unit's approach to ensuring that recruitment and admissions processes accurately  
371 present the program of study, including time, effort, and other commitments necessary for success.  
372 (electronic resource file)  
373
- 374 7) Not applicable if documentation request 1 or 2 demonstrates compliance: Evidence of the unit's  
375 approach to ensuring that recruitment and admissions processes accurately present the program  
376 of study, including time, effort, and other commitments necessary for success (e.g.,  
377 communications with prospective students). (electronic resource file)  
378
- 379 8) Not applicable if documentation request 1 or 2 demonstrates compliance: A succinct narrative  
380 description of the means through which the unit provides proactive advising and support for student  
381 completion. (self-study document)  
382
- 383 9) Not applicable if documentation request 1 or 2 demonstrates compliance: A summary of the unit's  
384 analysis of factors that depress graduation rates, including specific reasons for students' non-  
385 completion, e.g., variations among populations, such as first-generation students. (self-study  
386 document)  
387
- 388 10) Not applicable if documentation request 1 or 2 demonstrates compliance: A summary of the unit's  
389 interventions designed to address the factors and reasons noted in documentation request 9. (self-  
390 study document)  
391
- 392 11) Not applicable if documentation request 1 or 2 demonstrates compliance: A succinct analysis of  
393 the effectiveness of the interventions described in documentation request 10. (self-study document)  
394
- 395 12) Not applicable if documentation request 1 or 2 demonstrates compliance: Documentation and  
396 evidence of the unit's analysis of factors contributing to graduation rates, the development of  
397 interventions to address these factors, and the effectiveness of those interventions. Documentation  
398 may include data, reports, notes documenting faculty discussions or meetings, etc. (electronic  
399 resource file)  
400
- 401 13) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
402 in this area. (self-study document)  
403  
404

#### 405 **B4. Post-Graduation Outcomes (SPH and PHP)**

406

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

410  
411 The school or program chooses methods that are explicitly designed to minimize the number of  
412 students with unknown outcomes. This expectation includes collecting data that accurately  
413 presents outcomes for graduates within approximately one year of graduation, since collecting data  
414 shortly before or at the exact time of graduation will result in underreporting of employment  
415 outcomes for individuals who begin their career search at graduation. In many cases, these  
416 methods will require multiple data collection points. The school or program need not rely solely on  
417 self-report or survey data and should use all possible methods for collecting outcome data.  
418

419 The school or program achieves rates of 80% or greater employment or enrollment in further  
420 education within the defined time period for each degree.<sup>7</sup>  
421

---

<sup>7</sup> SPH only: See footnote 5.

422 Required documentation:

- 423
- 424 1) Data on post-graduation outcomes (employment or enrollment in further education) for each public  
425 health degree in the format of Template B4-1. (self-study document)
- 426
- 427
- 428 2) Explain the data presented above, including identification of factors contributing to any rates that  
429 do not meet this criterion's expectations and plans to address these factors. (self-study document)
- 430
- 431 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
432 in this area. (self-study document)
- 433

434

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

436

437 For each degree offered,<sup>8</sup> the school or program collects information on alumni<sup>9</sup> perceptions of  
438 their preparation for the workforce (or for further education, if applicable). Data collection must elicit  
439 information on the following:

- 440
- 441 • what skills are most useful and applicable in post-graduation destinations
  - 442 • areas in which graduates feel well prepared
  - 443 • areas in which graduates would have benefitted from more training or preparation
  - 444 • perceptions of their preparation to work in diverse environments and/or with diverse  
445 populations
- 446

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

451

452 The school or program documents and regularly examines its methodology, making revisions as  
453 necessary, to ensure useful data.

454

455 Required documentation:

- 456
- 457 1) Summarize the findings of alumni self-assessment of their preparation for post-graduation  
458 destinations. (self-study document)
- 459
- 460 2) Provide full documentation of the methodology and findings from quantitative and/or qualitative  
461 data collection. (electronic resource file)
- 462
- 463 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
464 in this area. (self-study document)
- 465

466

467 **C1. Fiscal Resources (SPH and PHP)**

468

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

472

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<sup>8</sup> **SPH only:** See footnote 5.

<sup>9</sup> Data from recent graduates within the last five years are typically most useful, as distal graduates may not have completed the curriculum that is currently offered.

473 Required documentation:  
474

- 475 1) Describe the school or program's budget processes, including all sources of funding. This  
476 description addresses the following, as applicable:  
477
- 478 a) Briefly describe how the school or program pays for faculty salaries. For example, are faculty  
479 salaries fully guaranteed, or are faculty expected to raise funds to support salaries? If this varies  
480 by individual or appointment type, indicate this, and provide examples. For programs, if faculty  
481 salaries are paid by an entity other than the program (such as a department or college), explain.  
482
  - 483 b) Briefly describe how the school or program requests and/or obtains additional faculty or staff  
484 (additional = not replacements for individuals who left). If multiple models are possible, indicate  
485 this and provide examples.  
486
  - 487 c) Describe how the school or program funds the following:  
488 a. operational costs (schools and programs define "operational" in their own contexts;  
489 definition must be included in response)  
490 b. student support, including scholarships, support for student conference travel, support  
491 for student activities, etc.  
492 c. faculty development expenses, including travel support. If this varies by individual or  
493 appointment type, indicate this, and provide examples  
494
  - 495 d) In general terms, describe how the school or program requests and/or obtains additional funds  
496 for operational costs, student support and faculty development expenses.  
497
  - 498 e) Explain how tuition and fees paid by students are returned to the school or program. If the  
499 school or program receives a share rather than the full amount, explain, in general terms, how  
500 the share returned is determined. If the school or program's funding is allocated in a way that  
501 does not bear a relationship to tuition and fees generated, indicate this, and explain.  
502
  - 503 f) Explain how indirect costs associated with grants and contracts are returned to the school or  
504 program and/or individual faculty members. If the school or program and its faculty do not  
505 receive funding through this mechanism, explain.  
506

507 If the school or program is a multi-partner unit sponsored by two or more universities (as defined  
508 in Criterion A2), the responses must make clear the financial contributions of each sponsoring  
509 university to the overall school or program budget. The description must explain how tuition and  
510 other income is shared, including indirect cost returns for research generated by public health  
511 school or program faculty appointed at any institution.  
512

513 (self-study document)  
514

- 515 2) A clearly formulated school or program budget statement in the format of Template C1-1, showing  
516 sources of all available funds and expenditures by major categories, for the last five years.  
517

518 PHP only: If a program does not typically have a separate budget, it must present one of the  
519 following:  
520

- 521 • A budget statement for the organizational unit that houses the program's budget in the  
522 format of Template C1-1 AND an accompanying table, also in Template C1-1 format, that  
523 estimates program income and expenditures, line by line, with accompanying narrative  
524 explaining the basis for the estimate (e.g., approximately 20% of the department's salary  
525 funds support the program).  
526
- 527 • A table that accurately depicts the funding controlled by the program. For example, if the  
528 program's only direct allocation is funds for operations and student support, the budget

529 table would address those categories only. A narrative must accompany the table and  
530 explain the reasoning for including/excluding categories of income and expenditures.

531  
532 If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion  
533 A2), the budget statement must make clear the financial contributions of each sponsoring university  
534 to the overall program budget. (self-study document)

535  
536 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
537 in this area. (self-study document)

538  
539  
540 **C2. Faculty Resources (SPH and PHP)**

541  
542 **The school or program has adequate faculty, including primary instructional faculty and non-**  
543 **primary instructional faculty, to fulfill its stated mission and goals. This support is adequate to**  
544 **sustain all core functions, including offering coursework and advising students. The stability of**  
545 **resources is a factor in evaluating resource adequacy.**

546  
547 **Primary instructional faculty, as defined in these criteria, provide the basis for initial levels of review**  
548 **of the adequacy of a school or program's resources.**

549  
550 **This criterion employs a three-step review (outlined in C2-A through C2-C) in assessing adequacy**  
551 **of faculty resources.**

552  
553 **Definitions**

554  
555 **SPH only: Primary instructional faculty must meet BOTH requirements outlined below:**

- 556  
557
- 558 • **Employed full-time as faculty members appointed in the school (i.e., 1.0 FTE in the unit of**  
559 **accreditation). The school uses the university's definition of "full-time." Individuals**  
560 **appointed in the school with honorary appointments in other disciplines or occasional**  
561 **teaching/advising duties outside the school may count as primary instructional faculty**  
562 **members in some circumstances, but the primary expectation of the individual's**  
563 **employment must be activities associated with the school.**
  - 564 • **Have regular responsibility for instruction in the school's public health degree programs as**  
565 **a component of employment. Individuals whose sole instructional responsibility is advising**  
566 **individual doctoral or research students do not meet CEPH's definition of primary**  
567 **instructional faculty, nor do faculty whose regular instructional responsibilities lie with non-**  
568 **public health degrees within the school, if applicable.**

569  
570 **PHP only: Primary instructional faculty must meet ALL THREE requirements outlined below:**

- 571  
572
- 573 • **Employed full-time as faculty members at the home institution/university. The program uses**  
574 **the university's definition of "full-time."**
  - 575 • **Have regular responsibility for instruction in the program as a component of employment.**  
576 **Individuals whose sole instructional responsibility is advising individual doctoral or**  
577 **research students do not meet CEPH's definition of primary instructional faculty.**
  - 578 • **Spend a majority of time/effort (i.e., 0.50 FTE or greater) on activities associated with the**  
579 **program, including instruction. Research and service effort should also be included in the**  
580 **FTE allocated to the program if the research or service projects impact the program and its**  
581 **students. The program defines FTE allocations consistently and transparently and can**  
582 **clearly account for all time, effort and instructional or other responsibilities spent on degree**  
583 **programs outside the unit of accreditation.**
- 584

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

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

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

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

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

To provide this basic breadth and range and to assure quality, schools and programs employ, at a minimum, three faculty members per concentration area for the first degree level offered.<sup>10</sup>

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

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

**SPH**

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

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

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

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

**PHP**

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<sup>10</sup> 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.

634 Programs that meet the requirements associated with schools in C2-A (i.e., programs that have  
635 21 or more primary instructional faculty dedicated solely to the program (i.e., 1.0 FTE)) may opt to  
636 follow the definitions listed above for school faculty.

637  
638 For all other programs, the three faculty per concentration for the first degree level include the  
639 following:

- 640 • Two primary instructional faculty members
  - 641 ○ These individuals may count toward the two faculty (or additional faculty required  
642 for adding a degree level) in one additional concentration ONLY IF they are allocated  
643 to the program at 1.0 FTE and are not shared with other educational programs.  
644 Primary instructional faculty who are dedicated to the program at FTE between 0.50  
645 and 0.99 may only count toward the required faculty members in a single  
646 concentration.
- 647 • One additional faculty member of any type (faculty from another university unit, adjunct  
648 faculty, part-time faculty, or primary instructional faculty associated with another  
649 concentration area). The additional faculty required for additional degree levels must be  
650 primary instructional faculty.  
651

652  
653 All identified faculty must have regular instructional responsibility in the area. Individuals who  
654 perform research in a given area but do not have some regular expectations for instruction cannot  
655 serve as one of the three to five listed members.

#### 656 SPH & PHP

657  
658 All identified faculty must be qualified to provide instruction in the concentration area, as defined  
659 in Criterion E1.

660  
661 Criterion E assesses individuals' qualifications vis-à-vis their association with a concentration,  
662 degree level and type of degree (e.g., professional or academic).

663  
664 In multi-partner schools and programs (i.e., institutions responding to Criterion A2), faculty may be  
665 drawn from any of the participating institutions to demonstrate compliance with this aspect of the  
666 criteria.

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

668  
669 In addition to meeting the minimum quantitative standards above, the size of the school or  
670 program's faculty complement is appropriate for the size of the student body and supports and  
671 encourages effective, regular, and substantive student-faculty interactions.

672  
673 Quantitative and qualitative data demonstrate adequacy, specifically the following: appropriate  
674 advising ratios; availability of faculty to supervise MPH integrative learning experiences and  
675 doctoral students' final projects; and positive student perceptions of class size and faculty  
676 availability.

677  
678 Required documentation:

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

685  
686 The school or program need not list all faculty but must list sufficient faculty to demonstrate  
687 compliance with C2-B and C2-C. For example, if the school or program exceeds the number of  
688



689 faculty needed to document compliance (as defined in these criteria), the school or program may  
690 note the number of faculty available in addition to those identified by name in Template C2-1.

691  
692 The data reflect the most current academic year at the time of the final self-study's submission and  
693 should be updated at the beginning of the site visit if any changes have occurred since self-study  
694 submission. (self-study document)

695  
696 2) Explain the method for calculating FTE for faculty in the templates and evidence of the calculation  
697 method's implementation. For schools only, all primary instructional faculty, by definition, are  
698 allocated 1.0 FTE. Schools must explain the method for calculating FTE for any non-primary  
699 instructional faculty presented in C2-1. Programs must present calculation methods for primary  
700 instructional and non-primary instructional faculty. (self-study document)

701  
702 3) If applicable, provide a narrative explanation that supplements reviewers' understanding of data in  
703 the templates. (self-study document)

704  
705 4) Data on the following for the most recent year in the format of Template C2-2. See Template C2-2  
706 for additional definitions and parameters.

- 707  
708 a. Advising ratios (faculty and, if applicable, staff) by degree level (bachelor's, master's,  
709 doctoral), as well as the maximum and minimum. If both faculty and staff advise, present  
710 and calculate both ratios  
711 b. If applicable, average number of baccalaureate students supervised in a cumulative or  
712 experiential activity<sup>11</sup>  
713 c. Average number of MPH students supervised in an integrative learning experience (as  
714 defined in Criterion D7), as well as the maximum and minimum  
715 d. Average number of DrPH students advised, as well as the maximum and minimum  
716 e. Average number of PhD students advised, as well as the maximum and minimum  
717 f. Average number of academic public health master's students advised, as well as the  
718 maximum and minimum

719  
720 As noted in Template C2-2's instructions, schools should only present data on public health  
721 degrees and concentrations. If primary instructional faculty, non-primary instructional faculty and/or  
722 staff are all regularly involved in these activities, indicate this and present data separately for each  
723 group, as applicable.

724  
725 Though the self-study requires only the most recent year, the school or program may wish to  
726 present additional years of data for context. For example, if the most recent year's results are  
727 anomalous, additional data may be helpful.

728  
729 (self-study document)

730  
731 5) Quantitative data on student perceptions of the following for the most recent year:

- 732  
733 a. Class size and its relation to quality of learning (e.g., The class size was conducive to my  
734 learning)  
735 b. Availability of faculty (i.e., Likert scale of 1-5, with 5 as very satisfied)

736  
737 Present data by degree level (bachelor's, master's, doctoral), at a minimum. If the school or  
738 program wishes to collect and present data by degree (MPH, MS, PhD, DrPH, etc.), degree data  
739 may be presented. Schools should only present data on public health degrees and concentrations.

740

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<sup>11</sup> This reporting element is only required if undergraduate public health students engage in required cumulative or experiential activities (as defined in Criterion D12) that require intensive, individualized faculty supervision and are, thus, relevant to assessing faculty workload and resources.

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

744  
745 (self-study document)

- 746  
747 6) Qualitative data on student perceptions of class size and availability of faculty. Schools should only  
748 present data on public health degrees and concentrations. (summary in self-study and full  
749 results/backup documentation in electronic resource file)

- 750  
751 7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
752 in this area. (self-study document)

753  
754  
755 **C3. Staff & Other Personnel Resources (SPH and PHP)**

756  
757 **The school or program has staff and other personnel adequate to fulfill its stated mission and goals.**  
758 **The stability of resources is a factor in evaluating resource adequacy.**

759  
760 **“Staff” are defined as individuals who do not have faculty appointments and for whom staff work is**  
761 **their primary function. “Other personnel” includes students who perform work that supports the**  
762 **program’s instructional and administrative needs (e.g., individuals who enroll first as students and**  
763 **then obtain graduate assistant or other positions at the university are classified as “other**  
764 **personnel,” while individuals hired into staff positions who later opt to complete coursework or**  
765 **degrees are classified as “staff”).**

766  
767 Required documentation:

- 768  
769 1) A table defining the number of the school or program’s staff support for the year in which the site  
770 visit will take place by role or function in the format of Template C3-1. Designate any staff resources  
771 that are shared with other units outside the unit of accreditation. Individuals whose workload is  
772 primarily as a faculty member should not be listed. (self-study document)
- 773  
774 2) Provide a narrative description, which may be supported by data if applicable, of the contributions  
775 of other personnel, as defined in the criterion text above. (self-study document)
- 776  
777 3) Provide narrative and/or data that support the assertion that the school or program’s staff and other  
778 personnel support is sufficient or not sufficient. (self-study document)
- 779  
780 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
781 in this area. (self-study document)

782  
783  
784 **C4. Physical Resources (SPH and PHP)**

785  
786 **The school or program has physical resources adequate to fulfill its stated mission and goals and**  
787 **to support instructional programs. Physical resources include faculty and staff office space,**  
788 **classroom space, student shared space and laboratories, as applicable.**

789  
790 Required documentation:

- 791  
792 1) Briefly describe, with data as applicable, the following. (Note: square footage is not required unless  
793 specifically relevant to the school or program’s narrative.)
- 794 • Faculty office space
  - 795 • Staff office space
  - 796 • Classrooms

- 797                   • Shared student space  
798                   • Laboratories, if applicable to public health degree program offerings  
799  
800                   (self-study document)  
801  
802                2) Provide narrative and/or data that support the assertion that the physical space is sufficient or not  
803                   sufficient. (self-study document)  
804  
805                3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
806                   in this area. (self-study document)  
807  
808

#### 809 **C5. Information & Technology Resources (SPH and PHP)**

810 **The school or program has information and technology resources adequate to fulfill its stated**  
811 **mission and goals and to support instructional programs. Information and technology resources**  
812 **include library resources, student access to hardware and software (including access to specific**  
813 **software or other technology required for instructional programs), faculty access to hardware and**  
814 **software (including access to specific software required for the instructional programs offered) and**  
815 **technical assistance for students and faculty.**  
816

817  
818 Required documentation:

- 819  
820                1) Briefly describe, with data if applicable, the following:  
821                   • library resources and support available for students and faculty  
822                   • student access to hardware and software (including access to specific software or other  
823                    technology required for instructional programs)  
824                   • faculty access to hardware and software (including access to specific software or other  
825                    technology required for instructional programs)  
826                   • technical assistance available for students and faculty  
827  
828                   (self-study document)  
829  
830                2) Provide narrative and/or data that support the assertion that information and technology resources  
831                   are sufficient or not sufficient. (self-study document)  
832  
833                3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
834                   in this area. (self-study document)  
835  
836

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

838 **The school or program ensures that all MPH and DrPH graduates are grounded in foundational**  
839 **public health knowledge.**  
840

841 **Grounding in foundational public health knowledge is measured by the student's achievement of**  
842 **the learning objectives<sup>12</sup> listed below, or higher-level versions of the same objectives.**  
843

#### 844 **Profession & Science of Public Health**

- 845                **1. Explain public health history, philosophy, and values**  
846  
847

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<sup>12</sup> This document uses the term "learning objectives" to denote that these intended knowledge outcomes are defined in a more granular, less advanced level than the competencies typically used to define outcomes of a graduate-level program of study.

- 848 2. Identify the core functions of public health and the 10 Essential Services<sup>13</sup>  
849 3. Explain the role of quantitative and qualitative methods and sciences in describing and  
850 assessing a population's health  
851 4. List major causes and trends of morbidity and mortality in the U.S. or other community  
852 relevant to the school or program, with attention to differences in populations within the  
853 community, e.g., economic, ethnic, gender, racial, etc.  
854 5. Discuss the science of primary, secondary, and tertiary prevention in population health,  
855 including health promotion, screening, etc.  
856 6. Explain the critical importance of evidence in advancing public health knowledge  
857

#### 858 Factors Related to Human Health

- 859 7. Explain effects of environmental factors on a population's health  
860 8. Explain biological and genetic factors that affect a population's health  
861 9. Explain behavioral and psychological factors that affect a population's health  
862 10. Explain the cultural, social, political, and economic determinants of health and how they  
863 contribute to the determinants relate to population health and health inequities  
864 11. Explain how globalization affects global burdens of disease  
865 12. Explain an ecological perspective on the connections among human health, animal health,  
866 and ecosystem health (e.g., One Health)  
867  
868

869 The school or program validates MPH and DrPH students' foundational public health knowledge  
870 through appropriate methods, which may include the following:

- 871  
872 • The school or program verifies students' previous completion of a CEPH-accredited degree  
873 (bachelor's, master's, or doctoral degree)  
874 • The school or program implements a test or other assessment tools that address the  
875 learning objectives listed above, or higher-level versions of the same objectives  
876 • The school or program offers a place- or distance-based course, for credit or not-for-credit,  
877 that incorporates the learning objectives listed above, or higher-level versions of the same  
878 objectives  
879 • The school or program includes the learning objectives listed above, or higher-level  
880 versions of the same objectives, in courses required of all MPH or DrPH students  
881

882 Required documentation:

- 883  
884 1) Provide a matrix, in the format of Template D1-1, that indicates how all MPH and DrPH students  
885 are grounded in each of the defined foundational public health learning objectives (1-12). The  
886 matrix must identify all options for MPH and DrPH students used by the school or program. (self-  
887 study document)  
888  
889 2) Provide supporting documentation that clearly identifies how the school or program ensures  
890 grounding in each area. Documentation may include detailed course schedules or outlines to  
891 selected modules from the learning management system that identify the relevant assigned  
892 readings, lecture topics, class activities, etc. For non-course-based methods, include web links or  
893 handbook excerpts that describe admissions prerequisites. (electronic resource file)  
894  
895 3) If applicable, assessment of strengths and weaknesses related to this criterion and plans for  
896 improvement in this area. (self-study document)

---

<sup>13</sup> Institutions outside the U.S. may replace the 10 Essential Services with content appropriate to the nation/region.

897  
898  
899 **D2. MPH Foundational Competencies (SPH and PHP)**  
900  
901 All MPH graduates demonstrate the following competencies.  
902  
903 The school or program documents at least one specific, required assessment activity (e.g.,  
904 component of existing course, paper, presentation, test) for each competency below, during which  
905 faculty or other qualified individuals (e.g., teaching assistants or other similar individuals without  
906 official faculty roles working under a faculty member's supervision) validate the student's ability to  
907 perform the competency.  
908  
909 Assessment opportunities may occur in foundational courses that are common to all students, in  
910 courses that are required for a concentration or in other educational requirements outside of  
911 designated coursework, but the school or program must assess *all* MPH students, at least once, on  
912 each competency. This requirement also applies to students completing an MPH in combination  
913 with another degree (e.g., joint, dual, concurrent degrees).  
914  
915 Assessment may occur in simulations, group projects, presentations, written products, etc.  
916  
917 Since the unit must demonstrate that all students perform all competencies, units must define  
918 methods to assess individual students' competency attainment in group projects Also, assessment  
919 should occur in a setting other than an internship, which is tailored to individual student needs and  
920 designed to allow students to practice skills previously learned in a classroom. Additionally,  
921 assessment must occur outside of the integrative learning experience (see Criterion D7), which is  
922 designed to integrate previously attained skills in new ways.  
923  
924 These competencies are informed by the traditional public health core knowledge areas,  
925 (biostatistics, epidemiology, social and behavioral sciences, health services administration and  
926 environmental health sciences), as well as cross-cutting and emerging public health areas.  
927  
928 **Evidence-based Approaches to Public Health**  
929 1. Apply epidemiological methods to settings and situations in public health practice  
930 2. Select quantitative and qualitative data collection methods appropriate for a given public  
931 health context  
932 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based  
933 programming, and software, as appropriate  
934 4. Interpret results of data analysis for public health research, policy, or practice  
935  
936 **Public Health & Health Care Systems**  
937 5. Compare the organization, structure, and function of health care, public health, and  
938 regulatory systems across national and international settings  
939 6. ~~Discuss the means by which structural bias, social inequities, and racism~~Examine existing  
940 ~~social structures and how they~~ undermine health and create challenges to achieving health  
941 equity at organizational, community and systemic levels  
942  
943 **Planning & Management to Promote Health**  
944 7. Assess population needs, assets, and capacities that affect communities' health  
945 8. Apply awareness of cultural values and practices to the design, implementation, or critique  
946 of public health policies or programs  
947 9. Design a population-based policy, program, project, or intervention  
948 10. Explain basic principles and tools of budget and resource management<sup>14</sup>

<sup>14</sup> "Resource management" refers to stewardship (planning, monitoring, etc.) of resources throughout a project, not simply preparing a budget statement that projects what resources will be required.

- 949           **11. Select methods to evaluate public health programs**  
 950  
 951   **Policy in Public Health**  
 952       **12. Discuss the policy-making process,<sup>15</sup> including the roles of ethics and evidence**  
 953       **13. Propose strategies to identify stakeholders relevant communities and individuals and build**  
 954       **coalitions and partnerships for influencing public health outcomes**  
 955       **14. Advocate for political, social, or economic policies and programs that will improve health in**  
 956       **diverse populations<sup>16</sup>**  
 957       **15. Evaluate policies for their impact on public health and health equity**  
 958  
 959   **Leadership**  
 960       **16. Apply leadership and/or management principles to address a relevant issue<sup>17</sup>**  
 961       **17. Apply negotiation and mediation skills to address organizational or community challenges<sup>18</sup>**  
 962  
 963   **Communication**  
 964       **18. Select communication strategies for different audiences and sectors**  
 965       **19. Communicate audience-appropriate ~~(i.e., non-academic, non-peer audience)~~ public health**  
 966       **content, both in writing and through oral presentation to a non-academic, non-peer**  
 967       **audience with attention to factors such as literacy and health literacy**  
 968       **20. Describe the importance of cultural ~~competence~~concordance<sup>19</sup> in communicating public**  
 969       **health content**  
 970  
 971   **Interprofessional and/or Intersectoral Practice**  
 972       **21. Integrate perspectives from other sectors and/or professions to promote and advance**  
 973       **population health<sup>20</sup>**  
 974

<sup>15</sup> This competency refers to technical aspects of how public policies are created and adopted, including legislative and/or regulatory roles and processes, ethics in public policy making, and the role of evidence in creating policy.

<sup>16</sup> This competency refers to the ability to influence policy and/or decision making, such as through stakeholder community mobilization, educating policy makers, etc. Ability to argue in support of (or in opposition to) a position, as in a standard debate, is not sufficient. Students must produce a product that would be part of an advocacy campaign or effort (e.g., legislative testimony, fact sheets, advocacy strategy outline, etc.).

<sup>17</sup> Such principles may include creating a vision, empowering others, fostering collaboration, and guiding decision making.

<sup>18</sup> "Negotiation and mediation," in this competency, refers to the set of skills needed when a common solution is required among parties with conflicting interests and/or different desired outcomes. Such skills extend beyond the level of negotiation required in a successful intra-group process; effective communication within a work group or team is more closely related to competency 16.

<sup>19</sup> See this document's Definitions section or Criterion G1 for CEPH's definition of concordance in the context of the accreditation criteria.

<sup>20</sup> This competency requires direct engagement (place- or distance-based) between the student and an individual or individuals in a profession or sector other than public health; students must combine the external sector/profession's perspective and/or knowledge with their own public health training to complete a task, solve a problem, etc.. Role-playing, in which public health students assume the identity of an individual from another profession or sector to which they do not already belong, is not an acceptable substitute for actual engagement with an individual or individuals from a profession or sector outside of public health.

975 **Systems Thinking**  
976 **22. Apply a systems thinking tool to visually represent a public health issue in a format other**  
977 **than standard narrative<sup>21</sup>**  
978

979 Required documentation:

- 980
- 981 1) List the coursework and other learning experiences required for the school or program's MPH  
982 degrees, including the required curriculum for each concentration. Information may be provided in  
983 the format of Template D2-1 (single- and multi-concentration formats available) or in hyperlinks to  
984 student handbooks or webpages, but the documentation must present a clear depiction of the  
985 requirements for each MPH degree. (self-study document)
  - 986
  - 987 2) List the required curriculum for each combined degree option in the same format as above, clearly  
988 indicating (using italics or shading) any requirements that differ from MPH students who are not  
989 completing a combined degree. (self-study document)
  - 990
  - 991 3) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of  
992 the foundational competencies listed above (1-22). If the school or program addresses all of the  
993 listed foundational competencies in a single, common core curriculum, the school or program need  
994 only present a single matrix. If combined degree students do not complete the same core  
995 curriculum as students in the standalone MPH program, the school or program must present a  
996 separate matrix for each combined degree. If the school or program relies on concentration-specific  
997 courses to assess some of the foundational competencies listed above, the school or program must  
998 present a separate matrix for each concentration. (self-study document)
  - 999
  - 1000 4) Provide supporting documentation for each assessment activity listed in Template D2-2.  
1001 Documentation should include the following, as relevant, for each listed assessment:  
1002
    - 1003 • assignment instructions or guidelines as provided to students
    - 1004 • writing prompts provided to students
    - 1005 • sample exam question(s)
  - 1006 (electronic resource file)
  - 1007
  - 1008
  - 1009 5) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines,  
1010 such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus.  
1011 (electronic resource file)
  - 1012
  - 1013 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
1014 in this area. (self-study document)

1015  
1016

1017 **D3. DrPH Foundational Competencies (SPH and PHP, if applicable)**  
1018

1019 **The DrPH is the professional doctoral degree in public health, designed to produce transformative**  
1020 **academic and practice leaders with expertise in evidence-based public health practice and**  
1021 **research. These individuals are able to convene diverse partners; communicate to effect change**  
1022 **across a range of sectors and settings; synthesize and translate findings; and generate practice-**  
1023 **based evidence that advances programs, policies, services and/or systems addressing population**  
1024 **health. DrPH graduates demonstrate the competencies defined in this criterion.**  
1025

---

<sup>21</sup> Systems thinking tools depict or map complex relationships, demonstrating, for example, how component parts of a system interact with and influence one another. Examples include causal loop diagrams, systems archetypes, network analyses, and concept maps. Logic models and evidence tables are not sufficient to address this competency.

1026 The school or program documents at least one specific, required assessment activity (e.g.,  
1027 component of existing course, paper, presentation, test) for each competency below, during which  
1028 faculty or other qualified individuals validate the student's ability to perform the competency.  
1029

1030 Assessment opportunities may occur in foundational courses that are common to all students, in  
1031 courses that are required for a concentration or in other educational requirements outside of  
1032 designated coursework, but the school or program must assess *all* DrPH students, at least once,  
1033 on each competency. Assessment may occur in simulations, group projects,<sup>22</sup> presentations,  
1034 written products, etc.  
1035

#### 1036 Data & Analysis

- 1037 1. Explain qualitative, quantitative, mixed methods, and policy analysis research and  
1038 evaluation methods to address health issues at multiple (individual, group, organization,  
1039 community, and population) levels
- 1040 2. Design a qualitative, quantitative, mixed methods, policy analysis, or evaluation project to  
1041 address a public health issue
- 1042 3. Explain the use and limitations of surveillance systems and national surveys in assessing,  
1043 monitoring, and evaluating policies and programs and to address a population's health  
1044

#### 1045 Leadership, Management & Governance

- 1046 4. Propose strategies for health improvement and elimination of health inequities by  
1047 organizing ~~stakeholders~~partners, including researchers, practitioners, community leaders,  
1048 and ~~other partners~~others
- 1049 5. Communicate public health science to diverse ~~stakeholders~~audiences, including  
1050 individuals at all levels of health literacy, for purposes of influencing behavior and policies
- 1051 6. Integrate knowledge, approaches, methods, values, and potential contributions from  
1052 multiple professions, sectors, and systems in addressing public health problems
- 1053 7. Create a strategic plan<sup>23</sup>
- 1054 8. Facilitate shared decision making through negotiation and consensus-building methods
- 1055 9. Create organizational change strategies
- 1056 10. Propose strategies to promote inclusion ~~and equity~~ within public health programs, policies,  
1057 and systems
- 1058 11. Assess one's own strengths and weaknesses in leadership capacities, including cultural  
1059 proficiency
- 1060 12. Propose human, fiscal, and other resources to achieve a strategic goal
- 1061 13. Cultivate new resources and revenue streams to achieve a strategic goal<sup>24</sup>  
1062

#### 1063 Policy & Programs

- 1064 14. Design a system-level intervention to address a public health issue
- 1065 15. Integrate ~~community-informed~~ knowledge ~~of such as~~ cultural values and practices in the  
1066 design of public health policies and programs
- 1067 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and  
1068 varied ~~stakeholder~~parties' interests in policy development and analysis
- 1069 17. Propose interprofessional and/or intersectoral team approaches to improving public health  
1070

#### 1071 Education & Workforce Development

- 1072 18. Assess an audience's knowledge and learning needs

---

<sup>22</sup> Since the unit must demonstrate that all students perform all competencies, units must define methods to assess individual students' competency attainment in group projects.

<sup>23</sup> "Strategic plan" refers to an organizational unit plan that is broader or more expansive than developing a plan for a specific project or intervention.

<sup>24</sup> This competency refers to the ability to identify and pursue possible funding sources and/or other resources needed to complete a project.



1073 **19. Deliver training or educational experiences that promote learning in academic,**  
1074 **organizational, or community settings**

1075 **20. Use best practice modalities in pedagogical practices**

1076

1077 Required documentation:

1078

1079 1) List the coursework and other learning experiences required for the school or program's DrPH  
1080 degrees. Information may be provided in the format of Template D3-1 or in hyperlinks to student  
1081 handbooks or webpages, but the documentation must present a clear depiction of the requirements  
1082 for each DrPH degree. (self-study document)

1083

1084 2) Provide a matrix, in the format of Template D3-2, that indicates the assessment activity for each of  
1085 the foundational competencies listed above (1-20). If the school or program addresses all of the  
1086 listed foundational competencies in a single, common core curriculum, the school or program need  
1087 only present a single matrix. If the school or program relies on concentration-specific courses to  
1088 assess some of the foundational competencies listed above, the school or program must present  
1089 a separate matrix for each concentration. (self-study document)

1090

1091 3) Provide supporting documentation for each assessment activity listed in Template D3-2.  
1092 Documentation should include the following, as relevant, for each listed assessment:

1093

- 1094 • assignment instructions or guidelines as provided to students
- 1095 • writing prompts provided to students
- 1096 • sample exam question(s)

1097

(electronic resource file)

1098

1099 4) Include the most recent syllabus from each course listed in Template D3-1, or written guidelines,  
1100 such as a handbook, for any required elements listed in Template D3-1 that do not have a syllabus.  
1101 (electronic resource file)

1102

1103 5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
1104 in this area. (self-study document)

1105

1106

1107

1108

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

1109

1110 **MPH and DrPH graduates attain competencies in addition to the foundational competencies listed**  
1111 **in Criteria D2 and D3. These competencies relate to the school or program's mission and/or to the**  
1112 **area(s) of concentration.**

1113

1114 **"Concentration" refers to any area of study that the school or program advertises as available to**  
1115 **students, via its catalog and/or website. By offering a named concentration, the school or program**  
1116 **signals that students complete a sufficient depth of coursework and experiences to warrant**  
1117 **awarding a degree in the designated field. If the unit does not specifically define a concentration**  
1118 **name, it is by default a "generalist" concentration.**

1119

1120 **Typically, all students enrolled in a concentration (including generalist) complete the same set of**  
1121 **courses to attain depth and/or expand on the foundational knowledge and skills.**<sup>25</sup>

1122

1123 **If the unit does NOT define a uniform set of curricular requirements that all students in a**  
1124 **concentration complete to achieve sufficient curricular depth and/or expand on foundational**

<sup>25</sup> This typically requires at least 20% (e.g., 9 of 42 semester credits) of the total credits required for the degree to be allocated to didactic courses that build knowledge and skills in the concentration area and/or expand on foundational knowledge and skills.

1125 knowledge and skills, the concentration is considered to be an “individually defined” concentration.  
1126 In individually defined concentrations, the advisor and student, together, are responsible for  
1127 identifying the courses to create appropriate curricular depth/expansion on foundational  
1128 knowledge and skills AND for defining a set of competencies and corresponding assessments for  
1129 the individual student’s plan of study, as described below.

1130  
1131 The school or program defines at least five competencies for each concentration or generalist  
1132 degree at each degree level. These competencies articulate the unique set of knowledge and skills  
1133 that justifies awarding a degree in the designated concentration (or generalist degree) and  
1134 differentiates the degree offering from other concentrations offered by the unit, if applicable.

1135  
1136 The list of competencies may expand on or enhance foundational competencies, but, in all cases,  
1137 including generalist degrees, the competency statements must clearly articulate the additional  
1138 depth provided beyond the foundational competencies listed in Criteria D2 and D3.

1139  
1140 The school or program documents at least one specific, required assessment activity (e.g.,  
1141 component of existing course, paper, presentation, test) for each defined competency, during which  
1142 faculty or other qualified individuals validate the student’s ability to perform the competency.

1143  
1144 Except for cases in which a program offers only one MPH or one DrPH concentration in the unit of  
1145 accreditation, assessment opportunities must occur in the didactic courses that are required for  
1146 the concentration.

1147  
1148 Assessment may occur in simulations, group projects, presentations, written products, etc.

1149  
1150 Since the unit must demonstrate that all students perform all competencies, units must define  
1151 methods to assess individual students’ competency attainment in group projects. Also,  
1152 assessment should occur in a setting other than an internship, which is tailored to individual  
1153 student needs and designed to allow students to practice skills previously learned in a classroom.  
1154 Additionally, assessment must occur outside of the integrative learning experience (see  
1155 Criterion D7), which is designed to integrate previously attained skills in new ways.

1156  
1157 If the school or program intends to prepare students for a specific credential (e.g., CHES/MCHES)  
1158 that has defined competencies, the school or program documents coverage and assessment of  
1159 those competencies throughout the curriculum.

1160  
1161 Required documentation:

- 1162
- 1163 1) Provide a matrix, in the format of Template D4-1, that lists at least five competencies in addition to  
1164 those defined in Criterion D2 or D3 for each MPH or DrPH concentration or generalist degree,  
1165 including combined degree options, and indicates at least one assessment activity for each of the  
1166 listed competencies. Typically, the school or program will present a separate matrix for each  
1167 concentration. (self-study document)
  - 1168  
1169 2) For degrees that allow students to tailor concentration coursework and/or competencies at an  
1170 individual level in consultation with an advisor, the school or program must present evidence,  
1171 including policies and sample documents, that demonstrate that each student and advisor create  
1172 a matrix in the format of Template D4-1 for the plan of study. Include a description of policies in the  
1173 self-study document and at least five sample matrices in the electronic resource file.
  - 1174  
1175 3) Provide supporting documentation for each assessment activity listed in Template D4-1.  
1176 Documentation should include the following, as relevant, for each listed assessment:  
1177
    - 1178 • assignment instructions or guidelines as provided to students
    - 1179 • writing prompts provided to students
    - 1180 • sample exam question(s)

1181  
1182 (electronic resource file)  
1183  
1184 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
1185 in this area. (self-study document)  
1186

1187  
1188 **D5. MPH Applied Practice Experiences (SPH and PHP)**  
1189

1190 **MPH students demonstrate competency attainment through applied practice experiences.**

1191  
1192 **Applied practice experiences may be concentrated in time or may be spread throughout a student's**  
1193 **enrollment. Opportunities may include the following:**

- 1194
- 1195 • a practicum or internship completed during a summer or academic term
- 1196 • course-based activities (e.g., performing a needed task for a public health or health care
- 1197 organization under the supervision of a faculty member as an individual or group of
- 1198 students)
- 1199 • activities linked to service learning, as defined by the program, school or university
- 1200 • co-curricular activities (e.g., service and volunteer opportunities, such as those organized
- 1201 by a student association)
- 1202 • a blend of for-credit and/or not-for-credit activities
- 1203

1204 **Applied practice experiences may involve governmental, non-governmental, non-profit, industrial,**  
1205 **and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied**  
1206 **practice experience activities, university-affiliated settings must be primarily focused on**  
1207 **community engagement, typically with external partners. University health promotion or wellness**  
1208 **centers may also be appropriate.**

1209  
1210 **The school or program identifies sites in a manner that is sensitive to the needs of the agencies or**  
1211 **organizations involved. Activities meeting the applied practice experience should be mutually**  
1212 **beneficial to both the site and the student.**

1213  
1214 **The applied practice experiences allow each student to demonstrate attainment of at least five**  
1215 **competencies, of which at least three must be foundational competencies (as defined in**  
1216 **Criterion D2). The competencies need not be identical from student to student, but the applied**  
1217 **experiences must be structured to ensure that all students complete experiences addressing at**  
1218 **least five competencies, as specified above. The applied experiences may also address additional**  
1219 **foundational or concentration-specific competencies, if appropriate.**

1220  
1221 **The school or program assesses each student's competency attainment in practical and applied**  
1222 **settings through a portfolio approach, which reviews practical, applied work products that were**  
1223 **produced for the site's use and benefit. Review of the student's performance in the APE must be**  
1224 **based on at least two practical, non-academic work products AND on validating that the work**  
1225 **products demonstrate the student's attainment of the designated competencies.**

1226  
1227 **Examples of suitable work products include project plans, grant proposals, training manuals or**  
1228 **lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos**  
1229 **(with accompanying explanatory text), or other digital artifacts of learning. Reflection papers,**  
1230 **contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster**  
1231 **presentations, and other documents required for academic purposes may not be counted toward**  
1232 **the minimum of two work products.**

1233  
1234 **The materials may originate from multiple experiences (e.g., applied community-based courses and**  
1235 **service-learning courses throughout the curriculum) or a single, intensive experience (e.g., an**  
1236 **internship requiring a significant time commitment with one site). While students may complete**

1237 experiences as individuals or as groups in a structured experience, each student must present at  
1238 least two products demonstrating individual competency attainment.

1239  
1240 Combined degree students have opportunities to integrate and apply their learning from both  
1241 degree programs through applied practice experiences.

1242  
1243 The school or program structures applied practice experience requirements to support its mission  
1244 and students' career goals, to the extent possible.

1245  
1246 Required documentation:

- 1247
- 1248 1) Briefly describe how the school or program identifies competencies attained in applied practice  
1249 experiences for each MPH student, including a description of any relevant policies. (self-study  
1250 document)
  - 1251  
1252 2) Provide documentation, including syllabi and handbooks, of the official requirements through which  
1253 students complete the applied practice experience. (electronic resource file)
  - 1254  
1255 3) Provide samples of practice-related materials for individual students from each concentration or  
1256 generalist degree. The samples must also include materials from students completing combined  
1257 degree programs, if applicable. The school or program must provide samples of complete sets of  
1258 materials from at least five students in the last three years for each concentration or generalist  
1259 degree. If the school or program has not produced five students for which complete samples are  
1260 available, note this and provide all available samples. Each student sample should include the  
1261 following:
    - 1262 • Template D5-1
    - 1263 • Work products for the practice partner (two or more)
    - 1264 • A form or cover sheet that indicates where the experience occurred, i.e., organization or  
1265 agency, practice partner or supervisor, etc.
  - 1266  
1267 (electronic resource file)
  - 1268  
1269 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
1270 in this area. (self-study document)

1271  
1272  
1273 **D6. DrPH Applied Practice Experience (SPH and PHP, if applicable)**

1274  
1275 Regardless of the amount or level of prior experience, all DrPH students engage in one or more  
1276 applied practice experiences in which students are responsible for completion of at least one  
1277 project that is meaningful for an organization and to advanced public health practice.

1278  
1279 The work product may be a single project or a set of related projects that demonstrate a depth of  
1280 competence. It may be completed as a discrete experience (such as a practicum or internship) or  
1281 integrated into program coursework. In either case, the deliverable must contain a reflective  
1282 component that includes the student's expression of personal and/or professional reactions to the  
1283 applied practice experience. This may take the form of a journal or other written product, a  
1284 professional portfolio, or another deliverable as appropriate for the program.

1285  
1286 Relevant organizations may include governmental, non-governmental, non-profit, industrial, and  
1287 for-profit settings. The school or program identifies sites in a manner that is sensitive to the needs  
1288 of the agencies or organizations involved. Sites should benefit from students' experiences. The  
1289 intention of this criterion is that the applied practice experience should take place within an  
1290 organization external to the student's school or program so that it is not merely an academic  
1291 exercise, but application of learning to a "real world" setting. The applied practice experience may  
1292 be completed within a student's own work setting.

1293  
1294 **DrPH programs ensure that graduates have significant advanced-level practical experiences**  
1295 **collaborating with practitioners, allowing opportunities to develop leadership competencies and**  
1296 **contribute to the field.**

1297  
1298 **The school or program identifies a minimum of five foundational and/or concentration-specific**  
1299 **competencies (as defined in Criteria D3 and D4) that are reinforced and/or assessed through**  
1300 **application. The school or program may either choose at least one competency from the leadership,**  
1301 **management, and governance domain in Criterion D3 or choose a concentration-specific**  
1302 **competency identified in Criterion D4 if it relates to leadership skills. Competencies may differ from**  
1303 **student to student.**

1304  
1305 **This criterion does not define a minimum number of hours for the applied practice experience, but**  
1306 **it does require the school or program to identify substantive, quality opportunities that address the**  
1307 **identified competencies.**

1308  
1309 Required documentation:

- 1310
- 1311 1) Briefly describe how the school or program identifies competencies attained in applied practice  
1312 experiences for each DrPH student, including a description of any relevant policies. (self-study  
1313 document)
  - 1314
  - 1315 2) Explain, with references to specific deliverables or other requirements, the manner through which  
1316 the school or program ensures that the applied practice experience requires students to  
1317 demonstrate leadership competencies. (self-study document)
  - 1318
  - 1319 3) Provide documentation, including syllabi and handbooks, of the official requirements through which  
1320 students complete the applied practice experience. (electronic resource file)
  - 1321
  - 1322 4) Provide samples of practice-related materials for individual students from each concentration or  
1323 generalist degree. The school or program must provide samples of complete sets of materials from  
1324 at least five students in the last three years for each concentration or generalist degree. If the school  
1325 or program has not produced five students for which complete samples are available, note this and  
1326 provide all available samples. Each student sample should include the following:
    - 1327 • Template D6-1
    - 1328 • Work product(s) for the practice partner
    - 1329 • A form or cover sheet that indicates where the experience occurred, i.e., organization or  
1330 agency, practice partner or supervisor, etc.
  - 1331
  - 1332 (electronic resource file)
  - 1333
  - 1334 5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
1335 in this area. (self-study document)
  - 1336
  - 1337

#### 1338 **D7. MPH Integrative Learning Experience (SPH and PHP)**

1339  
1340 **MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of**  
1341 **foundational and concentration competencies. Students in consultation with faculty select**  
1342 **foundational and concentration-specific competencies appropriate to the student's educational and**  
1343 **professional goals; demonstrating synthesis and integration requires more than one foundational**  
1344 **and one concentration competency.**

1345  
1346 **The ILE represents a culminating experience and may take many forms, such as a practice-based**  
1347 **project, essay-based comprehensive exam, capstone course, integrative seminar, etc. Regardless**  
1348 **of form, the student produces a high-quality written product that is appropriate for the student's**

1349 educational and professional objectives. Written products might include the following: program  
1350 evaluation report, training manual, policy statement, take-home comprehensive essay exam,  
1351 legislative testimony with accompanying supporting research, etc. A poster presentation is not an  
1352 acceptable high-quality written product.

1353  
1354 Ideally, the written product is developed and delivered in a manner that is useful to external  
1355 stakeholders, such as non-profit or governmental organizations.

1356  
1357 Professional certification exams (e.g., CPH, CHES/MCHES, REHS, RHIA) may serve as an element  
1358 of the ILE but are not in and of themselves sufficient to satisfy this criterion.

1359  
1360 The ILE is completed at or near the end of the program of study (e.g., in the final year or term). The  
1361 experience may be group-based or individual. In group-based experiences, the school or program  
1362 documents that the experience provides opportunities for individualized assessment of outcomes.

1363  
1364 The school or program identifies assessment methods that ensure that at least one faculty member  
1365 reviews each student's performance in the ILE and ensures that the experience addresses the  
1366 selected foundational and concentration-specific competencies. Faculty assessment may be  
1367 supplemented with assessments from other qualified individuals (e.g., preceptors).

1368  
1369 Combined (dual, joint, concurrent) degree students should have opportunities to incorporate their  
1370 learning from both degree programs in a unique integrative experience.

1371  
1372 Required documentation:

- 1373  
1374 1) List, in the format of Template D7-1, the integrative learning experience for each MPH  
1375 concentration, generalist degree, or combined degree option that includes the MPH. The template  
1376 also requires the school or program to explain, for each experience, how it ensures that the  
1377 experience demonstrates synthesis of competencies. (self-study document)
- 1378  
1379 2) Briefly summarize the process, expectations, and assessment for each integrative learning  
1380 experience. (self-study document)
- 1381  
1382 3) Provide documentation, including syllabi and/or handbooks, that communicates integrative learning  
1383 experience policies and procedures to students. (electronic resource file)
- 1384  
1385 4) Provide documentation, including rubrics or guidelines, that explains the methods through which  
1386 faculty and/or other qualified individuals assess the integrative learning experience with regard to  
1387 students' demonstration of the selected competencies. (electronic resource file)
- 1388  
1389 5) Include completed, graded samples of deliverables associated with each integrative learning  
1390 experience option from different concentrations, if applicable. The school or program must provide  
1391 at least 10% of the number produced in the last three years or five examples, whichever is greater.  
1392 (electronic resource file)
- 1393  
1394 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
1395 in this area. (self-study document)

1396  
1397  
1398 **D8. DrPH Integrative Learning Experience (SPH and PHP, if applicable)**

1399  
1400 As part of an integrative learning experience, DrPH candidates generate field-based products  
1401 consistent with advanced practice designed to influence programs, policies or systems addressing  
1402 public health. The products demonstrate synthesis of foundational and concentration-specific  
1403 competencies.

1404

1405 **The integrative learning experience is completed at or near the end of the program of study. It may**  
1406 **take many forms consistent with advanced, doctoral-level studies and university policies but must**  
1407 **require, at a minimum, production of a high-quality written product.**

1408 Required documentation:

- 1409
- 1410 1) List, in the format of Template D8-1, the integrative learning experience for each DrPH  
1411 concentration or generalist degree. The template also requires the school or program to explain,  
1412 for each experience, how it ensures that the experience demonstrates synthesis of competencies.  
1413 (self-study document)
  - 1414
  - 1415 2) Briefly summarize the process, expectations, and assessment for each integrative learning  
1416 experience. (self-study document)
  - 1417
  - 1418 3) Provide documentation, including syllabi and/or handbooks, that communicates integrative learning  
1419 experience policies and procedures to students. (electronic resource file)
  - 1420
  - 1421 4) Provide documentation, including rubrics or guidelines, that explains the methods through which  
1422 faculty and/or other qualified individuals assess the integrative learning experience with regard to  
1423 students' demonstration of the selected competencies. (electronic resource file)
  - 1424
  - 1425 5) Include completed, graded samples of deliverables associated with each integrative learning  
1426 experience option from different concentrations. The school or program must provide at least 10%  
1427 of the number produced in the last three years or five examples, whichever is greater. If the school  
1428 or program does not have five recent samples for an option, note this and provide all available  
1429 samples. (electronic resource file)
  - 1430
  - 1431 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
1432 in this area. (self-study document)

#### 1433 **D9. Public Health Bachelor's Degree Foundational Domains**

1434  
1435 **The requirements for the public health major or concentration provide instruction in the**  
1436 **following domains. The curriculum addresses these domains through any combination of**  
1437 **learning experiences throughout the requirements for the major or concentration coursework**  
1438 **(i.e., the school or program may identify multiple learning experiences that address a domain—**  
1439 **the domains listed below do not each require a single designated course).**

- 1440 1. the concepts and applications of basic statistics
  - 1441 2. the foundations of biological and life sciences
  - 1442 3. the history and philosophy of public health as well as its core values, concepts, and  
1443 functions across the globe and in society
  - 1444 4. the basic concepts, methods, and tools of public health data collection, use, and  
1445 analysis and why evidence-based approaches are an essential part of public health  
1446 practice
  - 1447 5. the concepts of population health, and the basic processes, approaches and  
1448 interventions that identify and address the major health-related needs and concerns  
1449 of populations
  - 1450 6. the underlying science of human health and disease, including opportunities for  
1451 promoting and protecting health across the life course
  - 1452 7. the cultural, socioeconomic, behavioral, biological, environmental, and other factors  
1453 that impact human health and contribute to health disparities
  - 1454 8. the fundamental concepts and features of project implementation, including  
1455 planning, assessment, and evaluation
  - 1456 9. the fundamental characteristics and organizational structures of the U.S. health  
1457 system as well as the differences between systems in other countries
- 1458  
1459  
1460

- 1461  
1462  
1463  
1464  
1465  
1466
10. 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
  11. basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

1467  
1468  
1469

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 (e.g., CHES).

1470  
1471

Required documentation:

- 1472  
1473  
1474  
1475  
1476  
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1481  
1482  
1483  
1484  
1485
- 1) Provide a matrix, in the format of Template D9-1, that indicates the courses/experience(s) that ensure that students are exposed to each of the domains indicated. Template D9-1 requires the school or program to identify the learning experiences that introduce and cover each domain. Include a footnote with the template that provides the school or program's definition of "introduced" and "covered." (self-study document)
  - 2) Include the most recent syllabus from each course listed in Template D9-1, or written guidelines, such as a handbook, for any required experience(s) listed in Template D9-1 that do not have a syllabus. (electronic resource file)
  - 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

1486  
1487

#### D10. Public Health Bachelor's Degree Foundational Competencies

1488  
1489

Students must demonstrate the following competencies:

- 1490  
1491  
1492  
1493  
1494
1. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences; diverse audiences include non-academic, non-peer audiences, with attention to matters such as literacy and health literacy
  2. Locate, use, evaluate, and synthesize public health information

1495  
1496

Required documentation:

- 1497  
1498  
1499  
1500  
1501  
1502  
1503  
1504  
1505  
1506  
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1515  
1516
- 1) Provide a matrix, in the format of Template D10-1, that indicates the assessment opportunities that ensure that students demonstrate the stated competencies. (self-study document)
  - 2) Provide supporting documentation for each assessment activity listed in Template D10-1. Documentation should include the following, as relevant, for each listed assessment:
    - assignment instructions or guidelines as provided to students
    - writing prompts provided to students
    - sample exam question(s)(electronic resource file)
  - 3) Include the most recent syllabus from each course listed in Template D10-1 (if not presented in Criterion D9), or written guidelines, such as a handbook, for any required elements listed in Template D10-1 that do not have a syllabus. (electronic resource file)
  - 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)



1517 **D11. Public Health Bachelor's Degree Cumulative & Experiential Activities**  
1518

1519 **Students have opportunities to integrate, synthesize and apply knowledge through cumulative**  
1520 **and experiential activities. All students complete a cumulative, integrative, and scholarly or**  
1521 **applied experience or inquiry project that serves as a capstone to the education experience.**  
1522 **These experiences may include, but are not limited to, internships, service-learning projects,**  
1523 **senior seminars, portfolio projects, research papers or honors theses.**  
1524

1525 **Schools and programs encourage exposure to local-level public health professionals and/or**  
1526 **agencies that engage in public health practice.**  
1527

1528 Required documentation:  
1529

- 1530 1) Provide a matrix, in the format of Template D11-1, that identifies the cumulative and experiential  
1531 activities through which students integrate, synthesize, and apply knowledge as indicated. (self-  
1532 study document)  
1533  
1534 2) Include examples of student work that relate to the cumulative and experiential activities. (electronic  
1535 resource file)  
1536  
1537 3) Briefly describe the means through which the school or program implements the cumulative  
1538 experience and field exposure requirements. (self-study document)  
1539  
1540 4) Include handbooks, websites, forms, and other documentation relating to the cumulative  
1541 experience and field exposure. Provide hyperlinks to documents if they are available online, or  
1542 include electronic copies of any documents that are not available online. (electronic resource file)  
1543  
1544

1545 **D12. Public Health Bachelor's Degree Cross-Cutting Concepts & Experiences**  
1546

1547 **The overall undergraduate curriculum and public health major curriculum expose students to**  
1548 **concepts and experiences necessary for success in the workplace, further education, and**  
1549 **lifelong learning. Students are exposed to these concepts through any combination of learning**  
1550 **experiences and co-curricular experiences. These concepts include the following:**  
1551

- 1552 1. **advocacy for protection and promotion of the public's health at all levels of society**  
1553 2. **community dynamics**  
1554 3. **critical thinking and creativity**  
1555 4. **cultural contexts in which public health professionals work**  
1556 5. **ethical decision making as related to self and society**  
1557 6. **independent work and a personal work ethic**  
1558 7. **networking**  
1559 8. **organizational dynamics**  
1560 9. **professionalism**  
1561 10. **research methods**  
1562 11. **systems thinking**  
1563 12. **teamwork and leadership**  
1564

1565 Required documentation:  
1566

- 1567 1) Briefly describe, in the format of Template D12-1, the manner in which the curriculum and co-  
1568 curricular experiences provide opportunities for exposure to the identified concepts. (self-study  
1569 document)  
1570

- 1571 2) Provide syllabi for all required coursework for the major and/or courses that relate to the domains  
1572 listed above. Syllabi should be provided as individual files in the electronic resource file and should  
1573 reflect the current semester or most recent offering of the course. (electronic resource file)  
1574
- 1575 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
1576 in this area. (self-study document)  
1577

1578  
1579 **D13. MPH Program Length (SPH and PHP)**

1580 **An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for**  
1581 **completion.**

1582  
1583 **Schools and programs use university definitions for credit hours.**

1584  
1585 Required documentation:

- 1586  
1587
- 1588 1) Provide information about the minimum credit-hour requirements for all MPH degree options. If the  
1589 university uses a unit of academic credit or an academic term different from the standard semester  
1590 or quarter, explain the difference and present an equivalency in table or narrative form. (self-study  
1591 document)  
1592
- 1593 2) Define a credit with regard to classroom/contact hours. (self-study document)  
1594  
1595

1596 **D14. DrPH Program Length (SPH and PHP, if applicable)**

1597  
1598 **The DrPH degree requires a minimum of 36 semester-credits, 48 quarter-credits of post-master's**  
1599 **coursework or its equivalent. Credits associated with the integrative learning experience and, if**  
1600 **applicable, a residency, internship or other applied practice experience conducted outside of a**  
1601 **didactic course, do not count toward this requirement. The minimum credit requirement also does**  
1602 **not count MPH-level prerequisite courses or their equivalent.**

1603  
1604 **Schools and programs use university definitions for credit hours.**

1605  
1606 Required documentation:

- 1607
- 1608 1) Provide information about the minimum credit-hour requirements for all DrPH degree options. If the  
1609 university uses a unit of academic credit or an academic term different from the standard semester  
1610 or quarter, explain the difference and present an equivalency in table or narrative form. (self-study  
1611 document)  
1612
- 1613 2) Define a credit with regard to classroom/contact hours. (self-study document)  
1614  
1615

1616 **D15. Bachelor's Degree Program Length (SPH and PHP, if applicable)**

1617  
1618 **A public health bachelor's degree requires completion of a total number of credit units**  
1619 **commensurate with other similar degree programs in the university.**

1620  
1621 **Schools and programs use university definitions for credit hours.**

1622  
1623 **Bachelor's degree programs have publicly available policies and procedures for review of**  
1624 **coursework taken at other institutions, including community colleges. These may be incorporated**  
1625 **into articulation agreements.**  
1626

1627 Required documentation:  
1628

- 1629 1) Provide information about the minimum credit-hour requirements for all public health bachelor's  
1630 degree options. If the university uses a unit of academic credit or an academic term different from  
1631 the standard semester or quarter, explain the difference and present an equivalency in table or  
1632 narrative form. (self-study document)  
1633
- 1634 2) Define a credit with regard to classroom/contact hours. (self-study document)  
1635
- 1636 3) Describe policies and procedures for acceptance of coursework completed at other institutions,  
1637 including community colleges. (self-study document)  
1638
- 1639 4) If applicable, provide articulation agreements with community colleges that address acceptance of  
1640 coursework. (electronic resource file)  
1641
- 1642 5) Provide information about the minimum credit-hour requirements for coursework for the major in at  
1643 least two similar bachelor's degree programs in the home institution. (self-study document)  
1644

1645 **D16. Academic & Highly Specialized Public Health Master's Degrees<sup>26</sup> (SPH and PHP, if applicable)**  
1646

1647 **Students enrolled in the unit of accreditation's academic and highly specialized public health**  
1648 **master's degrees (e.g., MS in biostatistics, MS in industrial hygiene, MS in data analytics, etc.)**  
1649 **complete a curriculum that is based on defined competencies; produce an appropriately rigorous**  
1650 **discovery-based paper or project at or near the end of the program of study; and engage in research**  
1651 **at a level appropriate to the degree program's objectives.**  
1652

1653 **These students also complete coursework and other experiences, outside of the major paper or**  
1654 **project, that substantively address scientific and analytic approaches to discovery and/or**  
1655 **translation of public health knowledge.**  
1656

1657 **Finally, students complete coursework that provides instruction in the foundational public health**  
1658 **knowledge at an appropriate level of complexity. This instruction may be delivered through**  
1659 **distance-based, place-based, or blended methodologies, but it must meet the following**  
1660 **requirements while covering the defined content areas.**  
1661

- 1662
- 1663 • The instruction includes assessment opportunities, appropriate to the degree level,<sup>27</sup> that  
1664 allow faculty to assess students' attainment of the introductory public health learning  
1665 objectives. Assessment opportunities may include tests, writing assignments,  
1666 presentations, group projects, etc.  
1667
  - 1668 • The instruction and assessment of students' foundational public health knowledge are  
1669 equivalent in depth to the instruction and assessment that would typically be associated  
1670 with a three-semester-credit class, regardless of the number of credits awarded for the  
1671 experience or the mode of delivery.  
1672

1673 **The school or program identifies at least one required assessment activity for each of the following**  
1674 **foundational public health learning objectives.**  
1675

1676 **Profession & Science of Public Health**  
1677

- 1678 **1. Explain public health history, philosophy, and values**

<sup>26</sup> See "Definitions" at the end of this document.

<sup>27</sup> Courses and assessments may be the same across degrees and programs if they include appropriate depth for each degree and program.

- 1679 2. Identify the core functions of public health and the 10 Essential Services<sup>28</sup>  
1680 3. Explain the role of quantitative and qualitative methods and sciences in describing and  
1681 assessing a population's health  
1682 4. List major causes and trends of morbidity and mortality in the U.S. or other community  
1683 relevant to the school or program, with attention to differences in populations within the  
1684 community, e.g., economic, ethnic, gender, racial, etc.  
1685 5. Discuss the science of primary, secondary, and tertiary prevention in population health,  
1686 including health promotion, screening, etc.  
1687 6. Explain the critical importance of evidence in advancing public health knowledge  
1688

#### 1689 Factors Related to Human Health

- 1690  
1691 7. Explain effects of environmental factors on a population's health  
1692 8. Explain biological and genetic factors that affect a population's health  
1693 9. Explain behavioral and psychological factors that affect a population's health  
1694 10. Explain the cultural, social, political, and economic determinants of health and how they  
1695 contribute to the determinants relate to population health and health inequities.  
1696 11. Explain how globalization affects global burdens of disease  
1697 12. Explain an ecological perspective on the connections among human health, animal health  
1698 and ecosystem health (e.g., One Health)  
1699

1700 The school or program validates academic public health master's students' foundational public  
1701 health knowledge through appropriate methods, which may include the following:  
1702

- 1703 • The school or program verifies students' previous completion of a CEPH-accredited degree  
1704 (bachelor's, master's, or doctoral degree)
- 1705 • The school or program implements a test or other assessment tools that address the  
1706 learning objectives listed above, or higher-level versions of the same objectives
- 1707 • The school or program offers a place- or distance-based course, for credit or not-for-credit,  
1708 that incorporates the learning objectives listed above, or higher-level versions of the same  
1709 objectives
- 1710 • The school or program includes the learning objectives listed above, or higher-level  
1711 versions of the same objectives, in courses required of all academic public health master's  
1712 students

1713  
1714 Required documentation:

- 1715 1) List the curricular requirements for each relevant degree in the unit of accreditation. (self-study  
1716 document)
- 1717 2) Provide a matrix, in the format of Template D16-1, that indicates the required assessment  
1718 opportunities for each of the defined foundational public health learning objectives (1-12). Typically,  
1719 the school or program will present a separate matrix for each degree program, but matrices may  
1720 be combined if requirements are identical. (self-study document)
- 1721 3) Provide supporting documentation for each assessment activity listed in Template D16-1.  
1722 Documentation should include the following, as relevant, for each listed assessment:  
1723  
1724
  - 1725 • assignment instructions or guidelines as provided to students
  - 1726 • writing prompts provided to students
  - 1727 • sample exam question(s)

1728  
1729  
1730  

---

<sup>28</sup> Institutions outside the U.S. may replace the 10 Essential Services with content appropriate to the nation/region.

- 1731 (electronic resource file)  
 1732  
 1733 4) Provide a matrix, in the format of Template D16-2, that lists competencies for each relevant degree  
 1734 and concentration. The matrix indicates how each competency is covered in the curriculum.  
 1735 Typically, the school or program will present a separate matrix for each concentration. Note: these  
 1736 competencies are defined by the school or program and are distinct from the foundational public  
 1737 health learning objectives defined in this criterion. (self-study document)  
 1738  
 1739 5) Provide supporting documentation that clearly identifies how the school or program ensures that  
 1740 students complete a curriculum based on defined competencies. Documentation may include  
 1741 detailed course schedules or outlines to selected modules from the learning management system  
 1742 that identify the relevant assigned readings, lecture topics, class activities, etc.) (electronic resource  
 1743 file)  
 1744  
 1745 6) Briefly explain how the school or program ensures that the instruction and assessment in basic  
 1746 public health knowledge is generally equivalent to the instruction and assessment typically  
 1747 associated with a three-semester-credit course. (self-study document)  
 1748  
 1749 7) Identify required coursework and other experiences that address the variety of public health  
 1750 research methods employed in the context of a population health framework to foster discovery  
 1751 and/or translation of public health knowledge and a brief narrative that explains how the instruction  
 1752 and assessment is equivalent to that typically associated with a three-semester-credit course.  
 1753  
 1754 Typically, the school or program will present a separate list and explanation for each degree  
 1755 program, but these may be combined if requirements are identical.  
 1756  
 1757 (self-study document)  
 1758  
 1759 8) Briefly summarize policies and procedures relating to production and assessment of the final  
 1760 research project or paper. (self-study document)  
 1761  
 1762 9) Provide links to handbooks or webpages that contain the full list of policies and procedures  
 1763 governing production and assessment of the final research project or paper for each degree  
 1764 program. (electronic resource file)  
 1765  
 1766 10) Include completed, graded samples of deliverables associated with the major paper or project. The  
 1767 school or program must provide at least 10% of the number produced in the last three years or five  
 1768 examples, whichever is greater. (electronic resource file)  
 1769  
 1770 11) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
 1771 in this area. (self-study document)  
 1772  
 1773

**D17. Academic Public Health Doctoral Degrees<sup>29</sup> (SPH and PHP, if applicable)**

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

**These students also complete coursework and other experiences, outside of the major paper or project, that substantively address scientific and analytic approaches to discovery and translation of public health knowledge.**

<sup>29</sup> See "Definitions" at the end of this document.

1785 These students complete doctoral-level, advanced coursework and other experiences that  
1786 distinguish the program of study from a master's degree in the same field.

1787  
1788 The program defines appropriate policies for advancement to candidacy, within the context of the  
1789 institution.

1790  
1791 Finally, students complete coursework that provides instruction in the foundational public health  
1792 knowledge at an appropriate level of complexity. This instruction may be delivered through  
1793 distance-based, place-based, or blended methodologies, but it must meet the following  
1794 requirements while covering the defined content areas.

- 1795  
1796 • The instruction includes assessment opportunities, appropriate to the degree level,<sup>30</sup> that  
1797 allow faculty to assess students' attainment of the introductory public health learning  
1798 objectives. Assessment opportunities may include tests, writing assignments,  
1799 presentations, group projects, etc.  
1800 • The instruction and assessment of students' foundational public health knowledge are  
1801 equivalent in depth to the instruction and assessment that would typically be associated  
1802 with a three-semester-credit class, regardless of the number of credits awarded for the  
1803 experience or the mode of delivery.

1804  
1805 The program identifies at least one required assessment activity for each of the following  
1806 foundational public health learning objectives.

1807  
1808 **Profession & Science of Public Health**

- 1809  
1810 1. Explain public health history, philosophy, and values  
1811 2. Identify the core functions of public health and the 10 Essential Services<sup>31</sup>  
1812 3. Explain the role of quantitative and qualitative methods and sciences in describing and  
1813 assessing a population's health  
1814 4. List major causes and trends of morbidity and mortality in the U.S. or other community  
1815 relevant to the school or program, with attention to differences in populations within the  
1816 community, e.g., economic, ethnic, gender, racial, etc.  
1817 5. Discuss the science of primary, secondary, and tertiary prevention in population health,  
1818 including health promotion, screening, etc.  
1819 6. Explain the critical importance of evidence in advancing public health knowledge

1820  
1821 **Factors Related to Human Health**

- 1822  
1823 7. Explain effects of environmental factors on a population's health  
1824 8. Explain biological and genetic factors that affect a population's health  
1825 9. Explain behavioral and psychological factors that affect a population's health  
1826 10. Explain the cultural, social, political, and economic determinants of health and how they  
1827 contribute to the determinants relate to population health and health inequities  
1828 11. Explain how globalization affects global burdens of disease  
1829 12. Explain an ecological perspective on the connections among human health, animal health  
1830 and ecosystem health (e.g., One Health)

1831  
1832 The school or program validates academic public health doctoral students' foundational public  
1833 health knowledge through appropriate methods, which may include the following:  
1834

---

<sup>30</sup> Courses and assessments may be the same across degrees and programs if they include appropriate depth for each degree and program.

<sup>31</sup> Institutions outside the U.S. may replace the 10 Essential Services with content appropriate to the nation/region.

- 1835 • The school or program verifies students' previous completion of a CEPH-accredited degree  
1836 (bachelor's, master's, or doctoral degree)
- 1837 • The school or program implements a test or other assessment tools that address the  
1838 learning objectives listed above, or higher-level versions of the same objectives
- 1839 • The school or program offers a place- or distance-based course, for credit or not-for-credit,  
1840 that incorporates the learning objectives listed above, or higher-level versions of the same  
1841 objectives
- 1842 • The school or program includes the learning objectives listed above, or higher-level  
1843 versions of the same objectives, in courses required of all academic public health doctoral  
1844 students

1845  
1846 Required documentation:

- 1847
- 1848 1) List the curricular requirements for each non-DrPH public health doctoral degree in the unit of  
1849 accreditation, EXCLUDING requirements associated with the final research project. The list must  
1850 indicate (using shading) each required curricular element that a) is designed expressly for doctoral,  
1851 rather than master's, students or b) would not typically be associated with completion of a master's  
1852 degree in the same area of study.

1853  
1854 The school or program may present accompanying narrative to provide context and information  
1855 that aids reviewers' understanding of the ways in which doctoral study is distinguished from  
1856 master's-level study. This narrative is especially important for institutions that do not formally  
1857 distinguish master's-level courses from doctoral-level courses.

1858  
1859 The school or program will present a separate list for each degree program and concentration as  
1860 appropriate.

1861  
1862 (self-study document)

- 1863 2) Provide a matrix, in the format of Template D17-1, that indicates the required assessment  
1864 opportunities for each of the defined foundational public health learning objectives (1-12). Typically,  
1865 the school or program will present a separate matrix for each degree program, but matrices may  
1866 be combined if requirements are identical. (self-study document)

- 1867 3) Provide supporting documentation for each assessment activity listed in Template D17-1.  
1868 Documentation should include the following, as relevant, for each listed assessment:

- 1869 • assignment instructions or guidelines as provided to students
- 1870 • writing prompts provided to students
- 1871 • sample exam question(s)

1872  
1873  
1874  
1875 (electronic resource file)

- 1876 4) Provide a matrix, in the format of Template D17-2, that lists competencies for each relevant degree  
1877 and concentration. The matrix indicates how each competency is covered in the curriculum.  
1878 Typically, the school or program will present a separate matrix for each concentration. Note: these  
1879 competencies are defined by the school or program and are distinct from the foundational public  
1880 health learning objectives defined in this criterion. (self-study document)

- 1881 5) Provide supporting documentation that clearly identifies how the school or program ensures that  
1882 students complete a curriculum based on defined competencies. Documentation may include  
1883 detailed course schedules or outlines to selected modules from the learning management system  
1884 that identify the relevant assigned readings, lecture topics, class activities, etc.) (electronic resource  
1885 file)

- 1890 6) Briefly explain how the school or program ensures that the instruction and assessment in  
 1891 introductory public health knowledge is generally equivalent to the instruction and assessment  
 1892 typically associated with a three semester-credit course. (self-study document)  
 1893
- 1894 7) Identify required coursework and other experiences that address the variety of public health  
 1895 research methods employed in the context of a population health framework to foster discovery  
 1896 and translation of public health knowledge and a brief narrative that explains how the instruction  
 1897 and assessment is equivalent to that typically associated with a three-semester-credit course.  
 1898
- 1899 Typically, the school or program will present a separate list and explanation for each degree  
 1900 program, but these may be combined if requirements are identical.  
 1901  
 1902 (self-study document)  
 1903
- 1904 8) Briefly summarize policies and procedures relating to production and assessment of the final  
 1905 research project or paper. (self-study document)  
 1906
- 1907 9) Provide links to handbooks or webpages that contain the full list of policies and procedures  
 1908 governing production and assessment of the final research project or paper for each degree  
 1909 program. (electronic resource file)  
 1910
- 1911 10) Include completed, graded samples of deliverables associated with the advanced research project.  
 1912 The school or program must provide at least 10% of the number produced in the last three years  
 1913 or five examples, whichever is greater. (electronic resource file)  
 1914
- 1915 11) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
 1916 in this area. (self-study document)  
 1917

1918 **D18. All Remaining Degrees<sup>32</sup> (SPH, if applicable)**  
 1919

1920 **Students enrolled in any of the SPH's degree programs that are not addressed in Criteria D2, D3,**  
 1921 **D9, D16 or D17 complete coursework that provides instruction in the foundational public health**  
 1922 **knowledge at a level of complexity appropriate to the level of the student's degree program. For**  
 1923 **example, if an SPH offers bachelor's degrees in concentrations other than public health, it may be**  
 1924 **more appropriate for courses addressing the learning objectives listed below to be held separately**  
 1925 **from those offered for graduate students. This instruction may be delivered through distance-**  
 1926 **based, place-based, or blended methodologies, but it must meet the following requirements while**  
 1927 **covering the defined content areas.**  
 1928

- 1929 • The instruction includes assessment opportunities, appropriate to the degree level,<sup>33</sup> that  
 1930 allow faculty to assess students' attainment of the foundational public health learning  
 1931 objectives. Assessment opportunities may include tests, writing assignments,  
 1932 presentations, group projects, etc.
- 1933 • The instruction and assessment of students' foundational public health knowledge are  
 1934 equivalent in depth to the instruction and assessment that would typically be associated  
 1935

<sup>32</sup> This criterion addresses all degrees and concentrations *other than* those identified as 1) professional public health degrees (addressed in Criteria D2, D3 & elsewhere), 2) academic public health degrees and concentrations (Criteria D16 & D17) or 3) public health bachelor's degrees and concentrations (Criteria D9-D12). Examples of degrees covered in this criterion are as follow: BS in exercise science, MS in nutrition, PhD in social work. See "Definitions" at the end of this document.

<sup>33</sup> Courses and assessments may be the same across degrees and programs if they include appropriate depth for each degree and program.



1936 with a three-semester-credit class, regardless of the number of credits awarded for the  
1937 experience or the mode of delivery.

1938  
1939 The school identifies at least one required assessment activity for each of the following  
1940 foundational public health learning objectives.

1941  
1942 **Profession & Science of Public Health**

- 1943  
1944 1. Explain public health history, philosophy, and values  
1945 2. Identify the core functions of public health and the 10 Essential Services<sup>34</sup>  
1946 3. Explain the role of quantitative and qualitative methods and sciences in describing and  
1947 assessing a population's health  
1948 4. List major causes and trends of morbidity and mortality in the U.S. or other community  
1949 relevant to the school or program, with attention to differences in populations within the  
1950 community, e.g., economic, ethnic, gender, racial, etc.  
1951 5. Discuss the science of primary, secondary, and tertiary prevention in population health,  
1952 including health promotion, screening, etc.  
1953 6. Explain the critical importance of evidence in advancing public health knowledge

1954  
1955 **Factors Related to Human Health**

- 1956  
1957 7. Explain effects of environmental factors on a population's health  
1958 8. Explain biological and genetic factors that affect a population's health  
1959 9. Explain behavioral and psychological factors that affect a population's health  
1960 10. Explain the cultural, social, political, and economic determinants of health and how they  
1961 contribute to the determinants relate to population health and health inequities  
1962 11. Explain how globalization affects global burdens of disease  
1963 12. Explain an ecological perspective on the connections among human health, animal health,  
1964 and ecosystem health (e.g., One Health)

1965  
1966 For students enrolled in all remaining degrees, the school or program validates students'  
1967 foundational public health knowledge through appropriate methods, which may include the  
1968 following:

- 1969  
1970 • The school or program verifies students' previous completion of a CEPH-accredited degree  
1971 (bachelor's, master's, or doctoral degree)  
1972 • The school or program implements a test or other assessment tools that address the  
1973 learning objectives listed above, or higher-level versions of the same objectives  
1974 • The school or program offers a place- or distance-based course, for credit or not-for-credit,  
1975 that incorporates the learning objectives listed above, or higher-level versions of the same  
1976 objectives  
1977 • The school or program includes the learning objectives listed above, or higher-level  
1978 versions of the same objectives, in courses required of all students in all remaining degrees

1979  
1980 Required documentation:

- 1981  
1982 1) Provide a matrix<sup>r</sup> in the format of Template D18-1<sup>r</sup> that indicates the required assessment  
1983 opportunities for each of the defined foundational public health learning objectives (1-12). Typically,  
1984 the school will present a separate matrix for each degree program, but matrices may be combined  
1985 if requirements are identical. (self-study document)

1986

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<sup>34</sup> Institutions outside the U.S. may replace the 10 Essential Services with content appropriate to the nation/region.

- 1987  
1988  
1989  
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2001  
2002  
2003
- 2) Briefly explain how the school ensures that the instruction and assessment in introductory public health knowledge is generally equivalent to the instruction and assessment typically associated with a three-semester-credit course. (self-study document)
  - 3) Provide supporting documentation for each assessment activity listed in Template D18-1. Documentation should include the following, as relevant, for each listed assessment:
    - assignment instructions or guidelines as provided to students
    - writing prompts provided to students
    - sample exam question(s)
 (electronic resource file)
  - 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

2004 **D19. Distance Education (SPH and PHP, if applicable)**

2005  
2006  
2007  
2008  
2009  
2010  
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2016

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

2017  
2018  
2019

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

2020  
2021  
2022  
2023  
2024

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

2025  
2026  
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2033

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

2034 Required documentation:

- 2035  
2036  
2037  
2038  
2039  
2040  
2041  
2042
- 1) Identify all public health distance education degree programs and/or concentrations that offer a curriculum or course of study that can be obtained via distance education. Template Intro-1 may be referenced for this purpose. (self-study document)
  - 2) Describe the public health distance education programs, including the following:
    - a. an explanation of the model or methods used

- 2043 b. the school or program's rationale for offering these programs  
2044 c. the manner in which the school or program provides necessary administrative, information  
2045 technology, and student support services  
2046 d. the manner in which the school or program monitors the academic rigor of the programs  
2047 and their equivalence (or comparability) to other degree programs offered by the university  
2048 e. the manner in which the school or program evaluates the educational outcomes, as well  
2049 as the format and methods

2050  
2051 (self-study document)

- 2052  
2053 3) Describe the processes that the university uses to verify that the student who registers in a distance  
2054 education course (as part of a distance-based degree) or a fully distance-based degree is the same  
2055 student who participates in and completes the course or degree and receives the academic credit.  
2056 (self-study document)  
2057  
2058 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
2059 in this area. (self-study document)

#### 2060 2061 **E1. Faculty Alignment with Degrees Offered (SPH and PHP)**

2062 **Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar**  
2063 **and qualified by the totality of their education and experience.**

2064 **Faculty education and experience is appropriate for the degree level (bachelor's, master's, doctoral)**  
2065 **and the nature of the degree (research, professional practice, etc.) with which they are associated.**  
2066 **Faculty education, experience, demographics, and/or lived experience supports the instructional**  
2067 **areas with which they are associated.**

2068  
2069  
2070  
2071 **Education refers to faculty members' degrees, certifications, fellowships, post-doctoral training,**  
2072 **formal coursework completed, etc.**

2073  
2074  
2075 **Experience refers to a range of activities including substantial employment or involvement in public**  
2076 **health activities outside of academia. Experience also refers to the depth of service provided to**  
2077 **professional and community-based public health organizations and to peer-reviewed scholarship**  
2078 **in a discipline. Finally, experience relates to the individual's record of excellence in providing**  
2079 **instruction in a discipline.**

2080  
2081 Required documentation:

- 2082  
2083 1) Provide a table showing the school or program's primary instructional faculty in the format of  
2084 Template E1-1. The template presents data effective at the beginning of the academic year in which  
2085 the final self-study is submitted to CEPH and must be updated at the beginning of the site visit if  
2086 any changes have occurred since final self-study submission. The identification of instructional  
2087 areas must correspond to the data presented in Template C2-1.

2088  
2089 Schools should only include data on faculty associated with public health degrees. (self-study  
2090 document)

- 2091  
2092 2) Provide summary data on the qualifications of any other faculty with significant involvement in the  
2093 school or program's public health instruction in the format of Template E1-2. Schools and programs  
2094 define "significant" in their own contexts but, at a minimum, include any individuals who regularly  
2095 provide instruction or supervision for required courses and other experiences listed in the criterion  
2096 on Curriculum. Reporting on individuals who supervise individual students' practice experience  
2097 (preceptors, etc.) is not required. The identification of instructional areas must correspond to the  
2098 data presented in Template C2-1. (self-study document)

- 2099  
2100 3) Include CVs for all individuals listed in the templates above. (electronic resource file)  
2101  
2102 4) Provide a brief narrative summary, with specific examples, of how faculty education, experience,  
2103 demographics, and/or lived experience supports instructional areas. (self-study document)  
2104  
2105 4)5) If applicable, provide additional narrative explanation that supplements reviewers' understanding  
2106 of data in the templates. (self-study document)  
2107  
2108 5)6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
2109 in this area. (self-study document)  
2110  
2111

## 2112 E2. Integration of Faculty with Practice Experience (SPH and PHP)

2113  
2114 **To assure a broad public health perspective, the school or program employs faculty who have**  
2115 **professional experience in settings outside of academia and have demonstrated competence in**  
2116 **public health practice.**

2117  
2118 **To assure the relevance of curricula and individual learning experiences to current and future**  
2119 **practice needs and opportunities, schools and programs regularly involve public health**  
2120 **practitioners and other individuals involved in public health work through arrangements that may**  
2121 **include adjunct and part-time faculty appointments, guest lectures, involvement in committee work,**  
2122 **mentoring students, etc.**

2123  
2124 Required documentation:

- 2125  
2126 1) Describe the manner in which the public health faculty complement integrates perspectives from  
2127 the field of practice, other than faculty members' participation in extramural service, as discussed  
2128 in Criterion E5. The unit may identify full-time faculty with prior employment experience in practice  
2129 settings outside of academia, and/or units may describe employment of part-time practice-based  
2130 faculty, use of guest lecturers from the practice community, etc. (self-study document)  
2131  
2132 2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
2133 in this area. (self-study document)  
2134

## 2135 E3. Faculty Instructional Effectiveness (SPH and PHP)

2136 **The school or program ensures that systems, policies, and procedures are in place to document**  
2137 **that all faculty (full-time and part-time) are current in their areas of instructional responsibility and**  
2138 **in pedagogical methods.**

2139  
2140 **The school or program establishes and consistently applies procedures for evaluating faculty**  
2141 **competence and performance in instruction.**

2142  
2143 **The school or program supports professional development and advancement in instructional**  
2144 **effectiveness, including support for working with diverse students and communities.**

2145  
2146 Required documentation:

- 2147  
2148 1) Describe the school or program's procedures for evaluating faculty instructional effectiveness.  
2149 Include a description of the processes used for student course evaluations and peer evaluations, if  
2150 applicable. (self-study document)  
2151

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2202
- 2) Describe available university and programmatic support for continuous improvement in teaching practices and student learning, including support for working with diverse students and communities. Provide three to five examples of school or program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty. (self-study document)
  - 3) Describe means through which the school or program ensures that all faculty (primary instructional and non-primary instructional) maintain currency in their areas of instructional responsibility. Provide examples as relevant. This response should focus on methods for ensuring that faculty members' disciplinary knowledge is current. (self-study document)
  - 4) Describe the role of evaluations of instructional effectiveness in decisions about faculty advancement. (self-study document)
  - 5) Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on its self-selected indicators of instructional effectiveness.
- Select at least three indicators, meaningful to the unit, with one from each of the listed categories. In addition to at least three from the lists that follow, the school or program may add indicators that are significant to its own mission and context. Schools should focus data and descriptions on its public health degree programs.
- Faculty currency
- External reviews of proposed or existing courses or curricula, outside of normal university processes<sup>35</sup>
  - Peer/internal review of syllabi/curricula for currency of readings, topics, methods, etc.
  - Annual or other regular reviews of faculty productivity, relation of scholarship to instruction
  - Faculty maintenance of relevant professional credentials or certifications that require continuing education
- Faculty instructional technique
- Frequency of internal quality reviews of existing courses or curricula
  - Participation in professional development related to instruction and pedagogy
  - Peer evaluation of teaching
  - Student satisfaction with instructional quality
- School- or program-level outcomes
- Courses that are team-taught with interprofessional perspectives
  - Courses that integrate technology in innovative ways to enhance learning
  - Courses that involve community-based practitioners
  - Courses that integrate service learning, as defined by the school or program
  - Courses that integrate community-based projects
  - Courses that use higher-level assessments
  - Courses that employ active learning techniques
  - Teaching assistants trained in pedagogical techniques
  - Implementation of grading rubrics
  - Any other measure that tracks use of pedagogical techniques and is meaningful to the school or program
- (self-study document)

<sup>35</sup> Normal university processes include regularly scheduled, university-mandated program reviews and routine curriculum committee reviews of new courses.

- 2203 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
2204 in this area. (self-study document)

2205  
2206 **E4. Faculty Scholarship (SPH and PHP)**

2207 ~~The types and extent of faculty research align with university and school or program missions and~~  
2208 ~~relate to the types of degrees offered and to relevant student and community demographics. For~~  
2209 ~~example, when doctoral degrees are offered, the school or program's research portfolio in those~~  
2210 ~~areas take on greater importance.~~

2211  
2212 The school or program has policies and practices in place to support faculty involvement in these  
2213 scholarly activities. As many faculty as possible are involved in research and scholarly activity in  
2214 some form, whether funded or unfunded. Ongoing participation in research and scholarly activity  
2215 ensures that faculty are relevant and current in their field of expertise, that their work is peer  
2216 reviewed and that they are content experts.

2217  
2218 ~~The types and extent of faculty research align with university and school or program missions and~~  
2219 ~~relate to the types of degrees offered. For example, when doctoral degrees are offered, the school~~  
2220 ~~or program's research portfolio in those areas take on greater importance. All types of research are~~  
2221 ~~valuable, whether conducted with the purpose of improving public health practice, advancing the~~  
2222 ~~scholarship of teaching and learning, or for generating new knowledge.~~

2223  
2224 Faculty integrate research and scholarship with their instructional activities. Research allows  
2225 faculty to bring real-world examples into the classroom to update and inspire teaching and provides  
2226 opportunities for students to engage in research activities, if desired or appropriate for the degree  
2227 program.

2228  
2229 Required documentation:

- 2230  
2231 1) Describe the school or program's definition of and expectations regarding faculty research and  
2232 scholarly activity. (self-study document)
- 2233  
2234 2) Describe available university and school or program support for research and scholarly activities.  
2235 (self-study document)
- 2236  
2237 3) Describe and provide three to five examples of student opportunities for involvement in faculty  
2238 research and scholarly activities. This response should focus on instances in which students were  
2239 employed or volunteered to assist faculty in faculty research projects and/or independent student  
2240 projects that arose from or were related to a faculty member's existing research. (self-study  
2241 document)
- 2242  
2243 4) Describe and provide three to five examples of faculty integrating research and scholarly activities  
2244 and experience into their instruction of students. This response should briefly summarize three to  
2245 five faculty research projects and explain how the faculty member leverages the research project  
2246 or integrates examples or material from the research project into classroom instruction. Each  
2247 example should be drawn from a different faculty member, if possible. (self-study document)
- 2248  
2249 5) Describe the role of research and scholarly activity in decisions about faculty advancement. (self-  
2250 study document)
- 2251  
2252 6) Provide quantitative data on the unit's scholarly activities from the last three years in the format of  
2253 Template E4-1, with the unit's self-defined target level on each measure for reference. In addition to  
2254 at least three from the list that follows, the school or program may add measures that are  
2255 significant to its own mission and context. Schools should focus data and descriptions on faculty  
2256 associated with the school's public health degree programs.
- 2257

**Commented [A5]:** Text is simply moved to more clearly introduce the criterion's requirements.

- 2258 • Percent of faculty (specify primary instructional or total faculty) participating in research
- 2259 activities
- 2260 • Number of faculty-initiated IRB applications
- 2261 • Number of students advised
- 2262 • Number of community-based research projects
- 2263 • Number of articles published in peer-reviewed journals
- 2264 • Total research funding
- 2265 • Number of citation references
- 2266 • Presentations at professional meetings
- 2267 • Support for development and mentoring of new faculty
- 2268 • Number of grant submissions

2269  
2270 (self-study document)

- 2271  
2272 7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement
- 2273 in this area. (self-study document)
- 2274

2275

2276 **E5. Faculty Extramural Service (SPH and PHP)**

2277 **The school or program defines expectations regarding faculty extramural service activity.**

2278 **Participation in internal university committees is not within the definition of this section. Service as**

2279 **described here refers to contributions of professional expertise to the community, including**

2280 **professional practice. It is an explicit activity undertaken for the benefit of the greater society, over**

2281 **and beyond what is accomplished through instruction and research.**

2282

2283 **As many faculty as possible are actively engaged with the community through communication,**

2284 **collaboration, consultation, provision of technical assistance and other means of sharing the**

2285 **school or program's professional knowledge and skills. While these activities may generate**

2286 **revenue, the value of faculty service is not measured in financial terms.**

2287

2288 **Faculty engage in service by consulting with public or private organizations on issues relevant to**

2289 **public health.**

- 2290
- 2291 **Service may include the following:**
- 2292 • providing testimony or technical support to administrative, legislative, and judicial bodies
  - 2293 • serving as board members and officers of professional associations
  - 2294 • reviewing grant applications
  - 2295 • serving as members of community-based organizations, community advisory boards, or
  - 2296 other groups

2297

2298 **Faculty maintain ongoing practice links with public health agencies, especially at state and local**

2299 **levels.**

2300

2301 Required documentation:

- 2302
- 2303 1) Describe the school or program's definition and expectations regarding faculty extramural service
  - 2304 activity. Explain how these relate/compare to university definitions and expectations. (self-study
  - 2305 document)
  - 2306
  - 2307 2) Describe available university and school or program support for extramural service activities. (self-
  - 2308 study document)
  - 2309
  - 2310 3) Describe and provide three to five examples of faculty extramural service activities and how faculty
  - 2311 integrate service experiences into their instruction of students. This response should briefly

2312 summarize three to five faculty extramural service activities and explain how the faculty member  
2313 leverages the activity or integrates examples or material from the activity into classroom instruction.  
2314 Each example should be drawn from a different faculty member, if possible. (self-study document)

2315  
2316 4) Provide quantitative and/or qualitative information that characterizes the unit's performance over  
2317 the last three years on the self-selected indicators of extramural service, as specified below:  
2318

2319 Select at least three of the following indicators that are meaningful to the school or program. In  
2320 addition to at least three from the list that follows, the school or program may add indicators that  
2321 are significant to its own mission and context. Schools should focus data and descriptions on faculty  
2322 associated with the school's public health degree programs.

- 2323  
2324
- Percent of faculty (specify primary instructional or total faculty) participating in extramural service activities
  - Number of faculty-student service collaborations
  - Number of collaborations with organizations that serve underserved and/or historically under-represented communities
  - Number of community-based service projects
  - Total service funding
  - Faculty promoted on the basis of service
  - Faculty appointed on a professional practice track
  - Public/private or cross-sector partnerships for engagement and service

2331  
2332  
2333  
2334 (self-study document)

2335  
2336 5) Describe the role of service in decisions about faculty advancement. (self-study document)

2337  
2338 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
2339 in this area. (self-study document)

2340  
2341  
2342 **F1. Community Involvement in School or Program Evaluation & Assessment (SPH and PHP)**

2343  
2344 The school or program engages community stakeholdersmembers, alumni, employers, and other  
2345 relevant community partners. StakeholdersPartners may include professionals in sectors other  
2346 than health (e.g., attorneys, architects, parks and recreation personnel). Partners should align with  
2347 university and school or program missions and relate to the types of degrees offered and to relevant  
2348 student and community demographics.

2349  
2350 Specifically, the school or program ensures that stakeholderspartners provide regular feedback on  
2351 its student outcomes, curriculum, and overall planning processes, including the self-study process.

2352 They may also provide regular feedback about efforts to prepare students to work with diverse  
2353 populations and communities.

- 2354  
2355
- The school or program defines qualitative and/or quantitative methods designed to provide useful information. "Useful information" refers to information that provides the unit with a reasonable basis for making curricular and related improvements.
  - The school or program documents and regularly examines its methods, making revisions as necessary, to ensure useful data.

2356  
2357  
2358  
2359 To assess student outcomes and the curriculum, the school or program must gather useful  
2360 information from employers of graduates. This must include employers of public health bachelor's  
2361 and master's degree graduates. Data from supervisors of student practice experiences may be  
2362 useful but should not be used exclusively.

2363  
2364  
2365  
2366



2367 Required documentation:  
2368

- 2369 1) Describe any formal structures for constituent input (e.g., community advisory board, alumni  
2370 association, etc.). List members and/or officers as applicable, with their credentials and  
2371 professional affiliations. (self-study document)  
2372
- 2373 2) Describe any other groups of external constituents (outside of formal structures mentioned above)  
2374 from whom the unit regularly gathers feedback. (self-study document)  
2375
- ~~2376~~ 3) Indicate how the unit incorporates perspectives from external partners (i.e., other than current  
~~2377~~ students and alumni) who align with the unit's mission and relate to the types of degrees offered  
~~2378~~ and to relevant student and community demographics. (self-study document)  
~~2379~~
- ~~2380~~ 3)4) Describe how the school or program engages external constituents in regular assessment of the  
2381 content and currency of public health curricula and their relevance to current practice and future  
2382 directions. (self-study document)  
2383
- ~~2384~~ 4)5) Describe how the school or program's external partners contribute to the ongoing operations of the  
2385 school or program, including the development of the vision, mission, values, goals, and evaluation  
~~2386~~ plan, and the development of the self-study document. (self-study document)  
2387
- ~~2388~~ 5)6) Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at  
2389 least two of the areas noted in documentation requests 3 and 4. (electronic resource file)
- ~~2390~~ 6)7) Summarize the findings of employers' assessments of program graduates' preparation for post-  
2391 graduation destinations and explain how the information was gathered. (self-study document)  
2392
- ~~2393~~ 7)8) Provide documentation of the method by which the school or program gathered employer feedback.  
2394 (electronic resource file)  
2395
- ~~2396~~ 8)9) If applicable, assess strengths and weaknesses related to this criterion and plans for  
2397 improvement in this area. (self-study document)  
2398  
2399

## 2400 F2. Student Involvement in Community & Professional Service (SPH and PHP)

2401 **Community and professional service opportunities, in addition to those used to satisfy Criterion D5,**  
2402 **are available to all students. Experiences should help students to gain an understanding of the**  
2403 **contexts in which public health work is performed outside of an academic setting and the**  
2404 **importance of learning and contributing to professional advancement in the field.**

2405 Required documentation:  
2406

- 2407 1) Describe how students are introduced to service, community engagement, and professional  
2408 development activities and how they are encouraged to participate. (self-study document)  
2409
- 2410 2) Provide examples of professional and community service opportunities in which public health  
2411 students have participated in the last three years. (self-study document)  
2412
- 2413 3) If applicable, assess strengths and weaknesses related to this criterion and plans for  
2414 improvement in this area. (self-study document)  
2415  
2416

## 2417 F3. Delivery of Professional Development Opportunities for the Workforce (SPH and PHP)

2418 The school or program advances public health by addressing the professional development needs  
2419 of the current public health workforce, broadly defined. Professional development offerings can be  
2420 for-credit or not-for-credit and can be one-time or sustained offerings.

2421  
2422 Required documentation:

- 2423
- 2424 1) Provide two to three examples of education/training activities offered by the school or program in  
2425 the last three years in response to community-identified needs in the format of Template F3-1. For  
2426 each activity, include the number of external participants served (i.e., individuals who are not faculty  
2427 or students at the institution that houses the school or program) and an indication of how the unit  
2428 identified the educational need. (self-study document)
  - 2429
  - 2430 2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
2431 in this area. (self-study document)
- 2432

2433  
2434 **G1. Diversity & Cultural ~~Competence-Concordance~~(SPH and PHP)**

2435  
2436 Aspects of diversity include ability/disability, age, citizenship or natural origin, community  
2437 affiliation, country of birth, culture, ethnicity, first-generation students, gender, gender identity and  
2438 expression, health status, historical under-representation, language, political ideology, privilege,  
2439 race, refugee status, religion/spirituality, sexual orientation, socioeconomic status, tribal sovereign  
2440 status, and veteran status. This list is not intended to be exhaustive.<sup>36</sup>

2441  
2442 Cultural concordance, in this criterion's context, refers to bridging the cultural gap between public  
2443 health professionals and communities to promote culturally sensitive and population-centric  
2444 strategies. It involves public health professionals being aware of their own cultural biases,  
2445 acquiring knowledge about different cultures, and demonstrating respect and sensitivity to diverse  
2446 cultural perspectives. By doing so, public health professionals can build trust, establish effective  
2447 communication, and engage communities in a manner that is respectful of cultural beliefs and  
2448 values.

2449  
2450 The school or program defines systematic, coherent, and long-term efforts to incorporate elements  
2451 of diversity. ~~Diversity considerations and cultural concordance.~~ Considerations relate to faculty,  
2452 staff, students, curriculum, scholarship, and community engagement efforts.

2453  
2454 The school or program also provides a learning environment that prepares students with broad  
2455 competencies regarding diversity and cultural competenceconcordance, recognizing that  
2456 graduates may be employed anywhere in the world and will work with diverse populations.

2457  
2458 Schools and programs advance diversity and cultural competencyconcordance through a variety  
2459 of practices, which may include the following:

- 2460
- 2461 • incorporation of diversity and cultural competencyconcordance considerations in the  
2462 curriculum
  - 2463 • ~~recruitment and retention of diverse faculty, staff, and students~~
  - 2464 • development and/or implementation of policies that support a climate of equity and inclusion,  
2465 free of harassment and discrimination
  - 2466 • reflection of diversity and cultural competenceconcordance in the types of scholarship and/or  
2467 community engagement conducted
- 2468

**Commented [A6]:** Example removed to avoid implicit expectation that recruitment be tied to ethnic/racial characteristics; however, this is a list of possible examples, so units that wish to may discuss recruitment and retention concepts.

<sup>36</sup> 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 concordance, as defined in appropriate local contexts.

2469  
2470 ~~Cultural competence, in this criterion's context, refers to competencies for working with diverse~~  
2471 ~~individuals and communities in ways that are appropriate and responsive to relevant cultural~~  
2472 ~~factors. Requisite competencies include self-awareness, open-minded inquiry and assessment and~~  
2473 ~~the ability to recognize and adapt to cultural differences, especially as these differences may vary~~  
2474 ~~from the school or program's dominant culture. Reflecting on the public health context, recognizing~~  
2475 ~~that cultural differences affect all aspects of health and health systems, cultural competence refers~~  
2476 ~~to the competencies for recognizing and adapting to cultural differences and being conscious of~~  
2477 ~~these differences in the school or program's scholarship and/or community engagement.~~

2478  
2479 ~~The school or program monitors its progress and efforts in diversity and cultural concordance~~  
2480 ~~using evidence, including, at a minimum, student, faculty, and staff (if appropriate) perceptions of~~  
2481 ~~the unit's climate. The unit regularly collects, monitors, and responds to perceptions of its climate~~  
2482 ~~relating to diversity and cultural concordance.~~

2483  
2484 ~~The unit defines qualitative and/or quantitative methods designed to provide useful information on~~  
2485 ~~climate. Units may draw on university climate data if the data are sufficiently specific to provide~~  
2486 ~~useful information. "Useful information" refers to information that provides the unit with a~~  
2487 ~~reasonable basis for making curricular and related improvements. Qualitative methods may include~~  
2488 ~~focus groups, key informant interviews, etc.~~

2489  
2490 ~~The school or program documents and regularly examines its methodology for collecting climate~~  
2491 ~~perceptions, making revisions as necessary, to ensure useful data.~~

2492  
2493  
2494 Required documentation:

2495  
2496 ~~1) List the school or program's self-defined, priority under-represented populations; explain why these~~  
2497 ~~groups are of particular interest and importance to the school or program; and describe the process~~  
2498 ~~used to define the priority population(s). These populations must include both faculty and students~~  
2499 ~~and may include staff, if appropriate. Populations may differ among these groups. (self-study~~  
2500 ~~document)~~

2501  
2502 1) List the school or program's specific goals for ~~increasing the representation and supporting the~~  
2503 ~~persistence (if applicable) and ongoing success of the specific populations defined in~~  
2504 ~~documentation request 1, advancing diversity and cultural concordance. (self-study document)~~

2505  
2506 2) List the actions and strategies identified to advance the goals defined in documentation request 2,  
2507 ~~and describe the process used to define the actions and strategies. The process may include~~  
2508 ~~collection and/or analysis of school- or program-specific data; convening stakeholder discussions~~  
2509 ~~and documenting their results; and other appropriate tools and strategies. 1. (self-study document)~~

2510  
2511 ~~2) List the actions and strategies identified that create and maintain a culturally competent~~  
2512 ~~environment and describe the process used to develop them. The description addresses curricular~~  
2513 ~~requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and~~  
2514 ~~community agencies reflective of the diversity in their communities; and faculty and student~~  
2515 ~~scholarship and/or community engagement activities. (self-study document)~~

2516  
2517 3) Provide ~~quantitative and qualitative data that document evidence of~~ the school or program's  
2518 ~~approaches, successes, and/or challenges in increasing representation and supporting persistence~~  
2519 ~~and ongoing success of the priority population(s) defined in documentation request 1, advancing~~  
2520 ~~diversity and cultural concordance. (self-study document)~~

2521  
2522 4) Provide student and faculty (and staff, if applicable) perceptions of the school or program's climate  
2523 ~~regarding diversity and cultural competence concordance. (self-study document)~~  
2524

**Commented [A7]:** Climate data are not a new requirement and have been consistently required by the criterion/documentation requests but were not clearly stated in the previous criterion.

**Commented [A8]:** Documentation request removed, but units may still articulate their unique contexts via listing goals in new documentation request 1.

**Commented [A9]:** This request is already embedded in documentation request 2.

2525 5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
2526 in this area. (self-study document)

2527  
2528

## 2529 H1. Academic Advising (SPH and PHP)

2530

2531 The school or program provides an accessible and supportive academic advising system for  
2532 students. Each student has access, from the time of enrollment, to advisors who are actively  
2533 engaged and knowledgeable about the school or program's curricula and about specific courses  
2534 and programs of study. Additionally, advisors understand the needs of a diverse student body and  
2535 are qualified to address student needs and support their success.

2536

2537 Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and  
2538 supporting those who may experience difficulty in progressing through courses or completing  
2539 other degree requirements. Orientation, including written guidance, is provided to all entering  
2540 students.

2541

2542 Required documentation:

2543

2544 1) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief  
2545 overview of each. (self-study document)

2546

2547 2) Describe the school or program's academic advising services. If services differ by degree and/or  
2548 concentration, a description should be provided for each public health degree offering. (self-study  
2549 document)

2550

2551 3) Explain how advisors are selected and oriented to their roles and responsibilities. (self-study  
2552 document)

2553

2554 4) Explain how advisors are trained to understand the needs of a diverse student body and to address  
2555 students' needs and support their success. (self-study document)

2556

2557 4)5) Provide a sample of advising materials and resources, such as student handbooks and plans of  
2558 study, that provide additional guidance to students. (electronic resource file)

2559

2560 5)6) Provide data reflecting the level of student satisfaction with academic advising during each of the  
2561 last three years. Include survey response rates, if applicable. Schools should present data only on  
2562 public health degree offerings. (self-study document)

2563

2564 6)7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
2565 in this area. (self-study document)

2566

2567

## 2568 H2. Career Advising (SPH and PHP)

2569

2570 The school or program provides accessible and supportive career advising services for students.  
2571 Faculty and/or staff provide appropriate career placement advice, including advice about  
2572 enrollment in additional education or training programs, when applicable.

2573

2574 All students, including those who may be currently employed, have access to qualified faculty  
2575 and/or staff who are actively engaged, knowledgeable about the workforce ~~and sensitive to their~~  
2576 ~~professional development needs; these faculty and/or staff provide appropriate career placement~~  
2577 ~~advice, including advice about enrollment in additional education or training programs, when~~  
2578 ~~applicable, and prepared to address student needs and support their success. Career advising must~~  
2579 ~~be sensitive to the needs of a diverse student body.~~

2580

Commented [A10]: This text has been moved up to the previous paragraph, not deleted.

2581 Career advising services may take a variety of forms, including but not limited to individualized  
2582 consultations, resume workshops, mock interviews, career fairs, professional panels, networking  
2583 events, employer presentations, and online job databases.

2584 The school or program provides such resources for both currently enrolled students and alumni.  
2585 The school or program may accomplish this through a variety of formal or informal mechanisms  
2586 including connecting graduates with professional associations, making faculty and other alumni  
2587 available for networking and advice, etc.  
2588

2589 Required documentation:

- 2590  
2591
- 2592 1) Describe the school or program's career advising and services. If services differ by degree and/or  
2593 concentration, a brief description should be provided for each. Include an explanation of efforts to  
2594 tailor services to meet students' specific needs. Schools should present data only on public health  
2595 degree offerings. (self-study document)  - 2596  
2597 2) Explain how individuals providing career advising are selected and oriented to their roles and  
2598 responsibilities. (self-study document)  - 2599  
2600 3) Explain how advisors are trained to understand the needs of a diverse student body and to address  
2601 students' career needs and support their success. (self-study document)
  - 2602  
2603 3)4) Provide three examples from the last three years of career advising services provided to students  
2604 and one example of career advising provided to an alumnus/a. For each category, indicate the  
2605 number of individuals participating. (self-study document)
  - 2606  
2607 4)5) Provide data reflecting the level of student satisfaction with career advising during each of the last  
2608 three years. Include survey response rates, if applicable. Schools should present data only on  
2609 public health degree offerings. (self-study document)
  - 2610  
2611 5)6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
2612 in this area. (self-study document)

### 2613 H3. Student Complaint Procedures (SPH and PHP)

2614 The school or program enforces a set of policies and procedures that govern formal student  
2615 complaints/grievances. Such procedures are clearly articulated and communicated to students.  
2616 Depending on the nature and level of each complaint, students are encouraged to voice their  
2617 concerns to school or program officials or other appropriate personnel. Designated administrators  
2618 are charged with reviewing and resolving formal complaints. All complaints are processed through  
2619 appropriate channels.  
2620

2621 Required documentation:

- 2622  
2623
- 2624 1) Describe the procedures by which students may communicate complaints and/or grievances to  
2625 school or program officials, addressing both informal complaint resolution and formal complaints or  
2626 grievances. Explain how these procedures are publicized. (self-study document)
  - 2627  
2628 2) Briefly summarize the steps for how a formal complaint or grievance filed through official university  
2629 processes progresses. Include information on all levels of review/appeal. (self-study document)
  - 2630  
2631 3) List any formal complaints and/or student grievances submitted in the last three years. Briefly  
2632 describe the general nature or content of each complaint and the current status or progress toward  
2633 resolution. (self-study document)
- 2634  
2635  
2636

2637 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
2638 in this area. (self-study document)

2639  
2640

#### 2641 H4. Student Recruitment & Admissions (SPH and PHP)

2642

2643 **The school or program implements student recruitment and admissions policies and procedures**  
2644 **designed to locate and select qualified individuals capable of taking advantage of the school or**  
2645 **program's various learning activities, which will enable each of them to develop competence for a**  
2646 **career in public health.**

2647

2648 Required documentation:

2649

2650 1) Describe the school or program's recruitment activities. If these differ by degree (e.g., bachelor's  
2651 vs. graduate degrees), a description should be provided for each. Schools should discuss only  
2652 public health degree offerings. (self-study document)

2653

2654 2) Provide a brief summary of admissions policies and procedures. If these differ by degree (e.g.,  
2655 bachelor's vs. graduate degrees), a description should be provided for each. Schools should  
2656 discuss only public health degree offerings. (self-study document)

2657

2658 Detailed admissions policies, if relevant, may be provided in the electronic resource file and  
2659 referenced here.

2660

2661 3) Provide quantitative data on the unit's student body from the last three years in the format of  
2662 Template H4-1, with the unit's self-defined target level on each measure for reference. In addition  
2663 to at least one from the list that follows, the school or program may add measures that are  
2664 significant to its own mission and context. Schools should focus data and descriptions on students  
2665 associated with the school's public health degree programs.

2666

- 2667 • Quantitative scores (e.g., GPA, SAT/ACT/GRE, TOEFL) for newly matriculating students
- 2668 • Percentage of designated group (e.g., undergraduate students, mid-career professionals,  
2669 multi-lingual individuals) accepting offers of admission
- 2670 • Percentage of ~~priority~~ under-represented students (as defined in Criterion G4 by the unit:  
2671 provide definition with data) accepting offers of admission
- 2672 • Percentage of newly matriculating students with previous health- or public health-related  
2673 experience
- 2674 • Number of entering students with distinctions and/or honors from previous degree (e.g.,  
2675 National Merit Scholar)
- 2676 • Percentage of multilingual students

2677

2678 (self-study document)

2679

2680 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement  
2681 in this area. (self-study document)

2682

2683

#### 2684 H5. Publication of Educational Offerings (SPH and PHP)

2685

2686 **Catalogs and bulletins used by the school or program to describe its educational offerings must be**  
2687 **publicly available and must accurately describe its academic calendar, admissions policies,**  
2688 **grading policies, academic integrity standards and degree completion requirements. Advertising,**  
2689 **promotional materials, recruitment literature and other supporting material, in whatever medium it**  
2690 **is presented, must contain accurate information.**

2691

2692 Required documentation:

2693

2694

2695

2696

2697

- 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)

## Definitions

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

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

**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.

Cultural concordance, in these criteria, refers to bridging the cultural gap between public health professionals and communities to promote culturally sensitive and population-centric strategies. It involves public health professionals being aware of their own cultural biases, acquiring knowledge about different cultures, and demonstrating respect and sensitivity to diverse cultural perspectives. By doing so, public health professionals can build trust, establish effective communication, and engage communities in a manner that is respectful of cultural beliefs and values.

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

**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.

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

- 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 the first option 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 the second option 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 (e.g., 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 (e.g., 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 prepare individuals for public health practice in a manner equivalent to the MPH or DrPH degree.

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

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

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

**Academic & highly specialized public health master's degrees** (e.g. MS) are offered in public health fields but do not function as MPH equivalents. Some of these degrees prepare students for doctoral study in public health fields. Other degrees prepare students for highly technical and specific job functions (e.g. laboratory technician, data scientist).

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

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

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

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

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

Appendix 1 - **To be revised after other changes are finalized**

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

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

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