

K-State MPH Faculty Advisory Council Meeting
Location: Union Rm 203
June 11, 2018 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	
3	Larson, Robert	Core Instructor	X
4	Sanderson, Michael	Core Instructor	
5	Gragg, Sara	FSB	X
6	Kastner, Justin	FSB	X
7	Nutsch, Abbey	FSB	Kastner proxy
8	Cernicchiaro, Natalia	IDZ	
9	Nguyen, Annelise	Core Instructor + IDZ	X
10	Renter, David	IDZ	Larson proxy
11	Hanson, Jennifer	Core Instructor + PHN	
12	Rosenkranz, Ric	PHN	
13	Rosenkranz, Sara	PHN	
14	Besenyi, Gina	PHPA	X
15	Mailey, Emily	PHPA	Besenyi Proxy
16	McElroy, Mary	Core Instructor + PHPA	

Dr. Mulcahy called the meeting to order at 10:35 AM. There was a quorum present.

Approval of Minutes:

Minutes from the May 13, 2018 meeting were approved and will be posted to the website.

Items Discussed:

After reviewing the pending items below, the meeting focused on the comments from the consultant's visit and the competencies and assessment were reviewed competency by competency and emphasis by emphasis. Remember that the competency and assessment need to be at the same level of skill required of the students.

- Pending: Need updated competency mapping of Foundational Public Health Learning Objectives in lieu of new information released by CEPH (Attachment 1 or link: <https://ceph.org/assets/compliance.pdf>)

Pending: Need updated syllabi from all core courses with information about MPH objectives and competencies. (Still need MPH 802, 720) Note: Consultant said all syllabi will be reviewed and have to contain the competency info and assessment.

Pending: Need updated emphasis area revised syllabi with MPH competency information.

- FSB
 - IDZ
 - PHN (Need FNDH 600, 844 & 880)
 - PHPA
- Teaching of Foundation Competency #20 Describe the importance of cultural competence in communicating public health content. We cannot move forward with accreditation until this is addressed in one of the core classes.

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- Consultant visit and comments. (See Attachment)

Calendar Dates:

Faculty Advisory Meeting Dates & Times for Fall 2018

Time	Date	Location
10:30 AM	Monday, August 27, 2018	Trotter 113 – Dean's Conference Room
10:30 AM	Monday, September 10, 2018	Trotter 113 - Dean's Conference Room
10:30 AM	Monday, October 8, 2018	TBA
10:30 AM	Monday, November 12, 2018	APHA in San Diego. If no feedback from CEPH will cancel.
10:30 AM	Monday, December 10, 2018	Trotter 113 - Dean's Conference Room
10:30 AM	Monday, January 14, 2019	TBA

New Student Orientation

10 AM to Noon	Thursday, August 16, 2018	Mara Center (alternate location 201 Trotter)
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Required for Students -- MPH 840 Applied Practice Experience Orientation

Noon to 1 PM	Thursday, November 8, 2018	Mosier Hall Rm P-223 (NICKS Conf Room)
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CEPH Accreditation Dates

October 15, 2018	Self-study complete for copies & mailing
October 22, 2018	Document due to CEPH in Washington, DC
December 21, 2018	Comments from reviewers with changes that need to be made
February 21, 2019	Final self-study due to CEPH
March 21 & 22, 2019	On-site visit
June 1, 2019	Decision, at least 18 weeks after site visit

Next Meeting: Second Monday in June 11, 2018 Union Rm 204. Review of consultant's visit.

Adjourned at 11:45 AM

Attachment

12 Foundational Objectives

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 MPH 754 Introduction to Epidemiology	720: Need history of public health (not health) Change assessment 754: OK to include questions on the history of EPI but the rest does not pertain to this objective.
2. Identify the core functions of public health and the 10 Essential Services*	MPH 720, Administration of Health Care Organizations	720 Exam 1 questions #36 requires the student to list the 10 essential services and the core functions of public health.
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 MPH 720, Administration of Health Care Organizations MPH 754 Introduction to Epidemiology	701: Assessed by homework 1, 5, 6, 7, 8, Exam 1, 3, and final exam. Students are required to describe the population's health with descriptive statistics (HW1 question 1-3; Exam1 question 1, 4, 6, 7, 12) and use advanced statistical inference tools, such as confidence interval (HW5 question 6.23-6.45; Exam 3 question 5, 7b, 7c, 8a), hypothesis testing (HW6 question 7.33-7.38, HW7 question 8.41-8.47; Exam 3 question 7d, 7e, 7f) and regression models (HW8 question 11.13-11.15; Final exam question 3), to answer these scientific questions related to public health. 720: Stakeholder interview assignment requires the students to utilize qualitative methods in assessing community health. 754: Assessed by calculating quantitative measures of population health (Assignment 1, Assignment 2, & Assignment 3) and Examinations 1, 2, & 3 Including questions requiring students to calculate amount of disease in a population (Assignment 1 & Exam 1), measures of association (Assignment 2 & Exam 2), and effect of risk factors on exposed populations, and effect of risk factors on entire populations (Assignment 3 & Exam 3).
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	MPH 720, Administration of Health Care Organizations MPH 754, Introduction to Epidemiology	720: Exam 1 question #18 requires students to know the relative life expectancy of different racial/ethnic group in the US. 754: Discussion questions 1&3 Including questions on shifts in leading causes of death over time (Discussion Question 1) and the role of epidemiology to identify public health priorities based on changing disease trends (Discussion Question 3).
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	MPH 701, Fundamental Methods of Biostatistics MPH 720, Administration of Health Care Organizations MPH 754, Introduction to Epidemiology	701: Use probability tool: Bayes' rule to evaluate the health screening test (HW 2 question 3.21-3.29, 3.93-3.119 and Exam 1 question 10, 11). 720: Quiz 1a (2017) questions #3-4 requires students to identify the prevention level when given examples of different interventions. 754: Exam 1 & Discussion Question 2 Including questions asking students to identify different public health interventions as primary, secondary, or tertiary (Exam 1), questions requiring students to design and justify a disease screening strategy (Exam 1 and Discussion Question 2)

Attachment

Content	Course number(s) or other educational requirements	Specific Assessment Opportunity
6. Explain the critical importance of evidence in advancing public health knowledge	MPH 701, Fundamental Methods of Biostatistics	701: Assessed by homework 5, 6, 7 and Exam 3. Use advanced statistical inference tools, such as confidence interval (HW5 question 6.23-6.45; Exam 3 question 5, 7b, 7c, 8a), hypothesis testing (HW6 question 7.33-7.38, HW7 question 8.41-8.47; Exam 3 question 7d, 7e, 7f), to evaluate the importance of evidence in advancing public health knowledge.
	MPH 720, Administration of Health Care Organizations	720: Exam 2, question #9 requires students to know the mission of the federal agency AHRQ (Agency for Healthcare Research and Quality).
	MPH 754, Introduction to Epidemiology	754: Exam 3 Including questions on causal criteria and evidence based medicine/public health (Exam 3)
7. Explain effects of environmental factors on a population's health	MPH 701, Fundamental Methods of Biostatistics	701: Assessed by homework 8 and Final Exam. Use regression models to evaluate the environmental factors on the health outcomes of population (HW8 question 11.48-11.49; Final exam question 3).
	MPH 802, Environmental Health	802: Quizzes on the effects of environmental factors on population's health: quiz 1. Environmental hazards to human health and policy; quiz 2. Natural environmental factors/natural resources on population's health; quiz 3. Manufactured goods and occupational health; quiz 4. Process of producing food on human health; quiz 5. urbanization on population's health
8. Explain biological and genetic factors that affect a population's health	MPH 754, Introduction to Epidemiology	754: Exam 2, Exam 3, quiz 12-4 Including questions on assessing multiple variables at the same time (Exam 2 & Exam 3) and specifically the methods to investigate the role of environment and genetics on disease risk and prognosis (Quiz 12-4).
	802	802: Needs to address this in a lecture
9. Explain behavioral and psychological factors that affect a population's health	MPH 720, Administration of Health Care Organizations	720: Exam 2, question #38 requires students to list major barriers to mental health care.
	818	818: Needs to address this in lecture and assessment
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	818	This needs to be addressed in 818 with lecture and assessment
11. Explain how globalization affects global burdens of disease	MPH 802, Environmental Health	802: Quiz 2 assesses globalization contributing to an increase in infectious diseases
	MPH 754, Introduction to Epidemiology	754: Discussion question 3 Including questions requiring students to compare risk factors and disease burden in developed and developing countries (Discussion Question 3)
12. Explain an ecological perspective on the connections among human health, animal health and	MPH 802, Environmental Health	802: Quizzes 1, 2, 3, 4, and 5 assess the relationship between environment, animal, and human producing adverse effects.
	MPH 818, Social and	818: Successfully complete page 12 activities; interactive assignment # 12 and reading assignment # 12

Attachment

Content	Course number(s) or other educational requirements	Specific Assessment Opportunity
ecosystem health (eg, One Health)	Behavioral Bases of Public Health	

22 Foundational Competencies

Competency	* Course number(s) and name(s)	Specific assessment opportunity
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	MPH 701, Fundamental Methods of Biostatistics MPH 754, Introduction to Epidemiology	701: Assessed by Exam 1. Use probability tools for public health practice. The questions on calculating prevalence and incidence (question 13), as well as sensitivity and specificity (question 10) were given for assessment. 754: Discussion Questions 1, 2, &3, and Assignment 1. Questions on chronic diseases such as cancer and heart disease (Discussion Question 1), infectious disease (Assignment 1 & Discussion Question 2), disease screening (Discussion Question 3); and at the population levels of schools (Discussion Question 1), communities (Assignment 1), nations (Discussion Question 1), and risk groups based on behaviors (Discussion Question 2)
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	MPH 720, Administration of Health Care Organizations MPH 754, Introduction to Epidemiology	720: Exam 1(2017 v.A) question #5 requires students to understand the broad differences between qualitative and quantitative methods. (Add how students choose or select which method is appropriate) 754: Discussion Question 1, Assignments 2&3, and Exam 3. Questions that require students to select and calculate the best measures for specific disease based on chronicity, lethality, contagiousness, and other attributes (Discussion Question 1, Assignment 1, Assignment 2, and Exam 3)
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	MPH 701, Fundamental Methods of Biostatistics MPH 754, Introduction to Epidemiology Add topic 720	701: Assessed by homework 1, 5, 6, 7, 8, Exam 1, 3, and final exam. Students are required to describe the population's health with descriptive statistics (HW1 question 1-3; Exam1 question 1, 4, 6, 7, 12) and use advanced statistical inference tools, such as confidence interval (HW5 question 6.23-6.45; Exam 3 question 5, 7b, 7c, 8a), hypothesis testing (HW6 question 7.33-7.38, HW7 question 8.41-8.47; Exam 3 question 7d, 7e, 7f) and regression models (HW8 question 11.13-11.15; Final exam question 3), to answer these scientific questions related to public health. The basic analysis with SAS is evaluated by Exam 1 question 5. 754: Assignments 1, 2,&3, and Exams 1,2,&3. Questions that require students to calculate various measures of incidence, prevalence, attributable risk, and population risk (Assignments 1,2,&3, Exams 1,2,&3) Add content and assessment for qualitative
4. Interpret results of data analysis for public health	MPH 701, Fundamental Methods of Biostatistics	701: Assessed by homework 5, 6, 7, 8, Exam 3, and final exam. Students are required to interpret the results of advanced statistical inference methods, such as confidence interval (HW5 question 6.23-6.45; Exam 3 question

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research, policy or practice	MPH 754, Introduction to Epidemiology	5, 7b, 7c, 8a), hypothesis testing (HW6 question 7.33-7.38, HW7 question 8.41-8.47; Exam 3 question 7d, 7e, 7f) and regression models (HW8 question 11.13-11.15; Final exam question 3), for the questions of public health. 754: Discussion Questions 1,2, &3, Assignments 1, 2,&3, and Exams 1,2,&3. Questions that require students to interpret disease measures and the application of those interpretations at risk-group, community, and population level decisions and policy (Discussion Questions 1,2, &3, Assignments 1,2, &3, and Exams 1,2, &3).
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	MPH 720, Administration of Health Care Organizations	720: Quiz 1a (2017) requires students to understand the concept of primary care (question #5), acute care (question #7), and the Quad Functional Model of Basic Health Care Delivery Systems (question #6). Exam 2 (2017 v.A) question #5 requires students to understand the authority structure over the local county health department. Quiz 4a (2017) questions #7-9, requires students to distinguish between distributive policies, redistributive policies, and regulatory tools. Need to add assessment for 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	MPH 818, Social and Behavioral Bases of Public Health	818: Successfully complete Interactive Assignment # 6 and reading assignment # 6. Needs more detail on assessment
Planning & Management to Promote Health		
7. Assess population needs, assets and capacities that affect communities' health	MPH 720, Administration of Health Care Organizations Add topic to 802	720: Exam 2 (2017 v.A) question #39 requires students to describe the factors used in the yearly Robert Johnson Foundation County Health Rankings Describe is not enough, need to assess and analyze Could also be taught in 802
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	818: Successfully complete Interactive Assignment # 7 and Reading Assignment # 7. Need to add more detail
9. Design a population-based policy, program, project or intervention	MPH 754, Introduction to Epidemiology	754: Discussion question 3, Assignment 3 Questions requiring students to describe the factors that federal and state agencies should use to prioritize public funds (Discussion Question 3), and requiring students to describe how different measures of disease are used to inform policy for different types of populations (Assignment 3). Not enough needs to be able to design not just describe.

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Competency	* Course number(s) and name(s)	Specific assessment opportunity
10. Explain basic principles and tools of budget and resource management	MPH 720, Administration of Health Care Organizations MPH 754, Introduction to Epidemiology Remove ... assessment is too specific	720: Exam 1 (2017, v.1) question # 35 requires students to describe 2 managed care methods used to monitor and control utilization of health care services. Exam 2 (2017, v.A), question #18 requires students to understand the difference between operational and capital budgets, question Students needs to be taught how to create and manage a program and budget. 754: Discussion question 3, Exam 3, quiz 14-5. Questions requiring students to calculate and interpret different measures of disease for the purpose of informing policy based on the best use of scarce resources (Assignment 3), screening test resources (Exam 3), and total optimum cost (Quiz 14-5).
11. Select methods to evaluate public health programs	MPH 701, Fundamental Methods of Biostatistics MPH 754, Introduction to Epidemiology Add topic to 818	Can be reinforcing 754: Discussion question 3, Assignment 3, Exam 3 Questions requiring students to defend their choice of measures to base decisions for individuals and communities (Discussion Question 3), to calculate and interpret population relative risk, population attributable risk and attributable fractions (Assignment 3 & Exam 3). OK for reinforcing Needs to be taught and assessed
Policy in Public Health all of this needs to be taught in 802 and 818 and 720		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	Needs to be taught in these courses 802, 818, 720	How are policies made and what is the policy making process
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	MPH 720, Administration of Health Care Organizations Add topic to 802	720: Stakeholder interview assignment requires the students to identify stakeholders within the State of Kansas. Also needs how to build partnerships
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 Add topic to 802	818: Successfully complete HIG 7. Not sufficient, write an op ed, a legislative briefing, need to learn how to advocate 802 Could be taught in 802
15. Evaluate policies for their impact on public health and health equity	Add topic to 802, 818, 720	What is the influence of policy and its consequences (reflect on #6)

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Leadership		
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others , fostering collaboration and guiding decision making	MPH 720, Administration of Health Care Organizations MPH 818 Social and Behavioral Bases of Public Health	720: Reflection paper assignment requires students to take notes and reflect upon guest lecture topics related to leadership/management. 720 Exam 2 (2017, v.A), question #36 students must provide examples of potential organizational threats and offer administrative actions which could decrease the risk. 818: Each student is required to provide leadership to at least one health indicator group assignment. 720 and 818: Reflect is not enough, need to show we are teaching about group dynamics and skills of leadership – lecture based readings, simulations or role playing
17. Apply negotiation and mediation skills to address organizational or community challenges	MPH 720, Administration of Health Care Organizations	720: Reflection paper assignment requires students to take notes and reflect upon guest lecture topics related to negotiation and mediation. Show we are giving lecture based readings and tools and skills ... reflection paper is not enough.
Communication		
18. Select communication strategies for different audiences and sectors	DMP 815 for FSB & IDZ and FNDH 880 for PHN and PHPA??	
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	DMP 815 for FSB & IDZ and FNDH 880 for PHN and PHPA?? MPH 754, Introduction to Epidemiology	Can reinforce with 754: Discussion questions 1, 2, & 3, Assignments 1, 2, & 3 Questions requiring students to provide written instructions or feedback for use by a variety of audiences (i.e. patients/public (Discussion Question 2, Assignment 1&3); and health professionals (Discussion Questions 1,2&3, Assignments 1,2&3)
20. Describe the importance of cultural competence in communicating public health content	DMP 815 for FSB & IDZ and FNDH 880 for PHN and PHPA?? MPH 720, Administration of Health Care Organizations MPH 818 Social and Behavioral Bases of Public Health	Need cultural competencies taught assessed. This was a BIG concern that we had not identified it so far.
Interprofessional Practice		
21. Perform effectively on interprofessional^ teams	720 and 818	Needs to be taught with a lecture, preparation, and group work or group activity and assessment. Look at IPAC competency. Students need to be placed in interprofessional teams to work on an interdisciplinary topic and

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	MPH 840: Applied practice experience and Integrated learning experience.	recognize interdisciplinary views, strengths, approaches, etc.. Can Reinforce only. 840: The APE preceptor and the teams with which they work during the APE placement are diverse in their professions, so that students work with two or more professions in order to learn about, from and with each other to enable effective interprofessional collaboration. In addition, students are required to demonstrate incorporation of competency #21 as one of their five competencies addressed during their field experience placement in the ILE; both in the written report and the final exam. These are required and expected activities for MPH 840.
Systems Thinking		
22. Apply systems thinking tools to a public health issue	802	Name the system thinking tools. Look at CEPH website for examples such as process mapping techniques, logic model by itself is not sufficient.

Emphasis Areas

Need to Re-write most competencies, remove communication competencies from all emphasis areas because in 22 Foundational Competencies. ... Remove the words such as “identify” and “describe” Use Blooms hierarchy, the top three tiers.

Question to ask when writing competencies ... What skill do we want the students to have after completing the course ... they could tell an employer “I can ... or I know how to ...

Table 1. Template D4-1. Competencies for Each Emphasis Area.

Content	Course number(s) or other educational requirements	Specific Assessment Opportunity
<i>Food Safety and Biosecurity emphasis area competencies.</i>		
1. Food safety and biosecurity. Evaluate solutions appropriate for different food safety, biosecurity, and defense issues in the food production continuum.	FDSCI 730-Multidisciplinary Overview of Food Safety and Security FDSCI 731-food Protection and Defense: Essential Concepts	FDSCI 730: Report #4. Students will author a position paper about a food safety, biosecurity, or defense-related issue of their choosing in the food production continuum. Students will explain the issue, describe possible solutions, compare and contrast opposing viewpoints, examine and interpret evidence to formulate an opinion about the most effective solution, and argue in favor of the position they support. FDSCI 731: Module B Quizzes (L1, L2, CS1, L3, L4, L5). Identify characteristics that make the food and agricultural system a critical infrastructure, describe attributes that make the food system an attractive target and make it difficult to protect from biosecurity challenges. Explain potential consequences of biosecurity lapses and describe historical examples.
2. Threats to the food system. Categorize specific threats to	FDSCI 730-Multidisciplinary Overview of Food Safety and	FDSCI 730: Quiz, Lecture D1; Quiz, Lecture F1. Students will recognize and classify disease agents that can be transmitted via the food system, identify control strategies for foodborne pathogens,

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the food system and scientifically identify how each can be prevented, controlled, and/or mitigated in the food production system.	Security FDSCI 731-Food Protection and Defense: Essential Concepts	demonstrate trends that increase vulnerability to foodborne disease, and examine mitigation steps that comprise the basis of preventive food safety system such as HACCP (Hazard Analysis and Critical Control Point systems). FDSCI 731: Module C, Quizzes (L6, L7); Module E Quizzes (L13, L15, L16); Module F Quiz (CS2). Categorize threats to the food system, identify intrinsic and extrinsic attributes of food products that can control microbial threats, recognize approaches and systems (such as CARVER) that can be used to evaluate food defense threats.
3. Food safety laws and regulations. Differentiate key US food safety regulatory bodies and their unique legislative authorities, missions, and jurisdictions.	DMP 816-Trade & Agricultural Health	DMP 816: Module 5 quiz, questions #2, 3, 4, 5 and 6. These include the following: • A multiple-choice question regarding the comparative administrative and personnel challenges of the USDA and FDA • A matching question regarding specific the regulated food product(s) and the jurisdictional/responsible U.S. federal agency. • A true/false question about the role played by the U.S. Department of Homeland Security in food safety regulation. • A matching question regarding different food safety laws and their year of passage. • A question about the mission/goals of the FDA Food Safety Modernization Act
4. Food safety policy and the global food system. Analyze and distinguish how food safety and governmental biosecurity policies, globalization, and international trade cooperation influence public health.	DMP 888 Globalization, Cooperation, and the Food Trade	DMP 888: Module 1 assignment (questions 2, 4, and 6); Module 3 assignment (questions 2, 3, and 4); and Module 7 assignment (questions 1 and 2). These include the following: • A true/false question about the dilemma presented by imports of food that are both economically valued but could also pose safety/health/security. • A matching question involving public policies, economic forces, and the role of the "state/government" and the "market." • A true/false question about aflatoxin-related food safety concerns in imported pistachios. • A multiple-choice question about the challenges facing the food processing sector. • A true/false question about the <i>Salmonella</i> Saintpaul outbreak and the complexity of a supply chain that crossed borders. • A matching question about three specific international and national food safety and bioterrorism events. • Two questions about an historical (19th century) trade dispute about the pork trade and trichinosis.

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5. Multidisciplinary leadership. Contrast the foodsafety/ biosecurity technical needs of different stakeholders and make judgements as to the appropriate methods of collaboration.	DMP 815-Multidisciplinary Thought & Presentation	Three assignments in DMP 815 assess this competency: Students are asked to develop a news release to communicate a multidisciplinary science topic; Students are asked to author a technical report for a specific target audience related to a public health/food safety multidisciplinary science topic; and Students are asked to write and present a scientific seminar for a specific target audience related to a public health/food safety multidisciplinary science topic.
Infectious Diseases and Zoonoses emphasis area competencies.		
1. Pathogens/pathogenic mechanisms. Analyze and interpret modes of disease causation of infectious agents such as bacteria, viruses, parasites, and fungi.	BIOL 530 – Pathogenic Microbiology or DMP 812 – Veterinary Bacteriology and Mycology	BIOL 530: Pathogens are discussed and assessed in 4 exams, 2 laboratory reports, and weekly quizzes. Re-word: The questions assess if students can determine the causative agents, diagnosis, virulence and treatment options in the form of clinical case studies. For each assessment report, students are evaluated for their skills in identifying an enteric organism (report 1) and an unknown (report 2) organism. Need to re-write assessment: DMP 812: The pathogens and pathogenic mechanism topics are covered in all four exams of the course in the following manner: first exam - ~ 30%; and second, third, and fourth exams, each, ~ 80%. Exam questions include multiple choice, short answers and fill in the blanks format. Students are expected to answer short answer questions with examples.
2. Host response to pathogens/immunology. Intrepret the current understanding of host immune response to infection. and understand the role of vaccination in infectious disease control.	BIOL 670 – Immunology or DMP 705 – Principles of Veterinary Immunology	Needs to be narrowed: BIOL 670: Each exam will assess the goals of each block. . Each of these concepts will be demonstrated by the student applying the material to research or clinical problems involving humans or vertebrate animals. Goals: Block 1: The goal is for students to understand where the immune system comes from, the different components of the immune system and what induces the activation of the immune system. We will also begin to cover the control and regulation of the humoral response. Block 2: The goal is for students to understand the genetics that control the immune system, the development of T and B cells and the differences and similarities between B- and T-cell immune responses. Block 3: The goal is for students to understand effector cell responses by T cells, NK cells, NKT cells, and ADCC effectors. Students will understand the sequential systems that are involved in innate host responses and how they contribute to host protection and pathogenesis. Students need to understand how the immune system contributes to host pathology and immunity to infectious organisms. Block 4: The goal is for student to understand the different kinds of vaccines and how they work, what happens to a host in the absence of an immune system and what happens when the immune system turns against its host. Students will also understand the factors that regulate transplantation success and how the immune system inhibits and helps the development of cancer. Need to narrow and clarify assessment: DMP 705: Exam 1 questions 1b-f asks students to name the first sentinel cell to arrive at infection site, sentinel cell located at portals of pathogen entry, pathogen recognition mechanisms, and mechanisms of evading destruction by immune effectors. Exam 2 question 1 ask students to explain the role played by MHC molecules and MHC polymorphisms

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		in immune responses against extracellular and intracellular pathogens; questions 2d-e ask student to list cytokines produced by Th17 cells, the effect of the cytokines on host immune response, and name a pathogen that requires a strong Th17 response in order to be controlled/cleared; question 3 ask students to identify adaptive immune response mechanisms involved in clearance of intracellular bacterial infections. Exam 3, questions 1a-d ask students to explain how an adjuvant works and give examples of different types of adjuvants/role in influencing type of immune responses for protection against infectious microbial pathogens; describe different types of vaccines/describe how they work in inducing immune protection and give an example of each; define core/noncore vaccines and give one example of each.
3. Environmental/ecological influences. Understand the influence of space/geography, insect vectors, toxic plants and other toxin sources, as well as infectious agents on infectious disease and food safety. Narrow and clarify	DMP 710 – Introduction to One Health	DMP 710: Online discussion questions on Weeks 4, 9, and 12; online quizzes on Weeks 6, 10, and 14 associated with environmental/ecological influences.
4. Disease surveillance/quantitative methods. Understand how disease events and risk factors for disease are quantified and compared. Narrow and clarify.	DMP 710 – Introduction to One Health	DMP 710: Two case analysis paper assignments and one term paper assignment that must include primary research articles associated with disease surveillance and/or quantitative methods.
5. Need new competency, could make #3 two competencies.	AAI 801 – Interdisciplinary Process Take out	
Public Health Nutrition emphasis area competencies.		
1. Information literacy of public health nutrition. Demonstrate information literacy through the acquisition of public health nutrition knowledge and skills necessary to locate, understand, and evaluate and use that information efficiently and effectively for public health	FNDH 600 – Public Health Nutrition FNDH 820 – Functional Foods for Chronic Disease Prevention FNDH 844 – Nutritional Epidemiology	FNDH 600: Online quizzes from peer-reviewed articles; FNDH 820: A reviewed paper; in the review paper, students are expected to select a current topic in public health-related functional foods or nutraceuticals. Assessment is based upon the written information, including active components, chemical basis, food process, legal requirements, potential health benefits, and underlying molecular mechanism. FNDH 844: Critical appraisals of peer-reviewed articles

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Content	Course number(s) or other educational requirements	Specific Assessment Opportunity
practice. Re-write and clarify		
2. Translate research into practice. Translate research into practice through skills in nutrition surveillance, policy, program planning and evaluation, management, information dissemination and oral and written communication. Getting there ... simplify and narrow	FNDH 600 – Public Health Nutrition FNDH 820 – Functional Foods for Chronic Disease Prevention	FNDH 600: Food security service-learning project; FNDH 820: in addition to weekly assignments that assess the integrated knowledge of functional foods for chronic disease prevention, a reviewed paper is required. In the review paper, students are expected to select a research topic in public health-related functional foods or nutraceuticals. Assessment is based upon the written information,.
3. Population-based health administration. Utilize advance principles of health literacy, including critical thinking skills, literature searches, data collection and interpretation, necessary for the implementation and administration of population-based food, nutrition and health services. Clarify and more information.	FNDH 600 – Public Health Nutrition	FNDH 600: Food security service-learning project Need more information
4. Integrate knowledge of human nutrition principles. Integrate knowledge of human nutrition principles with epidemiological concepts in order to improve population health and reduce disease risk. Competency is good but need	FNDH 600 – Public Health Nutrition	FNDH 600: Quiz and exam covering food safety Need more information

Attachment

Content	Course number(s) or other educational requirements	Specific Assessment Opportunity
more info for assessment.		
5. Need new one	FNDH 844 – Nutritional Epidemiology FNDH 880 – Graduate Seminar in Human Nutrition	FNDH 844: Oral presentation of peer-reviewed articles; Need more information, need more than oral presentation. Has to be an epi competencies at an elevated skill level specific to nutrition epi.. FNDH 880: Research seminar presentations Move to 22 Foundational Competencies
Public Health Physical Activity emphasis area competencies.		
1. Population health. Develop evidence-based knowledge of the relationship between physical activity and population health. Re-write, can't just be knowledge	KIN 612 – Policy, Built Environment and Physical Activity	KIN 612 – Article discussion: Students will lead a class discussion on a chosen peer-reviewed article discussing the evidence between built environment or policy and, using the social ecological model, discuss effects on physical activity and population health. Has to be more than reading an article.
2. Social, behavioral and cultural influences. Understand how social, behavioral and environmental factors contribute to participation in physical activity. Re-write ... more than understand	KIN 610 – Program Planning and Evaluation KIN 805 – Physical Activity and Human Behavior	KIN 610 – Assignment 1 Part 2 Students conduct a mock community needs assessment including social, cultural, and environmental elements to support a PA intervention. KIN 805 – Midterm exam: 2 questions about social factors (10, 13), 4 questions about behavioral factors (8, 9, 11, 17) Too general, needs more information, needs to link directly to competency.
3. Theory application. Understand how social and behavioral theory and frameworks are used in programs designed to promote physical activity in community settings. Getting close ... not understand for example, Apply social and behavioral theory and	KIN 610 – Program Planning and Evaluation KIN 805 – Physical Activity and Human Behavior	KIN 610 – Assignment 3 Program Plan part 2, students describe social, behavioral and/or environmental theories that provide the foundation for their PA intervention. KIN 805 – Theory presentation: Students find a peer-reviewed article describing a theory-based physical activity intervention and present on the methods, results, and implications Re-due assessments.
4. Creating and evaluating interventions. Develop skills for creating and evaluate ting	KIN 610 – Program Planning and Evaluation	KIN 610 – Assignment 3 Program Plan parts 3-7 Students develop a theory-based physical activity intervention including a logic model, identifying resources, marketing, and implementation. Assignment 4 Part 1, Students design a comprehensive evaluation plan for a physical activity

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physical activity interventions in diverse community settings. Close, can just re-word.	KIN 805 – Physical Activity and Human Behavior	intervention including study design and outcome and process measures. KIN 805 – Final project: Students develop a theory-based physical activity intervention. Project includes a needs assessment, detailed intervention content, and an evaluation plan
5. Need new competency		