

**K-State MPH Faculty Advisory Council Meeting**  
**Location: Trotter Hall Room 103 – September 11, 2017 at 10:30 AM**  
**Minutes**

Ct	Committee Member	Emphasis	In Attendance
1	Ellyn Mulcahy	MPH Director	X
	Stevenson, Barta	MPH Staff	Non Voting
	Open	MPH Student	
2	Hsu, Wei Wen	Core Instructor	X
3	Larson, Robert	Core Instructor	X
4	Sanderson, Michael	Core Instructor	
5	Gragg, Sara	FSB	
6	Kastner, Justin	FSB	X
7	Nutsch, Abbey	FSB	X
8	Cernicchiaro, Natalia	IDZ	
9	Nguyen, Annelise	Core Instructor + IDZ	X
10	Renter, David	IDZ	
11	Hanson, Jennifer	Core Instructor + PHN	X
12	Rosenkranz, Ric	PHN	X
13	Rosenkranz, Sara	PHN	X
14	Irwin, Brandon	PHPA	
15	Mailey, Emily	PHPA	X
16	McElroy, Mary	Core Instructor + PHPA	X

Dr. Mulcahy called the meeting to order at 10:30 AM. There was a quorum present.

1. **Approval of Minutes.** Minutes from the June 12, 2017 meeting were approved and will be posted as distributed.
2. **Items of Business.** The following items of business were reviewed and discussed.

o Student Update:

Emphasis Area	# of Continuing Students	# Starting Fall 2017	Total MPH Students	# Fall Anticipated Graduates
Certificate Only	17	1	18	5
Food Safety	4	0	4	0
Infectious Diseases	41	8	49	3
Public Health Nutrition	8	3	11	0
Public Health Physical Activity	12	1	13	0
Total	82	13	95	8

- o Preceptor Evaluation will need to be completed (or at least the e-mail sent to the preceptor by the student) BEFORE students will be allowed to schedule the final exam. This will insure that they have been involved with the final report and if needed, approved. (This will be added to the MPH Graduate Handbook.)

**K-State MPH Faculty Advisory Council Meeting**  
**Location: Mosier Hall Room N202 – June 12, 2017 at 10:30 AM**  
**Minutes**

- Poster presentations are strongly encouraged for MPH students. Opportunities include, KPHA, the Graduate School Research forum, PHI Zeta research day for Vet student, 3-Minute Thesis competition, PH Week poster presentation, One Health Day poster presentations in Olathe during the month of November. Please strongly encourage your students to present and participate.
- MPH Student Progress Chart with Fall 2017 enrollment information was distributed to emphasis area coordinators as one of the items listed for MPH student annual progress tracking and reporting policy.
- CEPH requirements now require us to have an external person somehow involved in our program. Opportunities are to add this person to the Faculty Advisory Council (this meeting once a month), the Executive Council (Department Heads meeting each semester) or the Board of Directors (Deans meeting once a year). The head of the local health department might be one to consider because she is local and has a PhD and an MPH.
- The reminder of the meeting was spent reviewing the new CEPH requirements as outlined below. Dr. Mulcahy outlined the timeline. Our accreditation visit should be in the Spring of 2019 (April, May or June) which necessitates that our self-study document be sent to CEPH the Fall of 2018. This accreditation would be for 7 years.

CEPH new requirements for Course Mapping and documentation. (Attachment Excel Workbook, tabs, D1-1, D2-2, and D4-1 and pdf of CEPH Criteria pages 15-21 minus section D-3 on page 19).

**Template D1-1** New requirement for Foundational Public Health Knowledge Learning Objectives (written by CEPH). We map the courses and provide the Specific Assessment Opportunity. (12 learning objectives, i.e. competencies) (Attachment 1)

**Template D2-2** New requirement for MPH Foundational Competencies (written by CEPH). We map the courses and provide the Specific Assessment Opportunity. (21 competencies). (Attachment 2)

**Template D4-1** Requirement for MPH Concentration Competencies (i.e., emphasis area competencies). Written by the program (us). We can use our existing emphasis area competencies. We provide the course(s) and (new requirement of) Specific Assessment Opportunity. (Attachment 3)

- Discussion comments included:

With the new Learning Objectives and Foundational Competencies written by CEPH, the existing competencies for our core courses are no longer required. The competencies written for each emphasis area are still required but may be updated/revised in necessary.

If possible, have all Learning Objectives and Foundational Competencies covered in our core courses because those courses we have most influence/control over.

The merits of new “Public Health Foundations Course” for 1 credit hour that would cover all the Learning Objectives and Foundational Competencies. (Resources

**K-State MPH Faculty Advisory Council Meeting**  
**Location: Mosier Hall Room N202 – June 12, 2017 at 10:30 AM**  
**Minutes**

needed and time frame: video editor and transcription of lectures. Probably would take about 1 year.)

Review the new Learning Objectives and Foundational Competencies and see which are currently covered in the core courses.

If you teach a core course, provide one or two questions that may be asked at the final exam covering the Learning Objectives and/or Foundational Competencies covered.

- **Due by Core Instructors: On or before October 2** Template D1-1 identifying Learning Objectives covered by your course.
  - **Due by Core Instructors: On or before October 30** Template D2-2 identifying Foundational Competencies covered by your course.
3. **Next Meeting:** **Third** Monday in October (10-16-2017). Schedule of meetings for Fall semester is below:

**Faculty Advisory Meeting Dates & Times for Fall 2017**

Time	Date	Location
10:30 AM	<b>Monday, October 16, 2017</b>	204 -- K-State Union
10:30 AM	Monday, November 13, 2017	103 Trotter, Admissions Conference Room
10:30 AM	Monday, December 11, 2017	204 -- K-State Union
10:30 AM	Thursday, January 18, 2018	103 Trotter, Admissions Conference Room

**Note: 3rd Monday, due to KPHA being in Manhattan on the 2nd Monday**

4. **Adjourn** at 12 Noon.

## Attachment 1 – CEPH D1 and Template D1-1

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

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

Grounding in foundational public health knowledge is measured by the student's achievement of the learning objectives<sup>10</sup> listed below, or higher-level versions of the same objectives.

---

<sup>10</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.

#### Profession & Science of Public Health

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services<sup>11</sup>
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

#### Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)

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

- The school or program verifies students' previous completion of a CEPH-accredited bachelor's degree in public health or MPH degree
- The school or program implements a test or other assessment tools that address the learning objectives listed above, or higher-level versions of the same objectives
- The school or program offers an online or in-person course, for credit or not-for-credit, that incorporates the learning objectives listed above, or higher-level versions of the same objectives
- The school or program includes the learning objectives listed above, or higher-level versions of the same objectives, in courses required of all MPH or DrPH students

Required documentation:

- 1) Provide a matrix, in the form of Template D1-1, that indicates how all MPH and DrPH students are grounded in each of the defined foundational public health learning objectives (1-12). The matrix must identify all options for MPH and DrPH students used by the school or program. (self-study document)
- 2) Document the methods described above. This documentation must include all referenced syllabi, samples of tests or other assessments and web links or handbook excerpts that describe admissions prerequisites, as applicable. (electronic resource file)
- 3) If applicable, assessment of strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

---

<sup>11</sup> Institutions outside the US may replace the 10 Essential Services with content appropriate to the nation/region.

## Attachment 1 – CEPH D1 and Template D1-1

### Template D1-1

*A matrix that indicates the required learning experiences that provide exposure to each of the required learning objectives identified in D1 (1-12). The matrix must identify all options for MPH (and DrPH, if applicable) students used by the school or program.*

Content Coverage for MPH (and DrPH degrees, if applicable) (SPH and PHP)		
Content	Course number(s) or other educational requirements	Specific Assessment Opportunity
1. Explain public health history, philosophy and values	MPH 720, Administration of Health Care Organizations	
2. Identify the core functions of public health and the 10 Essential Services*	MPH 720, Administration of Health Care Organizations	
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	MPH 701, Fundamental Methods of Biostatistics	
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	MPH 754, Introduction to Epidemiology	
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.		
6. Explain the critical importance of evidence in advancing public health knowledge	MPH 701, Fundamental Methods of Biostatistics	
7. Explain effects of environmental factors on a population's health	MPH 802, Environmental Health	
8. Explain biological and genetic factors that affect a population's health		
9. Explain behavioral and psychological factors that affect a population's health	MPH 818, Social and Behavioral Bases of Public Health	
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	MPH 818, Social and Behavioral Bases of Public Health	
11. Explain how globalization affects global burdens of disease	MPH 802, Environmental Health	
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)	MPH 802, Environmental Health	

## Attachment 2 – CEPH D2 and Template D2-2

### D2. MPH Foundational Competencies (SPH and PHP)

All MPH graduates demonstrate the following competencies.

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

Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the school or program must assess *all* MPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc. This requirement also applies to students completing an MPH in combination with another degree (eg, joint, dual, concurrent degrees). For combined degree students, assessment may take place in either degree program.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

#### Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

#### Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

#### Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

#### Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

## Attachment 2 – CEPH D2 and Template D2-2

### Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

### Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

### Interprofessional <sup>12</sup> Practice

21. Perform effectively on interprofessional teams

### Systems Thinking

22. Apply systems thinking tools to a public health issue

Required documentation:

- 1) List the coursework and other learning experiences required for the school or program's MPH degrees, including the required curriculum for each concentration and combined degree option. Information may be provided in the format of Template D2-1 or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each MPH degree. (self-study document)
- 2) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies listed above (1-22). If the school or program addresses all of the listed foundational competencies in a single, common core curriculum, the school or program need only present a single matrix. If combined degree students do not complete the same core curriculum as students in the standalone MPH program, the school or program must present a separate matrix for each combined degree. If the school or program relies on concentration-specific courses to assess some of the foundational competencies listed above, the school or program must present a separate matrix for each concentration. (self-study document)
- 3) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 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)

## Attachment 2 – CEPH D2 and Template D2-2

### Template D2-2

Assessment of Competencies for MPH in X Concentration		
Competency	* Course number(s) and name(s)	Specific assessment opportunity
<b>Evidence-based Approaches to Public Health</b>		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	MPH 701, Fundamental Methods of Biostatistics	
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	MPH 701, Fundamental Methods of Biostatistics	
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	MPH 701, Fundamental Methods of Biostatistics	
4. Interpret results of data analysis for public health research, policy or practice	MPH 701, Fundamental Methods of Biostatistics	
<b>Public Health &amp; Health Care Systems</b>		
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	MPH 720, Administration of Health Care Organizations	
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	MPH 818, Social and Behavioral Bases of Public Health	
<b>Planning &amp; Management to Promote Health</b>		
7. Assess population needs, assets and capacities that affect communities' health		
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	MPH 818, Social and Behavioral Bases of Public Health	
9. Design a population-based policy, program, project or intervention		
10. Explain basic principles and tools of budget and resource management		
11. Select methods to evaluate public health programs		



## Attachment 2 – CEPH D2 and Template D2-2

Policy in Public Health		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence		
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	MPH 818, Social and Behavioral Bases of Public Health	
15. Evaluate policies for their impact on public health and health equity		
Leadership		
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making		
17. Apply negotiation and mediation skills to address organizational or community challenges		
Communication		
18. Select communication strategies for different audiences and sectors		
19. Communicate audience-appropriate public health content, both in writing and through oral presentation		
20. Describe the importance of cultural competence in communicating public health content	MPH 818, Social and Behavioral Bases of Public Health	
Interprofessional Practice		
21. Perform effectively on interprofessional^ teams		
Systems Thinking		
22. Apply systems thinking tools to a public health issue		

\* The Council understands that schools and programs may assess each competency multiple times. This template need not catalog all assessments of the competency. The school or program may choose an example for each, but must present sufficient information to assure reviewers that no MPH student could complete the program without being assessed on each of the listed competencies.

^ "Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes." From: Framework for Action on Interprofessional Education & Collaborative Practice (WHO/HRH/HPN/10.3). In this context, "interprofessional" refers to engagement with professionals outside of public health (eg, architects, nurses), rather than to engagement with individuals from other public health disciplines (eg, biostatisticians, health promotion specialists).

## Attachment 3 – CEPH D4 and Template D4-1

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

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

**The school or program defines at least five distinct competencies for each concentration or generalist degree at each degree level in addition to those listed in Criterion D2 or D3.**

**The list of competencies may expand on or enhance foundational competencies, but the school or program must define a specific set of statements that articulates the depth or enhancement for all concentrations and for generalist degrees. It is not sufficient to refer to the competencies in Criterion D2 or D3 as a response to this criterion.**

**The school or program documents at least one specific, required assessment activity (eg, component of existing course, paper, presentation, test) for each defined competency, during which faculty or other qualified individuals (eg, preceptors) validate the student's ability to perform the competency.**

**These assessment activities may be spread throughout a student's plan of study.**

**Because this criterion defines competencies beyond the foundational competencies required of all MPH and DrPH students, assessment opportunities typically occur in courses that are required for a concentration or in courses that build on those intended to address foundational competencies. Assessment may occur in simulations, group projects, presentations, written products, etc.**

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

Required documentation:

- 1) Provide a matrix, in the format of Template D4-1, that lists at least five competencies in addition to those defined in Criterion D2 or D3 for each MPH or DrPH concentration or generalist degree, including combined degree options, and indicates at least one assessment activity for each of the listed competencies. Typically, the school or program will present a separate matrix for each concentration. (self-study document)
- 2) For degrees that allow students to tailor competencies at an individual level in consultation with an advisor, the school or program must present evidence, including policies and sample documents, that demonstrate that each student and advisor create a matrix in the format of Template D4-1 for the plan of study. Include a description of policies in the self-study document and at least five sample matrices in the electronic resource file.
- 3) Include the most recent syllabus for each course listed in Template D4-1, or written guidelines for any required elements listed in Template D4-1 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)

### Attachment 3 – CEPH D4 and Template D4-1

### Template D2-1 (Optional)

*If not completing Template D2-1, school or program must present specific hyperlinks to web-based publications or handbooks that clearly present the requirements for each MPH degree program.*

[illegible]

\*Also include any requirements for degree completion that are not associated with a course (eg, 25 hours of community service).