K-State MPH Executive Council Meeting
Location: Heritage Room, 233 Weber Hall
March 30 at 10:30 AM

Minutes

In attendance: Harms (KIN); Haub (FNDH); Odde (AS&I); Spooner (BIOL); Mulcahy (MPH)

Absent: Mosier (DMP), Davis (CS), Gadbury (STAT)

1. Call to Order. Dr. Mulcahy called the meeting to order at 10.35 AM. There was a quorum present.

2. Approval of minutes. Minutes were approved from the September 28, 2016 meeting.

3. Old Business: None

4. New Business:
   a. Reviewed Program Director’s Report (Attachment 1).
   b. Student Update: (reviewed Progress Chart)

<table>
<thead>
<tr>
<th>Emphasis Area</th>
<th># of Continuing Students</th>
<th># Started AY 2017</th>
<th># Admitted for AY 2018</th>
<th># Needing POS (Students at 9 hours or more)</th>
<th># Marked Inactive*</th>
<th># Eligible for Graduation</th>
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</thead>
<tbody>
<tr>
<td>Certificate Only</td>
<td>20</td>
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<td>Infectious Diseases</td>
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<td>37</td>
<td>8</td>
<td>32</td>
<td>15</td>
<td>21</td>
</tr>
</tbody>
</table>

*Reasons for being marked as inactive: K-State e-mail turned off and no other contact information, no response to repeated e-mails and phone calls, e-mailed MPH office saying they were going in a different direction, or not enrolled in any classes for the last 2 to 4 years.

c. Reviewed the Spring 2017 list of students graduating (to date) (Attachment 2).

d. Reviewed Course and Curriculum Items
   • PHPA update. Grad Council review on 2-17-2017; Faculty Senate Executive Committee on 2-28; Faculty Senate on 3-14. Approval effective Fall 2017.
   • Additions to IDZ curriculum (Attachment 3):
     --Grouping 2 Host response to pathogens/immunology: DMP 880 Problems in Pathobiology for topics, such as Zoonotic Pathogens in the Food Chain.
     --Grouping 5 Effective communication: AAI 801 Interdisciplinary Process (Olathe course).
     --Will be effective Spring 2018.
K-State MPH Executive Council Meeting  
Location: Heritage Room, 233 Weber Hall  
March 30 at 10:30 AM  
Minutes

e. Discussed the new Criteria for CEPH new criteria for CEPH
   Accreditation visit in Spring 2019 is scheduled for August 3 & 4, 2017.

f. Next Meeting: TBA Fall 2017 Semester

g. Adjourn: Dr. Mulcahy adjourned the meeting to order at 11.30 AM.
# New CEPH Criteria

- New criteria released for next accreditation
- Self-study report due Fall 2018
- Site visit Spring 2019
- Several new criteria will require collection of new data, documentation
- Training conference August 3-4 2017


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# Grant Proposals & Synergy

- Extension (KSRE) - Policy, Systems, Environmental change and Health Ambassador training program
- Member of Advisory board for Riley County Health Department, Kansas Public Health Workforce group, Academic Public health department group, Strategic planning for Riley County Health Department, Manhattan Area Technical College advisory board (biotechnology, risk reduction), Flint Hills Wellness Coalition advisory board.
- Kansas Health Foundation (KHF, funded): will fund up to 4 students for field experiences with Saline County health department, will being May 17.
- USDA/NIFA (submitted); proposal to fund MPH student stipends.
- Collaborating with International Programs/Keith Hamilton for international & One Health opportunities for MPH students.

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<table>
<thead>
<tr>
<th>Current Core Course</th>
<th>Scheduling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 17</td>
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<tr>
<td>Fundamental Methods of Biostatistics</td>
<td>MPH 701</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>MPH 802</td>
</tr>
<tr>
<td>Introduction to Epidemiology</td>
<td>MPH 754</td>
</tr>
<tr>
<td>Administration of Health Care Organizations</td>
<td>MPH 720</td>
</tr>
<tr>
<td>Social and Behavioral Bases of Public Health</td>
<td>MPH 818</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Health Week/Month Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the week, students pick up magnet at MPH Office (Trotter); Kinesiology Office (Natatorium) or Food, Nutrition, Dietetics &amp; Health Office (Justin) and post it on something/location that represents Public Health, take a picture and post it to #ksumph.</td>
</tr>
<tr>
<td>April 6: BugAPalooza at Weald Pavilion in City Park sponsored by Riley County Health Department and the K-State MPH Program, 3:00 - 7:00 PM. Activities include: K-State Insect Zoo, Tdap Vaccinations available, Poster Contest and &quot;Build A Bug&quot; contest for grade school children</td>
</tr>
<tr>
<td>Poster Competition sponsored in cooperation with BioKansas.</td>
</tr>
<tr>
<td>April 12: Olathe Lecture by Dr. Mulcahy &quot;One Health and Public Health: An Update&quot;</td>
</tr>
<tr>
<td>April 18 &amp; 19: The APHA Region VII (MINK) 2017 Annual Meeting will be at the University of Kansas Edwards Campus -- 1260 S Quivira Road, Overland Park</td>
</tr>
<tr>
<td>April 20: co-host lecture with Hale Library – Dr. Renaisa Anthony from UNMC, Health Disparity and Health Equity for National Minority Health Month</td>
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<tr>
<td>April 25-27: Kansas Governor's Public Health Conference in Manhattan. Will pay for MPH students to attend.</td>
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<td>14</td>
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</table>
Problems in Pathobiology: Zoonotic Pathogens in the Food Chain
Syllabus

Course Numbers: DMP 880, DMP 980, FDSCI 630, FDSCI 961

Course Credits: 2 credit hours

K-State Online (KSOL) Website for Course Materials: http://public.online.ksu.edu/

Course co-coordinators:

Paige Adams, DVM, Ph.D.
K-State Olathe
22201 W. Innovation Dr.
Room 170A
Olathe, KS 66061
Office phone: (913) 307-7367
apadams@k-state.edu

Sara Gragg, Ph.D.
K-State Olathe
22201 W. Innovation Dr.
Room 170C
Olathe, KS 66061
Office phone: (913) 307-7371
saragragg@k-state.edu

Class hours are by appointment only.

Course Description: By examining the development, spread and transmission of zoonotic diseases through the food chain from animals through production processes to humans, this course will review ways modern food production systems contribute to the risk of zoonotic diseases, and where mitigation strategies need to be focused. Covering factors in the animal production process and attributes of microorganisms that allow potential contamination of food sources, this course will discuss pathogens that have recently emerged as important infections, and new trends in animal production, such as organic livestock farming and raw milk consumption.

Prerequisites: None

Course Format: This is a hybrid course led by two instructors, involving a combination of in-person class meetings (that can also be accessed remotely via Zoom) and online coursework assignments. Lecture videos, selected reference materials, reading assignments, and classroom assignments (including Discussion Questions) will be available to the students on K-State Online Canvas. The class will meet in person every Monday from 4:00 pm to 5:30 pm in Room 222B at K-State Olathe.

Course Learning Objectives

Upon completion of this course, students will:

1. Understand how our global food supply can impact the spread of zoonotic diseases.
2. Be familiar with zoonotic diseases and how they can spread to humans through the food chain.
3. Have a working understanding of antibiotic usage, residues and resistance in animals and how this impacts the environment and the food chain.
4. Demonstrate an understanding of foodborne pathogen epidemiology.
5. Understand how organic agriculture can contribute to zoonotic pathogen transmission.
6. Have an understanding of on-farm mitigation strategies to prevent human disease.
7. Be skilled at critically evaluating, presenting a discussing research journal publications.
8. Have enhanced written and oral communication skills.
Attachment 3 – Additions to IDZ Curriculum

Grades

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Participation</td>
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</tr>
<tr>
<td>Discussion questions (3 x 5%)</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes (3 x15%)</td>
<td>45%</td>
</tr>
<tr>
<td>Journal club presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Term paper</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

A = 90 – 100%
B = 80 – 89.9%
C = 70 – 79.9%
D = 60 – 69.9%
F = 0 – 59.9%

Late Assignments

1. Discussion questions may not be completed late due to their interactive nature.
2. All other late assignments will have a 10% deduction off the total score for each day that the assignment is late.
3. If you need extra time to complete assignments, contact the instructor as early as possible. The instructor will generally not grant last minute requests or requests after the due date has passed.

Course Schedule

Week 1: Globalization of the food supply and the spread of disease (Jan. 16-20, 2017)
(No class on Monday due to Martin Luther King Day)

1. Post your profile on KSOL Canvas
2. Post your self-introduction on KSOL Canvas
3. Reading assignment: Chapter 1

Week 2: Globalization of the food supply and the spread of disease (Jan. 23-27, 2017)

1. In class: Review the K-State online resources
2. In class: Review the syllabus
3. Reading assignment: As assigned
4. In class lecture: Sara Gragg, Paige Adams

**Week 3: Epidemiology of pathogens in the food supply (Jan. 30 - Feb. 3, 2017)**

1. Reading assignment: Chapter 2
2. In class lecture: Sara Gragg

**Week 4: Manure as a source of zoonotic pathogens (Feb. 6-10, 2017)**

1. Reading assignment: Chapter 3
2. In class lecture: Sara Gragg
3. **Assignment:** Discussion Question 1

**Week 5: Animal feed as a source of pathogens (Feb. 13-17, 2017)**

1. Reading assignment: Chapter 4
2. In class lecture: Paige Adams

**Week 6: Milk and raw milk consumption as a vector for human disease (Feb. 20-24, 2017)**

1. Reading assignment: Chapter 5
2. In class lecture: Sara Gragg
3. **Assignment:** Quiz 1

**Week 7: Application of epidemiological methods in livestock (Feb. 27 - March 3, 2017)**

1. Reading assignment: As assigned
2. In class guest lecture: Natalia Cernichario, K-State CVM

**Week 8: The contribution of antibiotic residues and antibiotic resistance genes from livestock operations to antibiotic resistance in the environment and food chain (March 6-10, 2017)**

1. Reading assignment: Chapter 6
2. In class guest lecture: Brian Lubbers, K-State CVM
3. **Assignment:** Term paper topics due

**Week 9: On-farm mitigation of enteric pathogens to prevent human disease (March 13-19, 2017)**

1. Reading assignment: Chapter 7
2. In class lecture: Sara Gragg
3. **Assignment:** Discussion Question 2

**Student Holiday: March 20-24, 2017**
Attachment 3 – Additions to IDZ Curriculum

Week 10: Organic agriculture and its contribution to zoonotic pathogens (March 27-31, 2017)

1. Reading assignment: Chapter 8
2. In class lecture: Paige Adams
3. Assignment: Quiz 2


1. Reading assignment: Chapter 9
2. In class guest lecture: Scott Beyer, K-State College of Agriculture


1. Reading assignment: Chapter 10
2. In class lecture: Paige Adams
3. Assignment: Discussion Questions 3

Week 13: Transmissible spongiform encephalopathies as a case study in policy development for zoonoses (April 17-21, 2017)

1. Reading assignment: Chapter 11
2. In class lecture: Paige Adams
3. Assignment: Term paper references due

Week 14: Journal club presentation (April 24-28, 2017)

1. In class journal club student presentation
2. Assignment: Quiz 3

Week 15: Journal club presentation (May 1-5, 2017)

1. In class journal club student presentation

Week 16: Term paper submission (May 8-12, 2017)

1. Term paper due

Kansas State University Policies

Statement Regarding Academic Honesty

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one’s work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and
via distance learning. The honor system website can be reached via the following URL: www.k-state.edu/honor. A component vital to the Honor System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

For more information, visit the Honor & Integrity System home web page at: http://www.ksu.edu/honor

Statement Regarding Students with Disabilities

Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the Student Access Center at accesscenter@k-state.edu, 785-532-6441; for Salina campus, contact the Academic and Career Advising Center at acac@k-state.edu, 785-826-2649.

Statement Defining Expectations for Classroom Conduct

All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Statement for Copyright Notification

Copyright 2015 (Paige Adams, DVM, PhD; Sara Gragg, PhD; Kansas State University) as to this syllabus and all lectures. During this course students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.
Course syllabus – Fall 2016

Interdisciplinary Process

AAI 801 | 3 credit hours

Course description

Both inter-disciplinarity (the integration of information, techniques, tools, perspectives, and concepts from two or more academic traditions, or disciplines) and multi-disciplinarity (the combination of two more disciplines) can help solve problems whose solutions are beyond the scope of a single area of research; provide fertile ground for the birth of novel technologies, innovations, and transformational insights; and, if routinely practiced by individuals and teams, provide a more fulfilling and productive workplace experience.

When exercised by competent leaders and well-led teams, interdisciplinary and multidisciplinary thinking can help industry, government, “third-sector” organizations, and society-at-large cope with the challenges of today’s globalized, technological, and fast-paced world. However, it is not always clear how best to initiate and execute inter- and multi-disciplinary processes. This course, which will be of value to future and on-the-job professionals eager to make the most of their ongoing academic and career development, provides scholarly yet immensely practical insights—and skills—on how to lead and facilitate such processes.

Learning objectives for this course

Following completion of eight different course modules, you will be able to do the following:

1. Describe the need for inter- and multidisciplinary thinking, particularly in terms of new and historical “driving forces” in business and society;
2. Identify the economic, social, political, and scientific benefits of interdisciplinary and multidisciplinary processes;
3. Recognize and overcome common barriers encountered by practitioners of interdisciplinary and multidisciplinary processes;
4. Skillfully integrate (interdisciplinary) and combine (multidisciplinary) disciplines using methods that are systematic yet sufficiently flexible for workplace environments;
5. Identify the critical team-building and leadership skills needed for interdisciplinary and multidisciplinary processes;
6. Identify specific skills exercised by interdisciplinary and multidisciplinary practitioners, and begin to document evidence of your growth in these very skill areas in an ePortfolio;
7. Understand and experience the personal and psychological benefits of interdisciplinary and multidisciplinary processes; and
8. Strategically initiate, operationalize, and “finish” interdisciplinary and multidisciplinary processes in your current workplace and/or contemplated Capstone venue.

Dates, class meeting time, and venue

During the Fall 2016 term, AAI 801 Interdisciplinary Process will be convened on Tuesdays, 11 October – 6 December, from 2:00 – 5:00 p.m. on the K-State Olathe campus (22201 West Innovation Drive). Whether you are enrolled in the OA (in-person) or PA (online/off-campus) section of the course, please know that class will be convened in room 221B on the K-State Olathe campus, with the opportunity for off-campus live access via Zoom (meeting ID: 170 130 434). Recordings of each class lecture will also be webposted (within 1–2 days) in the relevant module folder in Canvas.

Course readings and course textbook

The lectures, class activities, and reading assignments for this course are drawn from a wide multidisciplinary array of resources and scholarly authors. Most of the reading materials will be accessed in one of three ways:

- Some reading assignments will be available within the Canvas course website for direct download.
- In other cases, you will need Adobe Digital Editions (currently in version 4.5) to electronically “check out” (typically, for 14 days at a time) resources available through the K-State Libraries website (www.lib.ku.edu).
Attachment 3 – Additions to IDZ Curriculum

Course syllabus – Fall 2016

- We also ask that you purchase this text, to which we will refer several times throughout class:
  

Creating a Canvas ePortfolio for demonstrating your ongoing progress in the PSM

As alluded to in the course objectives above, AAI *Interdisciplinary Process* will help you create an ePortfolio within K-State’s learning management system, Canvas. This ePortfolio will “travel” with you during the duration of your enrollment in the PSM, and it will feature prominently in your assignments for not only AAI 801, but also AAI 858 *Capstone Experience I* and AAI 859 *Capstone Experience II*. You will also routinely “deposit” items into the ePortfolio from your other PSM coursework.

Essentially, your PSM ePortfolio will help you build a meaningful showcase of your work (which you can share with employers!) and, significantly, demonstrate your growth in a number of skill-development and knowledge areas. These will be categorized in five different sections in your ePortfolio according to the five learning outcomes of the Professional Science Master (PSM) in Applied Science and Technology degree:

1. Advanced knowledge in one or more STEM fields. One section of your ePortfolio will showcase evidence of your advanced knowledge within at least one specific STEM field, discipline, or research area.

2. Robust oral and written communication skills. A second section of your ePortfolio will demonstrate evidence of graduate-level oral and written communication skills—skills that are increasingly valued in professional STEM environments.

3. Analysis of quantitative data across multiple STEM disciplines. As you complete your PSM coursework, you will continuously populate a third ePortfolio section that demonstrates your ability to effectively analyze quantitative data from multiple science disciplines.

4. Synthesis of multiple disciplines for describing problems. In AAI 801 *Interdisciplinary Process*, AAI 858 *Capstone Experience I*, and AAI 859 *Capstone Experience II*, you will routinely integrate (interdisciplinary) and combine (multidisciplinary) academic disciplines to metaphorically paint “truer” pictures of complex problems. These inter- and multidisciplinary explanations of problems will be included in a fourth section of your ePortfolio.

5. Synthesis of multiple disciplines for innovatively solving problems. Perhaps the most exciting section of your ePortfolio will be the last section—a place where you will deposit actual (or potential) innovative solutions to complex problems.

Course instructor

Dr. Justin Kastner serves as the course instructor. While primarily based on the Manhattan campus, he routinely meets with K-State Olathe students. Please note his contact details:

Justin Kastner, PhD
Associate professor and co-director, Frontier program, Department of Diagnostic Medicine/Pathobiology
Faculty member, School of Applied and Interdisciplinary Studies, K-State Olathe
Kansas State University
Olathe office: room 170B
Manhattan office: 307 Coles Hall
Tel: 785-410-5792. E-mail: jkastner@k-state.edu
Office Hours: By appointment (please call, or email a doodle.com request with 2-3 meeting options; Dr. Kastner’s office is in room 170B at K-State Olathe)

Assessment and grading

Dr. Kastner is an advocate of the growth mindset as described by psychologist Dr. Carol Dweck, author of *Mindset: The New Psychology of Success* (New York: Ballantine Books, 2006). If you attend and participate in class activities, complete the course readings, take feedback to heart, and demonstrably strive to attend to detail, you should be successful in
Attachment 3 – Additions to IDZ Curriculum

Grades

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Discussion questions (3 x 5%)</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes (3 x15%)</td>
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</tr>
<tr>
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(No class on Monday due to Martin Luther King Day)

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2. Post your self-introduction on KSOL Canvas
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Attachment 3 – Additions to IDZ Curriculum

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**Week 8: The contribution of antibiotic residues and antibiotic resistance genes from livestock operations to antibiotic resistance in the environment and food chain (March 6-10, 2017)**

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2. In class guest lecture: Brian Lubbers, K-State CVM
3. **Assignment:** Term paper topics due

**Week 9: On-farm mitigation of enteric pathogens to prevent human disease (March 13-19, 2017)**

1. Reading assignment: Chapter 7
2. In class lecture: Sara Gragg
3. **Assignment:** Discussion Question 2

**Student Holiday: March 20-24, 2017**
Attachment 4 – New CEPH Criteria

New CEPH Criteria: New CEPH Criteria *may* include CPH exam in the ILE; “may serve as an element, but not sufficient to satisfy ILE”

D5. MPH Applied Practice Experiences

<table>
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<th>Competencies Addressed</th>
<th>Applied Activities</th>
<th>Mode of Completion</th>
<th>Assessment Method</th>
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<tr>
<td>At least 5 competencies (3 must be foundational)</td>
<td>Internships</td>
<td>Individual or group based</td>
<td>Student portfolio with at least 2 products</td>
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<tr>
<td></td>
<td>Community-based course activities</td>
<td>Discrete experience or completed across course of study</td>
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<td></td>
<td>Co-curricular activities</td>
<td>Non-academic setting</td>
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<td>Credit or non-credit bearing</td>
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D5. Required Documentation

- **Document Request 1**: Use Template D5-1 to index at least 5 competencies to a required opportunity for application in a practice setting
- **Document Request 2**: Provide documentation of the requirements for the applied learning experience (e.g., syllabus, handbook, etc.)
- **Document Request 3**: For each concentration provide samples of practice-related materials that demonstrate competencies from at least 5 students in the last 3 years

D7. MPH Integrative Learning Experience

- Foundational Competencies
- Concentration Competencies
- Synthesis of Competencies
- High-quality Written Product
- Faculty Assessment

- Competencies selected in concert with faculty & align with students’ educational & professional goals
- Faculty or other qualified individual ensures each student addresses defined competencies

D7. Required Documentation

- **Document Request 1**: In Template D7-1 list the integrative learning experience for each concentration and explain how demonstration of competency synthesis is ensured
- **Document Request 2**: Summarize the process, expectations and assessment for each experience
- **Document Request 3**: Provide documentation that communicates experience policies and procedures to students (e.g., syllabus and/or handbook)
- **Document Request 4**: Provide documentation of methods used by faculty or other qualified individual to assess students’ demonstration of the selected competencies
- **Document Request 5**: For each concentration provide at least 5 graded samples (or 10%) of deliverables submitted in the last 3 years