KANSAS STATE UNIVERSITY | College of Veterinary Medicine
Master of Public Health Program

MINUTES OF THE MASTER OF PUBLIC HEALTH COORDINATING COMMITTEE

Date: November 9, 2011 **Time/Location:** Trotter Hall, Rm 112

Members Present: Cates, Choma, Kastner, Heinrich, Larson, McElroy, Montelone, Retzlaff, Stevenson

Members Absent: Kelly, Fung, Kidd, Procter

Called to Order: By director Dr. Cates at: 1:30 PM **Quorum:** X Yes ____ No **Adjourned**: 3:00 PM

AGENDA ITEM	PRESENTATION/DISCUSSION	RECOMMENDATION/ACTION
CALL TO ORDER	Meeting was called to order by Dr. Cates	
APPROVAL OF MINUTES FROM LAST MEETING	The members approved the updated minutes from the October 12, 2011 meeting.	Post approved minutes to website.
FACULTY ITEMS		
STUDENT ITEMS	Old Business. The travel award for domestic and international field experience was revisited and discussed by the group. An accounting of the fund was distributed as part of the agenda attachments (Attachment 1). It was felt that flexibility needed to be allowed at the discretion of the committee and/or program director. Generally, in most circumstances the total award amount will not exceed $1,000 as is current the practice. The group voted on and passed the motion that in "extenuating circumstances" students may petition for additional funds. A statement to that effect will be added to the current application form. An updated list of student presentations was distributed as part of the agenda attachments (Attachment 2).	Update form.
COURSE ITEMS	Course and curriculum changes were discussed as detailed in the	Once courses are set for each emphasis area the MPH

AGENDA ITEM	PRESENTATION/DISCUSSION	RECOMMENDATION/ACTION
	Agenda (Attachment 3). Dr. Larson suggested that Public Health Nutrition (PHN) and Public Health Physical Activity (PHPA) course sheets should have the following statement: Students must complete at least one course from each competency. PHPA requested that they run the list of courses and the competency they fulfill by the Kinesiology faculty in an upcoming faculty meeting to make sure it is correct. No one was in attendance from PHN so their courses will be discussed and voted on at the meeting in December.	Program office will prepare the Interdisciplinary Graduate Course and Curriculum Changes. Changes will be voted on by the MPH faculty and the proposal sent to the Graduate School. Changes will be effective Fall 2012 semester.
PROGRAM RELATED ITEMS	The Assessment Rubric prepared by OEIE was presented (Attachment 4) and Dr. Cates asked for suggestions he could take to OEIE. Suggestions included: • Everyone should use the same assessment tool for core competencies and then the individual areas of emphasis could be added as the last item. • Too many pages - reduce it to one or two if possible. • Too many choices - reduce to three if possible? (e.g., does not meet; meets; exceeds)	Continue to work with OEIE on Assessment Rubric. Work toward getting rubric down to one or two pages and simplify assessment if possible. The tool should also provide feedback for programmatic assessment.
ACCREDITATION ITEMS	There is nothing new on university changes in governance or resourcing to meet accreditation criteria and CEPH concerns.	
OTHER	We have begun to get GRE scores using the new test. Until more data is available on the new test, scores for Verbal Reasoning and Quantitative Reasoning will be converted to the old scores using the conversion tables available on the ETS website (Attachment 5).	
FUTURE MEETING(S)	December 14, 2011 at 1:30 to 3:00 PM January 11, 2012 at 1:30 to 3:00 PM	247 Leadership Studies 112 Trotter Hall

Attachments

Attachment 1. Foundation Account – Travel Awards

MPH Travel Awards

Semester	Student	MPH Travel Award K30480	Field Experience Site	Actual $$ Reimbursed To Date
Su 2010	Buffington, Rachel	$1,000.00	Yunnan, China	$1,000.00
Su 2010	Wheeler, Naomi	$1,500.00	Flagstaff, AZ	$1,500.00
	Subtotal Awarded		**$2,500.00**	
S 2011	Stephens, Chelsea	$1,000.00	Topeka, KS	$975.04
	Subtotal Awarded		**$1,000.00**	
Su 2011	Pickler, Julie	$1,000.00	Austin, TX	$1,000.00
Su 2011	Lawn, Rachel		Dali, China	
	Subtotal Awarded		**$1,000.00**	
F 2011	Lawn, Rachel	$1,000.00	Dali, China	
F 2011	Louk, Julie	$1,000.00	Topeka, KS & KC, MO	$323.61
F 2011	Lopez, Tara	$480.00	Ft. Riley, KS	$260.10
	Subtotal Awarded		**$2,480.00**	
S 2012	Bhatt, Pranav	$1,000.00	Independence, MO	
S 2012	Moser, Karin	$1,000.00	Topeka, KS	
S 2012	Sourou, Sabi	$1,000.00	Addis Ababa, Ethopia	
S 2012	Taylor, Melissa	$1,000.00	Kansas City	
	Subtotal Awarded		**$4,000.00**	
	TOTAL	**$10,980.00**	**$10,980.00**	**$5,058.75**

11/1/2011

Attachments

Date: 11/1/2011

Account: K30480 MPH	2010	2011	2012	TOTAL	
1. **CASH ON HAND**	$0.00	$17,550.17	$25,525.33	********	
2. **CASH RECEIPTS**					
Contributions	$20,487.50	$13,555.00		$34,042.50	
3. **TOTAL CASH RECEIPTS**	$20,487.50	$13,555.00	$0.00	$34,042.50	% of TOTAL Expenses
4. **TOTAL CASH AVAILABLE**	$20,487.50	$31,105.17	$25,525.33	********	
5. **CASH PAID OUT**					
CC Charges (≈2.77%)	$396.19	$385.58		$781.77	8.6%
Excellence In Public Health	$549.09	$878.36		$1,427.45	15.7%
Hosting Expenses		$58.70		$58.70	0.6%
Orientation	$161.64	$32.00		$193.64	2.1%
Office Supplies		$72.41		$72.41	0.8%
Reverse Funding to Vet Med (5%)	$735.50	$677.75		$1,413.25	15.5%
Travel Awards	$1,000.00	$3,475.04	$583.71	$5,058.75	55.6%
Travel Meals	$94.91			$94.91	1.0%
				$0.00	0.0%
				$0.00	0.0%
				$0.00	0.0%
				$0.00	0.0%
6. **TOTAL CASH PAID OUT**	$2,937.33	$5,579.84	$583.71	$9,100.88	100.0%
7. **CASH POSITION**	$17,550.17	$25,525.33	$24,941.62	********	

Attachments

Attachment 2. Fall 2011 Field Experience/Thesis Final Exams

	MPH Student	Date	Time	Place	Title
1	Vaughan, Katherine	Tuesday, October 4	4:00 PM	Union Cottonwood Room	Environmental Justice and Physical Activity: Examining Disparities in Access to Parks in Kansas City, MO
2	Chance, Heather	Friday, October 7	3:00 PM	Coles Rm 343	Do your eggs have the flu? Looking at the development of pro-active risk assessments.
3	Weinrich, Shely	Thursday, October 27	10:00 AM	Union Rm 209	Foster Community Wellness through Nutrition and Physical activity at Riley County Extension
4	Pickler, Julie	Friday, October 28	8:00 AM	Union Rm 209	Reaching Apple Employees through Wellness
5	Stephens, Chelsea	Monday, October 31	1:00 PM	Mosier N202	Assessment for a statewide Rabies vaccination requirement for dogs and cats in Kansas
6	Stephen, Mellina	Friday, November 4	10:00 AM	Ahearn Rm 10	An Experience in Health Policy Coordination, USDHHS Office of Disease Prevention and Health Promotion
7	Boyd, Aaron	Friday, November 11	2:00 PM	Ahern Rm 10	The effect of single exposure advertising and socioeconomic status on parenting behaviors and children's snack choice
8	Louk, Julie	Thursday, November 17	10:00 AM	Justin Rm 128	Experiences as an AmeriCorps Nutrition Educator at Harvesters
9	Reece, Thomas	TBA	TBA	TBA	Master's Report

Attachment 3.

Public Health Nutrition

Requirement		Required (10 hours)				Select 2-3 Courses (6 hours)													Select 2-3 courses (4-6 hours)														
#	Competency	HN 600	HN 844	HN 820	HN 880	HN 620	HN 631	HN 632	HN 635	HN 718	HN 726	HN 735	HN 780	HN 782	HN 800	HN 810	HN 812	HN 841	HN 862	MC 750	MC 760	PSYCH 518	SOCIO 541	SOCIO 570	STAT 704	STAT 703	STAT 710	STAT 713	STAT 716	STAT 717	STAT 720	STAT 725	STAT 730
1	Information literacy of public health nutrition	x	x	x			x	x	x	x	x		x	x								x	x	x									
2	Translate research into practice	x	x	x								x	x	x		x	x	x									x	x			x		
3	Population-based health administration	x		x			x	x			x	x	x	x		x	x	x							x	x	x	x	x	x	x	x	x
4	Integrate knowledge of human nutrition principles	x	x	x	x	x	x	x	x	x	x		x	x																			
5	Effective communication	x			x								x	x	x			x		x	x												

Attachments

Public Health Nutrition

In addition to the core courses (14 or 16 hours) and field experience (6 hours) or thesis research and field experience (9 hours), students must complete credit hours from the Public Health Nutrition emphasis area as outlined below to fulfill the 42 credit hour requirement for the MPH degree. Substitutions may be approved by the major professor, supervisory committee, and the MPH Program director.

1. Complete the required courses (4 courses; 10 hours):
    - HN 600 Public Health Nutrition (3)
    - HN 844 Nutritional Epidemiology (3)
    - HN 820 Functional Foods for Chronic Disease Prevention (3)
    - HN 880 Graduate Seminar in Human Nutrition (1)
2. Select 2-3 courses (6 hours) from the following:
    - HN 620 Nutrient Metabolism (3)
    - HN 631 Clinical Nutrition I (2)
    - HN 632 Clinical Nutrition II (3)
    - HN 635 Nutrition and Exercise (3)
    - HN 718 Physical Health and Aging (3)
    - HN 726 Nutrition and Wellness (3)
    - HN 735 Advanced Energy Balance (3)
    - HN 780 Problems in Nutrition (1-2)
    - HN 782 Topics in Human Nutrition (1-3)
    - HN 800 Nutrition Education and Communication (3)
    - HN 810 Advanced Macronutrient Metabolism (5)
    - HN 812 Advanced Micronutrient Metabolism (3)
    - HN 841 Consumer Response Evaluation (3)
    - HN 862 Maternal and Child Nutrition (3)
3. Select 2-3 courses (4-6 hours) from the list of acceptable electives below:
    - MC 750 Health Communication Campaigns (alternate yrs) (3)
    - MC 760 Risk Communication (alternate years) (3)
    - PSYCH 518 Introduction to Health Psychology (3)
    - SOCIO 541 Wealth, Power and Privilege (3)
    - SOCIO 570 Race and Ethnic Relations in the USA (3)
    - STAT 704 Analysis of Variance (2)
    - STAT 705 Regression and Correlation Analysis (2)
    - STAT 710 Sample Survey Methods (2)
    - STAT 713 Applied Linear Stat Models (2)
    - STAT 716 Non-parametric Statistics (2)
    - STAT 717 Categorical Data Analysis (3)
    - STAT 720 Design Experiments (3)
    - STAT 725 Intro to SAS Computing (1)
    - STAT 730 Multivariate Statistical Methods (3)

Public Health Physical Activity

Requirement*		Required (3 hrs)	Choose 2 courses (6 hours)			Choose 1 (3 hours)		Choose 3-4 courses (8-10 hours)																							
#	**Competency**	KIN 830	Kin 610	KIN 800	KIN 805	KIN 612	MC 750	KIN 600	KIN 601	KIN 602	KIN 603	KIN 606	KIN 607	KIN 609	KIN 625	KIN 635	KIN 655	KIN 657	KIN 797	KIN 808	KIN 815	STAT 704	STAT 703	STAT 710	STAT 713	STAT 716	STAT 717	STAT 720	STAT 725	STAT 730
1	Population health	x		x				x	x	x	x	x	x	x	x	x		x													
2	Social, behavioral and cultural influences	x			x					x										x											
3	Theory application	x	x					x									x														
4	Creating and evaluating interventions		x																		x	x	x	x	x	x	x	x	x	x	x
5	Effective communication					x	x																								

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Attachments

Public Health Physical Activity

In addition to the core courses (14 or 16 hours) and field experience (6 hours) or thesis research and field experience (9 hours), students must complete credit hours from Public Health Physical Activity emphasis area as outlined below to fulfill the 42 credit hour requirement for the MPH degree. Substitutions may be approved by the major professor, supervisory committee, and the MPH Program director.

1. Complete the following required course (1 course; 3 hours)
    - KIN 830 Public Health Physical Activity
2. Complete any 2 of the following courses (6 hours)
    - KIN 610 Program Planning and Evaluation (3)
    - KIN 800 Advanced Physiology of Exercise (3)
    - KIN 805 Physical Activity and Human Behavior (3)
3. Select 1 course (3 hours) from the list below:
    - KIN 612 Built Environment and Physical Activity (3)
    - MC 750 Health Communication Campaigns (3)
4. Select 3-4 courses (8-10 hours) from the list below:
    - KIN 600 Psychology of Physical Activity (3)
    - KIN 601 Cardiorespiratory Exercise Physiology (3)
    - KIN 602 Gender in Sport and Exercise (3)
    - KIN 603 Cardiovascular Exercise Physiology (3)
    - KIN 606 Topics in the Behavioral Basis of Kinesiology (3)
    - KIN 607 Topics: Muscle Exercise Physiology (3)
    - KIN 609 Environmental Physiology (3)
    - KIN 625 Exercise Testing and Prescription (3)
    - KIN 635 Nutrition and Exercise (3)
    - KIN 655 Fitness Promotion (3)
    - KIN 657 Therapeutic Use of Exercise in the Treatment of Disease (3)
    - KIN 797 Topics: Public Health Physical Activity Behavior (3)
    - KIN 808 Social Epidemiology of Physical Activity (3)
    - KIN 815 Research Methods in Kinesiology (3)
    - STAT 704 Analysis of Variance (2)
    - STAT 705 Regression and Correlation Analysis (2)
    - STAT 710 Sample Survey Methods (2)
    - STAT 713 Applied Linear Stat Models (2)
    - STAT 716 Non-parametric Statistics (2)
    - STAT 717 Categorical Data Analysis (3)
    - STAT 720 Design Experiments (3)
    - STAT 725 Intro to SAS Computing (1)
    - STAT 730 Multivariate Statistical Methods (3)

Attachment 4.

How to use a rubric

A rubric is a scoring mechanism to impose quantitative value on observations by using an explicit set of established descriptive performance criteria. A rubric identifies all the necessary attributes of performance and defines levels of that performance. The attributes can be specific skill sets, processes, or learning outcomes. The levels of performance for each attribute are described to contrast with the other performance levels of that attribute; thereby, standardizing expectations for those being observed and those observing the performance.

Please read over this rubric prior to the student's presentation. The performance levels in this rubric are Awareness, Understanding, Applied Knowledge, and Mastery. The five core competencies are broken into two to three specific attributes with defined levels of performance. A sixth section includes an attribute for each of the program's five graduate learning objectives. While you are observing the MPH student's presentation, please check the box beneath the appropriate performance level for each attribute. Each core competency also has a Comments area for you to include notes or additional comments you feel are not addressed by the rubric.

Definitions of Core Competencies

Biostatistics: collection, storage, retrieval, analysis, and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis.

Environmental Health Services: distributions and determinants of disease, disabilities, and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health

Epidemiology: environmental factors including, biological, physical, and chemical factors that affect the health of a community.

Health Services Administration: planning, organization, administration, management, evaluation, and policy analysis of health programs.

Social and Behavioral Sciences: concepts and methods of social and behavioral sciences relevant to the identification and the solution of public health problems.

Attachments

Student: _____ Emphasis: _____

Observer: _____ Date of Presentation: _____

*Please use this rubric **by checking the appropriate box for each attribute** when assessing the final presentation of the MPH student.*

Biostatistics	Awareness (1)	Understanding (2)	Applied Knowledge (3)	Mastery (4)
Apply descriptive and inferential methodologies for testing specific public health or research hypotheses according to the type of study design and measurement scale.	Student identifies inferential methodologies or research hypotheses but does not show an understanding of when or how to apply these.	Student shows an understanding of a variety of methodologies or research hypotheses but is unable to apply these accurately.	Student accurately applies methodologies or research hypotheses according to the type of study design and measurement scale.	Student demonstrates ability to accurately apply a variety of methodologies or research hypotheses according to the type of study design and measurement scale.
				
Apply basic informatics techniques in the acquisition of public health data and in the analysis of survey and experiential designs.	Student identifies basic informatics techniques but does not show an understanding of when or how to apply these.	Student shows an understanding of a variety of basic informatics techniques but is unable to apply these accurately.	Student accurately applies basic informatics techniques.	Student accurately applies a variety of basic as well as advanced informatics techniques.
				
Comments:				

Attachments

Environmental Health Services	Awareness (1)	Understanding (2)	Applied Knowledge (3)	Mastery (4)
Describe genetic, social and psychological factors that affect health outcomes following exposure to environmental hazards.	Student lists genetic, social and psychological factors that affect health outcomes following exposure to environmental hazards.	Student describes in detail genetic, social and psychological factors that affect health outcomes following exposure to environmental hazards.	Student describes the relationships between genetic, social and psychological factors that affect health outcomes following exposure to environmental hazards.	Student describes the relationships between genetic, social and psychological factors that affect health outcomes following exposure to environmental hazards and integrates strategies to reduce negative effects.
				
Explain the general mechanisms of toxicity in eliciting an adverse response to various environmental exposures.	Student lists mechanisms of toxicity in eliciting an adverse response to various environmental exposures.	Student discusses the mechanisms of toxicity in eliciting an adverse response to various environmental exposures.	Student clearly explains the mechanisms of toxicity in eliciting an adverse response to various environmental exposures.	Student clearly explains and describes the relationship between the mechanisms of toxicity in eliciting an adverse response to various environmental exposures.
				
Describe current environmental risk assessment methods, and be able to specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.	Student lists current environmental risk assessment methods but does not specify approaches for assessing, preventing, and controlling these hazards.	Student generally discusses current environmental risk assessment methods and approaches for assessing, preventing, and controlling these hazards.	Student discusses current environmental risk assessment methods and specifies approaches for assessing, preventing, and controlling these hazards.	Student discusses current environmental risk assessment methods and specifies approaches for assessing, preventing, and controlling these hazards. Student shows ability to tailor approach to specific and long-term hazardous effects.
				
Comments:				

Epidemiology	Awareness (1)	Understanding (2)	Applied Knowledge (3)	Mastery (4)
Properly calculate and use measures of disease, injuries, and death in human populations (e.g., prevalence, incidence, relative risk, attributable risk, population attributable risk, etc.) to describe problem magnitude; and to investigate associations to such consideration as age, gender/sex, race, occupation, social characteristics, diet, and environment.	Student identifies methods to calculate and use measures of disease, injuries, and death in human population to describe problem magnitude, but does not properly calculate and use these measures.	Student generally discusses methods to calculate and use measures of disease, injuries, and death in human population to describe problem magnitude and identifies possible associations such consideration as age, gender/sex, race, occupation, social characteristics, diet, and environment.	Student properly calculates and uses measures of disease, injuries, and death in human populations to describe problem magnitude and attempts to investigate associations to such consideration as age, gender/sex, race, occupation, social characteristics, diet, and environment.	Student properly calculates and uses measures of disease, injuries, and death in human populations to describe problem magnitude and thoroughly investigates associations to such consideration as age, gender/sex, race, occupation, social characteristics, diet, and environment.
				
Draw appropriate inferences from epidemiologic data, and identify the data's strengths and limitations.	Student attempts to draw inferences and to list strengths and limitations of data.	Student draws inferences and identifies strengths and limitations of data with few inaccuracies.	Student appropriately draws inferences and identifies most of strengths and limitations of data.	Student appropriately draws inferences and identifies and clearly communicates strengths and limitations of data.
				
Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiological data.	Student identifies basic ethical and legal principles but is unable to discuss principles in detail.	Student discusses in detail the basic ethical and legal principles.	Student is able to apply ethical and legal principles to general collection, maintenance, use, and dissemination of epidemiological data.	Student is able to apply ethical and legal principles to a current and specific collection, maintenance, use, and dissemination of epidemiological data.
				
Comments:				

Attachments

Health Services Administration	Awareness (1)	Understanding (2)	Applied Knowledge (3)	Mastery (4)
Recognize how the roles and interaction between various stakeholders in the healthcare system (including health care providers, other members of the healthcare workforce, consumers of healthcare, etc.) impact the accessibility of healthcare.	Student lists roles of stakeholders but does not show an understanding of how the interaction of these stakeholders impacts the accessibility of healthcare.	Student discusses the roles and interactions between various stakeholders but does not show ability to show the impact these relationships have of healthcare accessibility.	Student describes and explains how the interactions between various stakeholders impact the accessibility of healthcare.	Student describes and explains how the interactions between various stakeholders impact the accessibility of healthcare and is able to identify courses of action to limit negative impacts.
				
Describe the demographic trends which impact healthcare, and in turn, public health in the United States.	Student identifies general demographic trends.	Student discusses demographic trends that impact healthcare but does not include the impact of public health in the U.S.	Student accurately describes demographic trends that impact healthcare.	Student accurately describes demographic trends that impact healthcare and describes how these trends impact public health in the U.S.
				
Comments:				

Attachments

Social and Behavioral Sciences	Awareness (1)	Understanding (2)	Applied Knowledge (3)	Mastery (4)
Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health intervention and policies.	Student lists basic theories, concepts, and models from one or two social and behavioral disciplines.	Student provides a general discussion of basic theories, concepts, and models from several behavioral disciplines.	Student accurately describes basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health intervention and policies.	Student shows ability to appropriately apply a variety of basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health intervention and policies.
				
Identify the causes of social and behavioral factors that affect the health of individuals and populations with specific emphasis on underserved populations.	Student lists social and behavioral factors that affect the health of individuals and populations	Student describes social and behavioral factors that affect the health of individuals and populations.	Student describes and begins to identify social and behavioral factors that affect the health of individuals and populations with specific emphasis on underserved populations.	Student accurately identifies social and behavioral factors that affect the health of individuals and populations with specific emphasis on underserved populations.
				
Comments:				

Attachments

Graduate Learning Objectives	Awareness (1)	Understanding (2)	Applied Knowledge (3)	Mastery (4)
Knowledge: Describe and discuss the five core areas of knowledge that are basic to public health and biosafety.	Student identifies the five core areas of knowledge but is unable to describe them in any detail.	Student generally discusses the five core areas of knowledge but is unable to explain how they relate to public health and biosafety.	Student accurately describes and discusses the five core areas of knowledge in detail.	Student accurately describes and discusses the five core areas of knowledge in detail and is able to explain how these relate to public health and biosafety.
				
Skills: Demonstrate acquisition of skills and experiences in the application of knowledge from an area of emphasis to the solution of regional, national, and international public health problems.	Student identifies skills and experiences in the application of their area of emphasis but is unable to demonstrate their acquisition of the skills or how these skills apply to solutions of public health problems.	Student identifies skills and experiences in the application of their area of emphasis and is able demonstrate their acquisition of some of these skills but is not able to apply these skills to solutions of public health problems.	Student demonstrates acquisition of skills and experiences in the application of their area of emphasis and is able to apply these skills to solutions of regional and national public health problems.	Student demonstrates acquisition of skills and experiences in the application of their area of emphasis and is able to apply all of these skills to solutions of regional, national, and international public health problems.
				
Integration: Demonstrate the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project.	Student identifies knowledge and skills that solve problems but does not show the ability to produce scholarly work in a culminating experience.	Student identifies knowledge and skills to solve problems but only shows ability to produce one type of scholarly work in a culminating experience.	Student demonstrates the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project.	Student demonstrates the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project that provides insights the field has not yet acknowledged.
				

Attachments

Graduate Learning Objectives	Awareness (1)	Understanding (2)	Applied Knowledge (3)	Mastery (4)
Diversity: Affirm the worth and personal dignity of everyone regardless of individual differences and contribute to a climate of civility, community, trust, and reasoned discussion on campus and in public health delivery settings.	Student identifies the need to affirm the worth and personal dignity of everyone but does not show the ability to apply to all scenarios and settings.	Student affirms the worth and personal dignity of everyone and attempts, although somewhat unsuccessfully, to contribute to a climate of civility, community trust, and reasoned discussions.	Student affirms the worth and personal dignity of everyone and contributes to a climate of civility, community trust, and reasoned discussion in all settings.	Student affirms the worth and personal dignity of everyone and contributes to a climate of civility, community trust, and reasoned discussion in all settings, and mentors others in to master this in all settings.
				
Professional Development: Recognize the value of intellectual curiosity and the need for lifelong learning in order to keep abreast of changes in the fields of public health, biosafety, and security.	Student identifies the need for professional development but does not strive to keep abreast of changes in the fields.	Student recognizes the value of professional development and cites a lifelong learning but is struggling to keep abreast of changes in the fields.	Student recognizes the value of professional development and demonstrates effective lifelong learning practices to keep abreast of changes in the field.	Student recognizes the value of professional development and demonstrates effective lifelong learning practices to keep abreast of changes in the field, and contributes to other's professional development.
				
Comments:				

Attachment 5. GRE Comparison Tables

--PDF pages are attached from ETS website.