CHANGE MASTERS DEGREE PROGRAM FORM

1. GENERAL INFORMATION

College:	Public Health	Department:	

Current Major Name:		*Proposed Major Name:*	

Current Degree Title:	Master of Public Health	*Proposed Degree Title:*	*No Change*

Formal Option(s):	Epidemiology, Health Behavior, Environmental Health, Population Health Policy and Management, Biostatistics	*Proposed Formal Option(s):*	Epidemiology, Health Behavior, Environmental Health, Health Systems & Policy Analytics

Date of Contact with Institutional Effectives[1]:		11/14/18

Bulletin (yr & pgs):		CIP Code[1]:	51.2201	Today's Date:	11/14/18

Accrediting Agency (if applicable):	CEPH

Requested Effective Date:	☒ Semester following approval.	OR	☐ Specific Date[2]:	

Dept. Contact Person:	Jamie Taylor	Phone:	323-7341	Email:	jamie.hunt@uky.edu

2. CHANGE(S) IN PROGRAM REQUIREMENTS

		Current	*Proposed*
1.	Number of transfer credits allowed	9	*No Change*
	(Maximum is Graduate School limit of 9 hours or 25% of course work)		
2.	Residence requirement (if applicable)	NA	*NA*
3.	Language(s) and/or skill(s) required	NA	*NA*
4.	Termination criteria	NA	*NA*
5.	Plan A Degree Plan requirements[3] (thesis)	NA	*NA*
6.	Plan B Degree Plan requirements[3] (non-thesis)	42	*No Change*
7.	Distribution of course levels required	NA	*NA*
	(At least one-half must be at 600+ level & two-thirds must be in organized courses.)		
8.	Required courses (if applicable)	See Attached	See Attached

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[1] Prior to completing out this form, you MUST contact Institutional Effectiveness, which can provide you with the CIP (OSPIE@l.uky.edu or 257-1962).

[2] Program changes are typically made effective for the semester following approval. No changes will be made effective until all approvals are received.

[3] If there is only one plan for the degree, plans involving a thesis (or the equivalent in studio work, etc.) should be discussed under Plan A and those not involving a thesis should be discussed under Plan B.

9.	Required distribution of courses within program (if applicable)	NA	*NA*
10.	Final examination requirements	NA	*NA*

11.	Explain whether the proposed changes to the program (as described in sections 1 to 10) involve courses offered by another department/program. <u>Routing Signature Log must include approval by faculty of additional department(s).</u>
	All courses will be offered within the College of Public Health.

12.	List any other requirements not covered above?
	9 credit hours of Elective course work.

13.	Please explain the rationale for changes. If the rationale involves accreditation requirements, please include specific references to those requirements.
	See attached for detailed explanation and Rationale: Aligning with CEPH Criteria following the 2016 updates. Courses were revised and created to cover the new competencies required.

General Information:

Proposal Name: Master of Public Health - Environmental Health Concentration

Proposal Contact Person Name: Jamie Taylor   Phone: 323-7341   Email: jamie.hunt@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Environmental Health Department	11/28/18	Scott Prince / 257-5150 / scott.prince@uky.edu	
Academic Affairs & Assessment Committee	12/10/18	Nancy Johnson / / nancy.e.johnson@uky.edu	
Health Mgmt & Policy Department	11/6/18	Teresa Waters / / teresa.waters@uky.edu	
Faculty Council	1/22/19	John Watkins / 218-0240 / john.watkins@uky.edu	
Academic Dean	1/22/19	Jamie Taylor / 323-7341 / jamie.hunt@uky.edu	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[4]
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

MPH Realignment Proposal
April 10, 2019

The College of Public Health is accredited through the Council on Education of Public Health (CEPH). Our accreditation body adjusted their requirements in 2016, with an expectation for schools of Public Health to be in alignment in 2019. Through a college wide decision making process, the following updates to our Master of Public Health program are being proposed.

Highlights:

- No Change in Credit Hour requirement for graduation
- No change in Admission Requirements
- 2 concentrations/tracks (Population Health Policy & Management and Biostatistics) were consolidated to one concentration/track (Health Systems & Policy Analytics)
- 2 current core courses move to Concentrations – 2 current concentration courses move to core
- Research Methods (647) and Biostatistics I (580) replaced with Quantitative Observation (643) and Measurement and a Qualitative Data Analysis (603) course in Core
- 3 new courses developed
  - Communications in Environmental Health Risks (621) in Core
  - Foundations for Health Behavior II in Health Behavior Concentration
  - Analytical Methods for Health Care Data in Health Systems & Policy Analytics
- Existing Courses were updated with new course descriptions and distance learning options

Current			Proposed		
Course Number	**Name**	**Credit Hours**	**Course**	**Name**	**Hours**
	Required Core - 15			**Required Core - 12**	
CPH 601	Occupational/Environmental I (**Moves to Env Health Concentration**)	3	CPH 621 (New)	Understanding and Communicating Environmental Health Risks	3
CPH 604	PH & Disease Prevention (**Moves to HB Concentration**)	3	CPH 672	PH Planning & Practice (**Moves to Core from HB Concentration**)	3
CPH 605	Epidemiology	3	CPH 605	Epidemiology	3
CPH 650	Management of Public Health Orgs	3	CPH 650	PH Systems Administration (**Name Change**)	3
CPH 608	Capstone	3	CPH 608	Capstone	3
CPH 609	Practicum	3	CPH 609	Practicum/iCATS	3
CPH 647	Research Methods	3	CPH 643	Observation and Measurement (**Moves to Core from Health Behavior**)	3
CPH 580	Biostatistics I		CPH 603	Data Analysis for Public Health Practice (**Replaces CPH 580**)	3
	Total Core	**24**		**Total Core**	**24**
	Area of Concentration	**18**		**Area of Concentration**	**18**
	Epidemiology **Health Behavior** **Environmental Health** **Health Management & Policy** **Biostatistics**			**Epidemiology** **Health Behavior** **Environmental Health** **Health Systems & Policy Analytics**	
	Total	**42**		**Total**	**42**
			CPH 663	Foundations	1
				No BPH from CEPH accreditation	**43**

Recommendation: For any MPH student that did not graduate from an accredited CEPH BPH program, requirement includes Foundations Course (CPH 663)

	Current			Proposed	
Course Number	**Environmental Health**	**Credit Hours**	**Course**	**Environmental Health**	**Hours**
CPH 620	Occupational & Environmental II	3	CPH 601	Occupational & Environmental I **(moves from Core)**	3
CPH 622	Toxic Agents & Their implications in PH	3	CPH 620	Occupational & Environmental II	3
CPH 617 or CPH 647	Environmental/Occupational Epi Research Methods	3	CPH 622	Toxic Agents & Their implications in PH	3
Electives		9	Electives		9
	Total Concentration	**18**		**Total Concentration**	**18**

Course Number	**Epidemiology**	**Credit Hours**	**Course**	**Epidemiology**	**Hours**
CPH 630	Biostatistics II	3	CPH 712	Advanced Epidemiology	3
CPH 712	Advanced Epidemiology	3	CPH 612	Infectious Disease Epidemiology	3
CPH 535 or CPH 631 or CPH 660 or CPH 664 or CPH 655	Databases & SAS Programming Design and Analysis of Health Surveys GIS Systems & Public Health Design & Analysis of Clinical Trials Introduction to Statistical Analysis	3	CPH 615 or CPH 711 or CPH 617	Cancer Epidemiology Chronic Disease Epidemiology Environmental/Occupational Epi	3
Electives		9	CPH 660	GIS Systems & Public Health	3
			Electives		6
	Total Concentration	**18**		**Total Concentration**	**18**

Course Number	**Health Behavior**	**Credit Hours**	**Course**	**Health Behavior**	**Hours**
CPH 643	Measuring Health Behavior **(moves to Core)**	3	CPH 604	Foundations of Health Behavior I **(Moves from Core)**	2
CPH 648	Eliminating Racial and Ethnic Disparities	3	CPH 674 (NEW)	Foundations of Health Behavior II	2
CPH 672	Evidence Based Public Health Planning **(Moves to Core)**	3	CPH 746	Research Methods	3
CPH 763	Ethics for Public Health	3	CPH 648	Eliminating Racial and Ethnic Disparities	3
Electives		6	Electives		9
	Total Concentration	**18**		**Total Concentration**	**19**

Current			Proposed		
Course Number	**Population Health Policy & Management**	**Credit Hours**	**Course**	**Health Systems & Policy Analytics**	**Hours**
CPH 600	Health Services & Systems Organization	3	CPH 600	Health Services & Systems Organization	3
CPH 647	Research Methods	3	CPH 651	Population Health: Measurement, Management & Improvement	3
CPH 658	Health Economics	3	CPH 785	Health Policy	3
CPH 652 or CPH 655	Health Finance Management Accounting for Healthcare	3	CPH 634 (NEW)	Analytic Methods for Healthcare Data	3
CPH 653 or CPH 785	Public Health Law Health Policy	3	Electives		6
Electives		3			
	Total Concentration	**18**		**Total Concentration**	**18**
Course Number	**Biostatistics**	**Credit Hours**			
BST 655	Statistical Genetics	3			
BST 761	Time to Event Analysis	3			
CPH 630	Biostatistics II	3			
Electives		9			
	Total Concentration	**18**			

Dear Jamie Taylor,

Thank you for your email regarding the proposed program change(s) to **Masters in Public Health, Master's (51.2201)**.

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted OSPIE—a Senate requirement for proposal approval.

1. **Next steps for SACSCOC:** None required
2. **Verification that OSPIE has reviewed the proposal:** Based on the proposal documentation presented and Substantive Change Checklist, the proposed program changes (refer to list below) are not substantive changes as defined by the University or SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program change(s) may move forward in accordance with college and university-level approval processes.

Description of Proposed Change(s):

· Revision of core courses to align with CEPH criteria. Also adding formal options for 4 area concentrations.

Should you have questions or concerns about UK's substantive change policy and its procedures, please do not hesitate contacting our office.

Office of Strategic Planning & Institutional Effectiveness

University of Kentucky

Visit the Institutional Effectiveness Website: https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fwww.uky.edu%2Fie&token=w%2BXHkAS0tASxS4xDceQ8e0MxnHdJ2Eu4smnkDcYodCE%3D

1. 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[10] listed below, or higher-level versions of the same objectives.

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[11]
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 format of Template 01-1, 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)

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10 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.

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

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

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 [12] 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. Infonnation may be provided in the format of Template 02-1 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 02-2, 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 02-1, or written guidelines, such as a handbook, for any required elements listed in Template 02-1 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)

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[12] "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).

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 03.

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 04-1, that lists at least five competencies in addition to those defined in Criterion 02 or 03 for each MPH or OrPH 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 04-1 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 04-1, or written guidelines for any required elements listed in Template 04-1 that do not have a syllabus. (electronic resource file)

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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
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  20. Describe the importance of cultural competence in communicating public health content

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  21. Perform effectively on interprofessional teams

Systems Thinking
  22. Apply systems thinking tools to a public health issue

Required documentation:

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2) Provide a matrix, in the format of Template 02-2, 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 02-1, or written guidelines, such as a handbook, for any required elements listed in Template 02-1 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)

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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 03.

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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 04-1, that lists at least five competencies in addition to those defined in Criterion 02 or 03 for each MPH or OrPH 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 04-1 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 04-1, or written guidelines for any required elements listed in Template 04-1 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)

5. MPH Applied Practice Experiences (SPH and PHP)

MPH students demonstrate competency attainment through applied practice experiences.

Applied practice experiences may be concentrated in time or may be spread throughout a student's enrollment. Opportunities may include the following:

- a practicum or internship completed during a summer or academic term
- course-based activities (eg, performing a needed task for a public health or health care organization under the supervision of a fac·ulty member as an individual or group of students)
- activities linked to service learning, as defined by the program, school or university
- co-curricular activities (eg, service and volunteer opportunities, such as those organized by a student association)
- a blend of for-credit and/or not-for-credit activities

Applied practice experiences may involve governmental, non-governmental, non-profit, industrial and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate.

The school or program identifies sites in a manner that is sensitive to the needs of the agencies or organizations Involved. Activities meeting the applied practice experience should be mutually beneficial to both the site and the student.

The applied practice experiences allow each student to demonstrate attainment of at least fiv co!'lptencies, of which at least three must be foundational competencies (as defined in Cnteron 02). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.

The school or program assesses each student's competency attainment in practical and applied settings through a portfolio approach, which demonstrates and allows assessment of competency attainment. It must include al least two products. Examples include written assignments, journal entries, completed tests, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning. Materials may be produced and maintained (either by the school or program or by individual students) in any physical or electronic form chosen by the school or program.

The materials may originate from multiple experiences (eg, applied community-based courses and service learning courses throughout the curriculum) or a single, intensive experience (eg, an internship requiring a significant time commitment with one site). While students may complete experiences as individuals or as groups in a structured experience, each student must present documentation demonstrating individual competency attainment.

Combined degree students have opportunities to integrate and apply their learning from both degree programs through applied practice experiences.

The school or program structures applied practice experience requirements to support its mission and students' career goals, to the extent possible.

Required documentation:

1) Briefly describe how the school or program identifies competencies attained in applied practice experiences for each MPH student, including a description of any relevant policies. (self-study document)
   Present at least five sample matrices in the format of Template 05-1. (electronic resource file)

2) Provide documentation, including syllabi and handbooks, of the official requirements through which students complete the applied practice experience. (electronic resource file)

3) Provide samples of practice-related materials for individual students from each concentration or generalist degree. The samples must also include materials from students completing combined degree programs, if applicable. The school or program must provide samples of complete sets of materials (ie, the documents that demonstrate at least five competencies) from at least five students in the last three years for each concentration or generalist degree. If the school or program has not produced five students for which complete samples are available, note this and provide all available samples. (electronic resource file)

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

7. MPH Integrative Learning Experience (SPH and PHP)

MPH students complete an integrative learning experience (!LE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student's educational and professional goals.

The !LE represents a culminating experience and may take many forms, such as a practice-based project, essay-based comprehensive exam, capstone course, integrative seminar, etc. Regardless of form, the student produces a high-quality written product that is appropriate for the student's educational and professional objectives. Written products might include the following: program

evaluation report, training manual, policy statement, take-home comprehensive essay exam, legislative testimony with accompanying supporting research, etc. Ideally, the written product is developed and delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations.

Professional certification exams (eg, CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the !LE, but are not in and of themselves sufficient to satisfy this criterion.

The !LE is completed at or near the end of the program of study (eg, in the final year or term). The experience may be group-based or individual. In group-based experiences, the school or program documents that the experience provides opportunities for individualized assessment of outcomes.

The school or program identifies assessment methods that ensure that at least one faculty member reviews each student's performance in the !LE and ensures that the experience addresses the selected foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (eg, preceptors).

Combined (dual, joint, concurrent) degree students should have opportunities to incorporate their learning from both degree programs in a unique integrative experience.

Required documentation:

1) List, in the format of Template D?-1, the integrative learning experience for each MPH concentration, generalist degree or combined degree option that includes the MPH. The template also requires the school or program to explain, for each experience, how it ensures that the experience demonstrates synthesis of competencies. (self-study document)

2) Briefly summarize the process, expectations and assessment for each integrative learning experience. (self-study document)

3) Provide documentation, including syllabi and/or handbooks, that communicates integrative learning experience policies and procedures to students. (electronic resource file)

4) Provide documentation, including rubrics or guidelines, that explains the methods through which faculty and/or other qualified individuals assess the integrative learning experience with regard to students' demonstration of the selected competencies. (electronic resource file)

5) Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations, if applicable. The school or program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater. (electronic resource file)

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)