

3.0 Creation, Application and Advancement of Knowledge

3.3 Workforce Development. The program shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.

Interpretation. Although the primary educational function of a public health program is the preparation of qualified professionals, a program should also address the needs of the large numbers of personnel engaged in public health practice without formal training and previously trained professionals who seek to maintain and advance their knowledge and skills. Assessment of professional needs should be undertaken periodically in public health settings and short-term programs should be developed and made available in easily accessible locales and formats.

Programs should collaborate with other institutions that train or employ public health personnel to assess workforce needs and extend continuing education opportunities beyond the program's own market area.

The growth in certificate programs, both as an organized course sequence to supplement a degree program and as an independent sequence of courses to upgrade skills of non-degree students, is a positive development for the field of public health practice. If a program offers certificate programs, it should assure adequate academic oversight, appropriate faculty qualifications and credentials, truth in advertising and appropriate quality assurance mechanism. If the program offers certificate programs, these shall be well defined, accurately described in promotional materials and responsive to identified professional needs. If academic credits earned for the certificate can subsequently be applied to degree requirements, the conditions and limitations for such application should be defined and shared with prospective students at the time of admission to the certificate program.

If the program offers non-degree distance learning opportunities, these shall be responsive to identified professional needs and assure appropriate technological support. Non-degree offerings, regardless of format, should be regularly evaluated.

Required Documentation. The self-study document should include the following:

- a. Description of the ways in which the program periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.
- b. A list of the continuing education programs, other than certificate programs, offered by the program, including number of participants served, for each of the last three years. Those programs offered in a distance-learning format should be identified. Funded training/ continuing education activities may be reported in a separate table. See CEPH Data Template 3.3.1 (ie, optional template for funded workforce development activities). Only funded training/continuing education should be reported in Template 3.3.1. Extramural funding for research or service education grants should be reported in Template 3.1.1 (research) or Template 3.2.2 (funded service), respectively.
- c. Description of certificate programs or other non-degree offering of the program, including enrollment data for each of the last three years.
- d. Description of the program's practices, policies, procedures and evaluation that support continuing education and workforce development strategies.

- e. A list of other educational institutions or public health practice organizations, if any, with which the program collaborates to offer continuing education.
- f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.