

**MINUTES OF THE MASTER OF PUBLIC HEALTH EXECUTIVE COUNCIL**

**Date:** November 22, 2013

**Location:** Mara Conference Center  
(4<sup>th</sup> Floor Trotter)

**Members Present:** Cates (MPH), Chengappa (DMP), Dzewaltowski (Kinesiology), Gadbury (Statistics), Haub (Human Nutrition), Odde (Animal Sciences),

**Ex-Officio Members Present:** Buckwalter (Dean, Human Ecology), Dorhout (Dean, Arts & Sciences), Richardson (Dean, Veterinary Medicine), Shanklin (Dean, Graduate School)

**Other:** Stevenson (MPH), Choma (MPH)

**Not Present:** Floros (Dean, Agriculture), Rush (Clinical Sciences), Sneed (HMD), Spooner (Biology)

**Called to Order:** By Dr. Dzewaltowski at: 9:40 AM      **Quorum:**   X   Yes         No      **Adjourned:** 11:10 AM

AGENDA ITEM	PRESENTATION/DISCUSSION	RECOMMENDATION/ACTION
<b>CALL TO ORDER</b>	Meeting was called to order by Dr. Dzewaltowski.	
<b>APPROVAL OF MINUTES FROM LAST MEETING</b>	Minutes from the July meeting were approved.	Post minutes to website and K-State Online.
<b>DISCUSSION ITEMS</b>	<p>The first item discussed by the group was MPH course numbering and scheduling. Some points made:</p> <ul style="list-style-type: none"> <li>• Getting the courses with the MPH designation scheduled Spring 2014 was a challenge.</li> <li>• Depending on who you talked to in the Registrar’s office, you got a different answer.</li> <li>• Nothing above the listing of courses was to change administratively.</li> <li>• The home department is responsible for the original course and the cross-listed course.</li> <li>• The cross-listings should be “married” together in iSIS.</li> <li>• Next year, things should go smoother.</li> </ul>	

AGENDA ITEM	PRESENTATION/DISCUSSION	RECOMMENDATION/ACTION
	<ul style="list-style-type: none"> <li>For MPH 840 there should be 4 sections listed, one for each emphasis area.</li> </ul> <p>Dean Richardson reiterated two items of concern which the CEPH site visitors briefed the deans:</p> <ul style="list-style-type: none"> <li>Course syllabi should better connect to our approved MPH program competencies.</li> <li>The program director should have a better process of evaluating courses and their connection to the MPH competencies.</li> </ul> <p>The group's consensus was that the syllabi issue should be easy to solve by faculty but the course evaluation issue is more complex.</p> <p>The MPH curriculum review process was briefly discussed. Dr. Cates said that CEPH seemed OK with our current review process, and the Food Safety and Biosecurity is currently being reviewed along with some of the core courses. The curriculum committee report is due to the Faculty Advisory Council for its December 2013 meeting.</p> <p>Other issues discussed included:</p> <ul style="list-style-type: none"> <li>A strategic plan for the MPH program that aligns it with the university's strategic plan and how it ties in with college and department stakeholders' plans.</li> <li>The strategic directions the profession is calling for. CEPH requires a feedback loop with strategic plans and measurable objectives which drive the program.</li> <li>The site visitors recommended that the MPH program also needs to have its own diversity plan. The group discussed this briefly, and Dean Dorhout offered to lead an effort for the program.</li> <li>Workforce Development was also briefly discussed. Since the MPH program is not a department, we have relied on the Workforce Development achieved by the Extension faculty and others providing continuing education or other types of training to the public health workforce.</li> </ul>	<p>Dean Dorhout volunteered to lead the diversity strategic planning effort with the faculty and have something by the end of Spring 2014 semester.</p>
<b>ACCREDITATION ITEMS</b>	<p>Dr. Cates reminded the group of the accreditation timeline:</p> <ul style="list-style-type: none"> <li>The written accreditation report is due to Dr. Cates by December 20, 2013.</li> <li>No later than April 29, 2014, our response is due to CEPH. Our response will include corrections of any inaccuracies in the site visit report and necessary clarifications for any other findings listed in that report.</li> </ul>	

AGENDA ITEM	PRESENTATION/DISCUSSION	RECOMMENDATION/ACTION
	<ul style="list-style-type: none"> <li>The actual Council on Education for Public Health will meet in June 2014, and their decision will go to President Schultz within 30 days of their meeting.</li> </ul>	
<b>INFORMATIONAL ITEMS</b>	Included with the agenda were the following items: <ul style="list-style-type: none"> <li>Programmatic Assessment Data (Attachment 1)</li> <li>MPH Program Update (Attachment 2)</li> <li>Alignment of Courses with Competencies (Attachment 3)</li> </ul>	
<b>OTHER</b>	None	
<b>FUTURE MEETING(S)</b>	Spring 2014, TBD	The MPH Program staff will work with the Chairman and members to schedule the next meeting.

## Attachments

### Attachment 1: CEPH Accreditation Site Visit – Exit Interview Assessment

Ct	Criteria	Section Heading	Compliant		Non Compliant		Notes
			Met	Met with Commentary	Partially Met	Not Met	
<b>The Program</b>							
1	1.1	Mission		x			<u>Shanklin:</u> Program mission statement does not have a MPH focus but reflects K-State University's mission. Needs to be more reflective of outcomes of the program relative to MPH. Description of values reflect K-State's Principle of Community, however, there are not specific values linked with public health.
2	1.2	Evaluation			x		<u>Cates:</u> Values need something specific to public health; goals are simplistic, need to be more robust in some areas. <u>Shanklin:</u> No specific strategic plan for the MPH program. Even though individual departments and colleges have strategic plans the program needs to have its own. Description of the planning process needs to be more detailed. A definition of service with a community/population basis focus is absent from documents. More analysis needed on student and employer feedback and discussion of how this feedback is used for program improvement. More robust process for the use of qualitative data.
3	1.3	Institutional Environment	x				
4	1.4	Organization and Administration	x				
5	1.5	Governance	x				
6	1.6	Fiscal Resources		x			<u>Cates:</u> Funds are adequate; MPH director has limited influence. <u>Shanklin:</u> Adequate for functioning of program. MPH director has limited control.
7	1.7	Faculty and Other Resources		x			<u>Cates:</u> Need more faculty for Infectious Diseases/Zoonoses and more program staff; need full-time director/coordinator. <u>Shanklin:</u> High student faculty ratio for infectious disease emphasis. Even though there is a large number of supporting faculty in this area; the number actually participating directly in the program appears limited. Limited staff to manage student and related functions. Minimum 1.0 FTE needed for size of program.

### Attachments

Ct	Criteria	Section Heading	Compliant		Non Compliant		Notes
			Met	Met with Commentary	Partially Met	Not Met	
8	1.8	Diversity			x		<u>Cates</u> : Show how program aligns with university/college/departments diversity efforts; demonstrate connection to courses/curriculum. <u>Shanklin</u> : Align with university. MPH program needs specific goals that are linked with the university's but with specific activities and initiatives.
<b>Instructional Programs</b>							
9	2.1	Degree Offerings	x				
10	2.2	Program Length	x				
11	2.3	Public Health Core Knowledge			x		<u>Cates</u> : All core courses syllabi need connection to competencies; Environmental Toxicology course (2 hrs) does not address enough broad environmental health issues, as they relate to community/population health; need a 3-hr course for environmental health. Other cross-cutting, integration courses should be considered for core courses (e.g., leadership, public health seminar, etc.). <u>Shanklin</u> : Most course syllabi did not have objectives or student competencies/learning outcomes stated in the course syllabi. These need to be added so student can see linkages. 2-hr Toxicology course does not adequately address environmental toxicology issues. Need a 3-hr course that covers more community and population toxicology issues. Program does not have a course that provides students with information about career opportunities in public health, informatics, grant writing, program evaluation, and information on professional organizations linked with different components of public health.
12	2.4	Practical Skills	x				
13	2.5	Culminating Experience	x				
14	2.6	Required Competencies			x		<u>Cates</u> : Course syllabi need to connect competencies. <u>Shanklin</u> : Course syllabi need to list competencies and student learning outcomes associated with each course.

### Attachments

Ct	Criteria	Section Heading	Compliant		Non Compliant		Notes
			Met	Met with Commentary	Partially Met	Not Met	
15	2.7	Assessment Procedures			x		<u>Cates</u> : Need standard criteria and method to track progress of students toward meeting competencies throughout program not just at end. Program director does not have a way of assessing courses, particularly as they relate to competencies; he needs access to course evaluations. <u>Shanklin</u> : Lack of a common method to assess MPH competencies in student's final examinations. More consistently needed if data is to be used for program assessment. Inability of program director to have more access to courses evaluation and ability to influence content of courses.
16	2.11	Joint Degrees	x				
<b>Creation, Application and Advancement of Knowledge</b>							
17	3.1	Research		x			<u>Cates</u> : Need more community-based research, particularly in Infectious Diseases/Zoonoses. <u>Shanklin</u> : Limited community-based research. Greatest amount of research is in infectious disease, yet the focus of the research is biomedical or veterinary medicine. Students/faculty need to be able to link results with population health. Faculty should be able to discuss and appreciate community and population health research.
18	3.2	Service		x			<u>Cates</u> : Need operational definition of community-based service. <u>Shanklin</u> : Lack of definition of service. Service definition needs to include giving back to the community and public health assistance.
19	3.3	Workforce Development			x		<u>Shanklin</u> : Need more activities that focus on initiatives that address workforce development. Need more comprehensive plan with clear definition of workforce development.
<b>Faculty, Staff and Students</b>							
20	4.1	Faculty Qualifications	x				
21	4.2	Faculty Policies and Procedures		x			<u>Cates</u> : MPH director needs more influence in MPH faculty actions (recruiting, evaluation, promotion/tenure process). <u>Shanklin</u> : Inadequate MPH director input into departmental processes in faculty selection and evaluation.

### Attachments

Ct	Criteria	Section Heading	Compliant		Non Compliant		Notes
			Met	Met with Commentary	Partially Met	Not Met	
22	4.3	Student Recruitment and Admission	x				
23	4.4	Advising and Career Counseling			x		<u>Cates</u> : Need better way to assess career advising needs, and respond accordingly. <u>Shanklin</u> : Need more opportunities to disseminate career opportunities in public health. More formal mechanism for sharing career information to MPH students.
	Count		10	6	7		
	%		43.5%	26.1%	30.4%		

## Attachments

### Attachment 2: Programmatic Assessment Data (for information)

<b>MPH Graduates - Committee Assessment</b>	
<b>S 2012 - Su 2013</b>	
Public Health Core Competencies	Percentage of Graduates with Average of 3-4 (n=40)
Biostatistics 1	50%
Biostatistics 2	65%
Environmental Health 1	65%
Environmental Health 2	67%
Environmental Health 3	69%
Epidemiology 1	53%
Epidemiology 2	73%
Epidemiology 3	75%
Health Services Administration 1	88%
Health Services Administration 2	77%
Social and Behavioral Sciences 1	85%
Social and Behavioral Sciences 2	83%
Integration	65%

<b>MPH Graduates - Exit Survey</b>					
Percentage of Responses with Answers of 3 or 4					
Survey Questions		AY'11 (n=10)	AY'12 (n=17)	AY'13 (n=19)	Overall 3 years (n=46)
1.1.	Satisfaction with quality of "core" courses	100%	88.2%	89%	91%
1.2.	Satisfaction with quality of required courses	100%	100%	100%	100%
1.3.	Satisfaction with quality of elective courses	80%	100%	100%	96%
2.1.	MPH instruction keeping pace	80%	100%	100%	96%
2.2.	High degree of intellectual challenge in program	80%	94%	85%	87%
2.3.	Academic standards are high	100%	94%	95%	96%
2.4.	Availability of courses	100%	94%	82%	91%
4.1.	Availability of research opportunities	83%	89%	73%	80%
4.2.	Quality of research experience	86%	100%	93%	93%
4.3.	Quality of advising for thesis research	71%	86%	67%	73%
4.4.	Value of research experience toward public health	86%	100%	92%	92%
6.1.	Availability of field experience	88%	77%	72%	77%
6.2.	Quality of field experience	86%	100%	94%	95%
6.3.	Quality of advising in field experience	71%	85%	83%	82%
6.4.	Value of field experience to career development	86%	100%	100%	97%
8.1.	Quality of academic advising	90%	94%	79%	87%
8.2.	Availability of academic advisor	80%	94%	100%	93%
8.3.	Degree to which academic advisor was helpful	70%	94%	74%	80%
8.4.	Availability of faculty members	100%	94%	100%	98%
8.5.	Approachability of faculty members	90%	100%	100%	98%
8.6.	Clarity of degree requirements	80%	94%	84%	89%
8.7.	Communication of deadlines	80%	94%	95%	93%
10.1.	Quality (Depth) of MPH Program	100%	94%	89%	93%
10.2.	Quality (Breadth) of MPH Program	80%	100%	100%	96%
10.3.	Integration of diverse perspectives in program	90%	100%	95%	96%
10.4.	Program provides adequate preparation for future	90%	100%	79%	87%



## Attachments

1.2.c. Data regarding the program's performance on each measurable objective described in Criterion 1.1.d. must be provided for each of the last three years.

<b>Table 1.2.c. Outcomes - Measurable Objectives</b>					
<b>Goal 1: Education</b>	<b>Target</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
1.a. MPH specific Program Learning Objectives will be addressed by core and elective courses.	100%	100%	100%	100%	100%
1.b. MPH graduates who seek employment will be employed in a relevant field within 12 months of graduation and those that seek further education will be admitted to programs of their choice. (See Table 2.7.2.)	80%	100% (9/9)	100% (13/13)	100% (18/18)	84% (26/31)
1.c. MPH students will complete their degree requirements within 24 months of enrollment in the program which reflects the percentage of part-time students.	30%	36% (4/11)	31% (4/13)	32% (11/34)	55% (17/31)
1.d. Students satisfied or very satisfied with the quality of core courses as measured on graduate exit survey. (Q 1.1)	100%	N/A	100% (10/10)	88% (15/17)	89% (17/19)
1.e. Students satisfied or very satisfied with the quality of other courses as measured on graduate exit survey. (Q 1.2)	100%	N/A	100% (10/10)	100% (17/17)	100% (19/19)
1.f. Students felt the quality of field experience placement as measured on graduate exit survey was excellent or good as measured on graduate exit survey. (Q 6.2)	100%	N/A	86% (6/7)	100% (13/13)	94% (17/18)
1.g. Students felt the quality of field experience in their career development in public health was excellent or good as measured on graduate exit survey. (Q 6.4)	100%	N/A	86% (6/7)	100% (13/13)	100% (18/18)
<b>Goal 2: Research</b>		<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
2.a. Each academic year, primary MPH faculty will communicate public health related research to the public via scholar presentations and/or publications. (See Table 3.1.c.)	75%	100% (12/12)	100% (12/12)	86% (12/14)	TBD
2.b. Public health-related research projects will demonstrate collaboration with community-based organizations. (See Table 3.1.c.)	50%	36% (13/36)	31% (13/42)	37% (16/43)	19% (6/31)
<b>Goal 3: Service</b>		<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
3.a. Faculty and/or students will actively support community workforce development education and service projects. (See Tables 3.2.2.; 3.3.1.; 3.3.2.)	15 projects	27 projects	12 projects	15 projects	3 projects
3.b. Faculty will provide public health support or assistance to Kansans and beyond. (See Table 3.2.1.)	50 activities	51 activities	64 activities	71 activities	58 activities

**Attachments**

**1.7.i. Identification of measurable objectives through which the program assess the adequacy of its resources, along with data regarding the program’s performance against those measures for each of the last three years.**

<b>Outcome Measure</b>	<b>Target</b>	<b>AY 2011</b>	<b>AY 2012</b>	<b>AY 2013</b>
Student/Faculty Ratio by total Faculty FTE will be lower than 10 for each emphasis area.	≤ 10	FSB: 0.41 IDZ: 4.08 PHN: 0.86 PHPA: 4.14	FSB: 0.41 IDZ: 5.70 PHN: 1.58 PHPA: 4.51	FSB: 0.76 IDZ: 3.74 PHN: 1.70 PHPA: 3.31
Adequate capacity (seats) in all core courses each year to accommodate MPH demand.	≥ 35 seats / year / course	Did not meet	met	met
Student perception of course availability measured on graduate exit surveys (Q 2.4)	100% satisfied or very satisfied	100% (10/10)	94% (16/17)	82% (14/17)

**1.8.e. Identification of measurable objectives by which the program may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years**

<b>Category/Definition</b>	<b>Method of Collection</b>	<b>Data Source</b>	<b>Target</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
FACULTY - Female	MPH 2012 Data Call	Self-reporting	40%	41% (24/58)	43% (24/56)	43% (24/56)
FACULTY - Non-White	MPH 2012 Data Call	Self-reporting	15%	16% (9/58)	16% (9/56)	18% (10/56)
STAFF - Non-White	MPH 2012 Data Call	Self-reporting	50%	0%	0%	50% (1/2)
STUDENTS - Non-White (new and continuing)	Graduate School Application	Self-reporting	20%	18% (15/85)	20% (20/100)	17% (16/93)
STUDENTS – Males (new and continuing)	Graduate School Application	Self-reporting	25%	26% (22/85)	31% (31/100)	33% (31/93)

**3.1.d. Identification of measures by which the program may evaluate the success of its research activities, along with data regarding the program’s performance against those measures for each of the last three years.**

<b>Goal 2: Research</b>	<b>Target</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
2.a. Each academic year, primary MPH faculty will communicate public health related research to the public via scholarly presentations and/or publications.	75%	100% (12/12)	100% (12/12)	86% (12/14)	TBD
2.b. Public health-related research projects will demonstrate collaboration with community based organizations. (See Table 3.1.c.)	50%	36% (13/36)	31% (13/42)	37% (16/43)	19% (6/31)

## Attachments

### 3.2.d. Identification of the measures by which the program may evaluate the success of its service efforts, along with data regarding the program's performance against those measures for each of the last three years.

<b>Table 3.2.d. Outcome Measures - Service Efforts</b>					
<b>Goal 3: Service</b>	<b>Target</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
3.a. Faculty and/or students will actively support community workforce development education and service projects. (See Tables 3.2.2.; 3.3.1.; 3.3.2.)	15 projects	27 projects	12 projects	15 projects	3 projects
3.b. Faculty will provide public health support or assistance to Kansans and beyond. (See Table 3.2.1.)	50 activities	51 activities	64 activities	71 activities	58 activities

### 4.1.d. Identification of measurable objectives by which the program assesses the qualifications of its faculty complement, along with data regarding the performance of the program against those measures for each of the last three years.

<b>Table 4.1.d Outcome Measures - Qualifications of Faculty</b>				
<b>Outcome Measure</b>	<b>Target</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
MPH interdisciplinary faculty must be approved Kansas State University Graduate Faculty.	100%	100%	100%	100%
Faculty must have degrees and/or experience related to our public health program.	100%	100%	100%	100%
Students satisfied or very satisfied with the quality of advising as measured on graduate exit survey. (Q 8.1)	100%	90% (9/10)	94% (16/17)	79% (15/19)

### 4.3.f. Identification of measurable objectives by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures for each of the last three years

<b>Table 4.3.f. Outcome Measures - Enrolling Qualified Students</b>				
<b>Outcome Measure</b>	<b>Target</b>	<b>AY 2011</b>	<b>AY 2012</b>	<b>AY 2013</b>
Admit students meeting or exceeding the Graduate School requirements for "full standing" and "provisional enrollment" (i.e., pending receipt of transcript showing BS degree awarded).	85%	84% (31/37)	85% (28/33)	86% (19/22)
Attract health professionals and health professional students (MD, DO, DDS, RN, DVM and DVM students).	5-8 students/year	13 students	6 students	6 students
Enroll sustainable number of qualified students as determined by the faculty in each emphasis area.	25-35 students/year	37 students	33 students	22 students

Attachment 3. MPH Program Update

# KANSAS STATE UNIVERSITY



## MPH Program Update

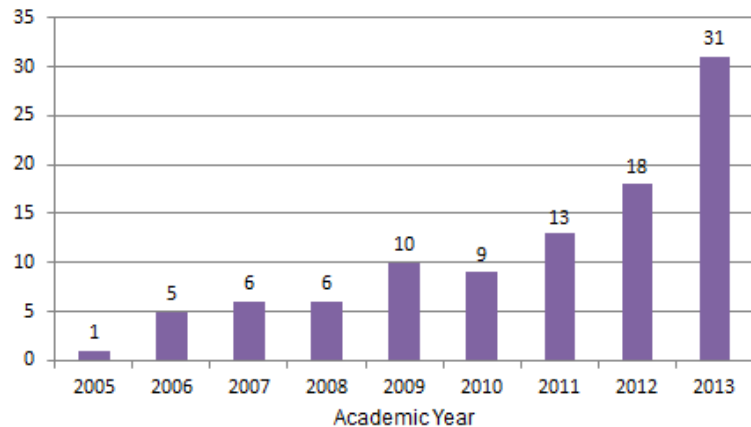
Fall Semester 2013  
October 1, 2013

## MPH Graduates

- Total of 99
  - Food Safety and Biosecurity: 8 (8%)
  - Infectious Diseases and Zoonoses: 58 (59%)
    - DVM / MPH: 21
    - International Veterinary Degree / MPH: 6
    - Other: 31
  - Public Health Nutrition: 16 (16%)
  - Public Health Physical Activity: 17 (17%)

Through Aug 2013

## MPH Graduates by Academic Year



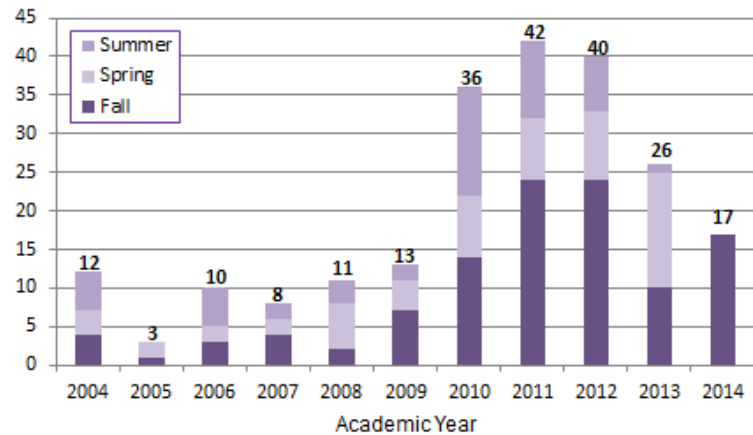
Total MPH Graduates: 99

Through Aug 2013

## K-State MPH Graduates Some of their destinations

- **More Education**
  - Medical School
  - Veterinary School
  - Physical Therapy School
  - PhD Programs
- **International agencies**
  - Chemonics International
  - Mekong Minority Foundation
  - United Nations FAO
- **Private and Non-Profit Organizations**
  - Apple Wellness
  - Boehringer Ingelheim Vetmedica
  - DuPont/Danisco
  - Genesis Laboratories
  - Harvesters Community Network
  - Kansas Red Cross
  - Kansas Rural Center
  - Pepperidge Farms
  - Private Veterinary Practice
  - Rustic Pathways / Gap Medics
  - Starbuck's Corporate Office
  - Tri-Health Corporation
- **Universities**
  - Central Michigan University
  - Kansas State University
  - University of North Dakota
  - Yale University
- **Federal Government**
  - HHS, CDC, FDA
  - Moldova Ministry of Health
  - Peace Corps
  - USDA
  - U.S. Army
- **State and County Government**
  - Fairfax County (VA) Public Health
  - Kansas Dept. of Agriculture
  - Kansas Dept. of Health / Environment
  - Missouri Extension
  - Morrison County (MN) Public Health
  - Nebraska Dept. of Health
  - Riley County (KS) Extension
  - Riley County (KS) Health Department
  - Sedgwick County (KS) Health Department
  - Shawnee County (KS) Extension

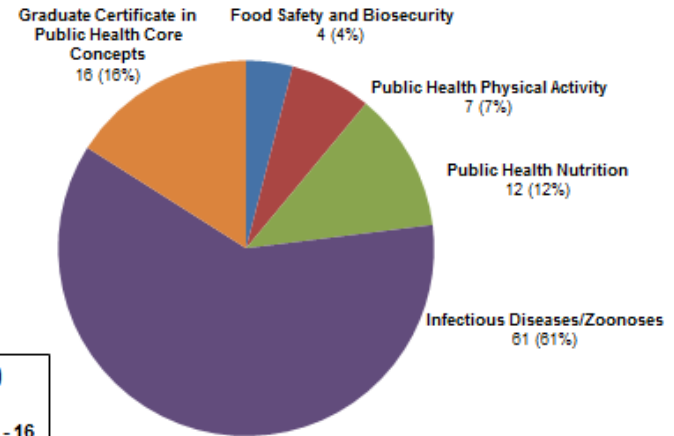
## MPH Program New Students Degree and Certificate



Number of total new students by semester and academic year started

As of Sep 2013

## Current MPH Program Students



**Total: 100**  
MPH – 84  
Certificate Only - 16

As of Sep 2013

## Origin of MPH Students Current and Former

- |              |              |                |
|--------------|--------------|----------------|
| - Armenia    | - Arizona    | - Nebraska     |
| - Canada     | - California | - Nevada       |
| - China      | - Colorado   | - New Jersey   |
| - Colombia   | - Florida    | - New Mexico   |
| - India      | - Illinois   | - New York     |
| - Jordan     | - Indiana    | - Ohio         |
| - Kazakhstan | - Louisiana  | - Oklahoma     |
| - Libya      | - Kansas     | - Pennsylvania |
| - Moldova    | - Maine      | - Puerto Rico  |
| - Myanmar    | - Maryland   | - South Dakota |
| - Nepal      | - Michigan   | - Texas        |
| - Russia     | - Minnesota  | - Virginia     |
| - Swaziland  | - Missouri   | - Washington   |
| - Togo       |              |                |
| - Trinidad   |              |                |
| - Uzbekistan |              |                |

- 26 States and Territories
- 16 Other Countries

- Fellows / Scholars
- Truman: 1
  - Fulbright: 5
  - Muskie: 4

## Current MPH Program Students

- 100 Total Students
- 71 Women (71%)
- 12 Other-than-White (12%)
- 61 Kansans (61%)
- 43 Kansas State alumni (43%)
- 7 International Students (7%)

As of Sep 2013

## Attachments

### Attachment 4. Alignment of Courses with Competencies

#### Summary

Colleges/Depts	P*	R**	Total
<b>Agriculture</b>	<b>10</b>	<b>12</b>	<b>22</b>
AGEC	0	3	
ASI	1	0	
ENTO	1	0	
FDSCI	8	9	
<b>Arts and Sciences</b>	<b>19</b>	<b>6</b>	<b>25</b>
BIOL	10	0	
MC	2	0	
PSYCH	0	1	
SOCIO	0	2	
STAT	7	3	
<b>Human Ecology</b>	<b>12</b>	<b>27</b>	<b>39</b>
HMD	1	0	
HN	4	14	
KIN	8	13	
<b>Veterinary Medicine</b>	<b>25</b>	<b>1</b>	<b>26</b>
DMP	25	1	
<b>Total All</b>			<b>112</b>

\*P = Primary course required for emphasis area competency;

\*\*R = Reinforcing course for emphasis area competency

COURSE	FSB		IDZ		PHN		PHPA		# of Areas
	P*	R**	P*	R**	P*	R**	P*	R**	
AGEC 710		1							1
AGEC 805		1							1
AGEC 810		1							1
ASI 540			1						1
BIOL 529			1						1
BIOL 530			1						1
BIOL 545			1						1
BIOL 546			1						1
BIOL 604			1						1
BIOL 670			1						1
BIOL 671			1						1
BIOL 675			1						1
BIOL 687			1						1
BIOL 730			1						1
DMP 705			1						1
<b>DMP 708 / MPH 708</b>	<b>1</b>		<b>1</b>		<b>1</b>		<b>1</b>		<b>4</b>
DMP 712			1						1
DMP 718			1						1
DMP 722			1						1
DMP 753			1						1
<b>DMP 754 / MPH 754</b>	<b>1</b>		<b>1</b>		<b>1</b>		<b>1</b>		<b>4</b>
DMP 770			1						1
DMP 801			1						1
<b>DMP 806 / MPH 806</b>	<b>1</b>		<b>1</b>		<b>1</b>		<b>1</b>		<b>4</b>

## Attachments

COURSE	FSB		IDZ		PHN		PHPA		# of Areas
	P*	R**	P*	R**	P*	R**	P*	R**	
DMP 815	1		1						2
DMP 816	1		1						2
DMP 830			1						1
DMP 835	1								1
DMP 844	1		1						2
DMP 845	1								1
DMP 850			1						1
DMP 854 / MPH 854	1		1		1		1		4
DMP 855	1		1						2
DMP 858	1								1
DMP 860			1						1
DMP 871			1						1
DMP 875	1								1
DMP 880		1							1
DMP 888	1		1						2
DMP 954			1						1
ENTOM 849			1						1
FDSCI 501		1							1
FDSCI 600	1								1
FDSCI 607	1								1
FDSCI 690	1		1						2
FDSCI 695		1							1
FDSCI 727		1							1
FDSCI 728		1							1
FDSCI 730	1		1						2
FDSCI 731	1		1						2
FDSCI 750	1								1
FDSCI 751		1							1
FDSCI 753		1							1
FDSCI 791	1								1
FDSCI 810		1							1
FDSCI 815		1							1
FDSCI 820		1							1
FDSCI 915	1								1
GEOG 508			1						1
GEOG 608			1						1
HMD 720 / MPH 720	1		1		1		1		4
HN 600					1				1
HN 620						1			1
HN 631						1			1
HN 632						1			1
HN 635						1			1
HN 718						1			1
HN 726						1			1
HN 735						1			1
HN 780						1			1
HN 782						1			1
HN 800						1			1
HN 810						1			1
HN 812						1			1
HN 820					1				1
HN 841						1			1
HN 844					1				1

## Attachments

COURSE	FSB		IDZ		PHN		PHPA		# of Areas
	P*	R**	P*	R**	P*	R**	P*	R**	
HN 862						1			1
HN 880					1				1
KIN 600								1	1
KIN 601								1	1
KIN 603								1	1
KIN 606								1	1
KIN 607								1	1
KIN 609								1	1
KIN 610							1		1
KIN 612							1		1
KIN 625								1	1
KIN 635								1	1
KIN 655							1	1	1
KIN 657								1	1
KIN 797								1	1
KIN 800							1		1
KIN 805							1		1
KIN 808								1	1
KIN 815								1	1
<b>KIN 818 / MPH 818</b>	<b>1</b>		<b>1</b>		<b>1</b>		<b>1</b>		<b>4</b>
KIN 830							1		1
MC 750	1		1			1	1		4
MC 760	1		1			1			3
PSYCH 518						1			1
SOCIO 570						1			1
SOCIO 751						1			1
<b>STAT 701 / MPH 701</b>	<b>1</b>		<b>1</b>		<b>1</b>		<b>1</b>		<b>4</b>
STAT 704		1	1			1		1	4
STAT 705		1	1			1		1	4
STAT 710						1		1	2
STAT 713						1		1	2
STAT 716			1			1		1	3
STAT 717			1			1		1	3
STAT 720			1			1		1	3
STAT 725						1		1	2
STAT 730			1			1		1	3
<b>Total</b>	<b>26</b>	<b>15</b>	<b>49</b>	<b>0</b>	<b>11</b>	<b>28</b>	<b>14</b>	<b>22</b>	