

## Nikou, Roshan

---

**From:** Graduate.Council.Web.Site@www.uky.edu  
**Sent:** Wednesday, April 11, 2007 1:53 PM  
**To:** Nikou, Roshan  
**Cc:** Price, Cleo  
**Subject:** Investigator Report

AnyForm User: www.uky.edu  
AnyForm Document: <http://www.research.uky.edu/gc/GCInvestigatorReport.html>  
AnyForm Server: www.uky.edu (/www/htdocs/AnyFormTurbo/AnyForm.php)  
Client Address: 128.163.110.72

College/Department/Unit: = 607-P025  
Category:\_ = Change  
Date\_for\_Council\_Review: =  
Recommendation\_is:\_ = Approve  
Investigator: = Terry Malone  
E-mail\_Address = trmalol@uky.edu  
1\_\_Modifications: = No changes to Proposal as this is a direct response to Accreditation Standard (MPH must be 42 hour minimum - {to be in place 2007}) - ours was 36 hours - CPH has moved this through during 2005-2007 time frame - College Committee determined \"best approach\" was the addition of CPH-647 Research Methods as required 3 credit offering and then giving 3 credits related to completion of Capstone CPH-608 Public Health Capstone  
2\_\_Considerations: = Only change was to the grading in CPH-608 - handled through previous review  
3\_\_Contacts: = Scott Prince MD and John Wiggs  
4\_\_Additional\_Information: =

--  
AnyForm/PHP3 0.1

AnyFormRandomSeqNo: 93031790

**UNIVERSITY OF KENTUCKY  
REQUEST FOR CHANGE IN MASTERS DEGREE PROGRAM**

Program: Master of Public Health (MPH)

Department/Division: \_\_\_\_\_

College: Public Health Bulletin pp \_\_\_\_\_

Degree Title (Old): \_\_\_\_\_ Major (New): \_\_\_\_\_

CIP Code: 512201 HEGIS Code: \_\_\_\_\_

Accrediting Agency (if applicable): Council on Accreditation in Public Health

**I. CHANGE(S) IN PROGRAM REQUIREMENTS**

	<u>Current</u>	<u>Proposed</u>
1. Number of transfer credits allowed (Graduate School limit: 9 hours or 25% of coursework)		
2. Residence requirement (if applicable)		
3. Language(s) and/or skill(s) required		
4. Termination criteria		
5. Plan A requirements*		
6. Plan B requirements*		
7. Distribution of course levels required (At least one half must be at 600+ level & two thirds must be in organized courses)		
8. Required courses (if applicable)		
9. Required distribution of courses within program (if applicable)	Minimum of 36 credit hours	Minimum of 42 credit hours -Add CPH 647 Research Methods -Add CPH 608 Capstone Credit
10. Final examination requirements		

\* 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.

UNIVERSITY OF KENTUCKY  
REQUEST FOR CHANGE IN MASTERS DEGREE PROGRAM

11. Any other requirements not covered above

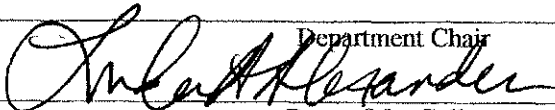
II. RATIONALE FOR CHANGE(S)

If the rationale involves accreditation requirements, please include specific references to those requirements.

In September 2005, Dean Stephen Wyatt received notification from the Council on Education in Public Health (CEPH) that new accreditation criteria had been adopted. Among these new criteria was a requirement that MPH programs be in full compliance or show progress toward compliance with the new requirement that MPH programs be a minimum of 42 credit hours no later than Fall 2007.

A letter and CEPH documentation of the new criteria, as well as an account and documentation of the vetting and approval process by the college, is attached.

Signatures of Approval:

  
Department Chair  
Dean of the College

  
Date  
February 26, 2007

Date of Notice to the Faculty

\*Undergraduate Council

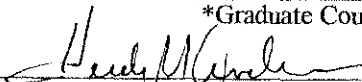
Date

\*University Studies

Date

\*Graduate Council

Date

  
Academic Council for the Medical Center

3-22-07  
Date

Senate Council

Date of Notice to University Senate

\*If applicable, as provided by the Rules of the University Senate

**College of Public Health  
Master of Public Health (MPH) Degree Program**

**Chronology of Curriculum Change  
36 Credit Hour Minimum to 42 Credit Hour Minimum**

- September 26, 2005** Dean Wyatt receives notification from Council on Education in Public Health (CEPH) that among adopted revised criteria for the accreditation of schools of public health was Criterion 2.2, Program Length. This revised criterion states that all MPH degree programs will be 42 a minimum of semester credit hours and must demonstrate evidence that either they are in full compliance of the new requirement or evidence that specific actions have taken place to achieve full compliance.
- Attachment: Letter with updated accreditation criteria documentation*
- December 2005-  
May 2006** Consideration of the new 42-credit hour minimum requirement was discussed at Academic Affairs Committee meetings.
- Attachment: Academic Affairs Committee Minutes*
- January 17, 2006** Faculty Council approved the recommended change
- Attachment: Faculty Council Minutes*
- March 2006-  
May 2006** Ad-Hoc Committee to consider the wide implications of the new 42-credit hour minimum for the MPH degree was convened by the Associate Dean for Academic Affairs, Dr. Linda Alexander. Members included representatives from the departments of the five core areas of public health.
- Attachment: 42-Hour Ad-Hoc Committee Minutes*
- July 24, 2006** Recommendation from Dr. Linda Alexander of the 42-Hour Ad Hoc Committee to Dean Wyatt.
- Attachment: Memo to Dean Wyatt detailing recommendation*
- August 7, 2006** Response from Dean Wyatt approving the 42-Credit Hour change.
- Attachment: Memo from Dean Wyatt approving the change and requesting that it be implemented*
- September 2006 –  
January 2007** Dr. Linda Alexander convened an Ad-Hoc Curriculum Committee to discuss the best way to operationalize the recommendation. All core disciplines were represented as well as Admissions and Student Affairs.
- Attachment: Meeting notes from Ad-Hoc Curriculum Committee*

# **Academic Affairs Committee Minutes**

**Minutes**  
**Academic Affairs Committee**  
**College of Public Health**  
**Tuesday, December 6, 2005**

Attendees

Richard A. Crosby, Chair  
Linda Alexander  
Gail Brion  
Richard Charnigo  
Julia Costich  
Renee Davis

Rebecca Flanagan  
Joy Jacobs-Lawson  
Tom Tucker  
LaVona Traywick  
Robin Vanderpool  
John Wiggs

The meeting was called to order at 9:34 am. A quorum was present.

1. Minutes. The minutes from November 8 were approved as presented.
2. Alexander provided the committee with a follow-up report on pending issues.

The issue regarding designations on faculty DOEs for work on student capstone committees has been returned to Faculty Council due to a lack of consensus regarding the percentages. After further discussion, Brion made the following motion: Conceptually the Academic Affairs Committee supports reflecting advising, mentoring, and overseeing students through the capstone experience on faculty DOEs. **The motion was seconded and passed.**

To date there has been no recommendation come forward from the Faculty Council regarding the dual concentration in the DrPH program. Crosby will check with Dr. Teaster regarding this issue.

In addition to recent committee discussions about the new 42-hour MPH requirement and the new DrPH comprehensive examination, Alexander is appointing two ad-hoc committees to review these issues and make recommendations. This is not mean to circumvent discussion in departments and committees, but rather to examine the scope and depth of the changes and demonstrate that the issues have been thoroughly considered before they are proposed to the Council on Post-Secondary Education. Representatives from all departments will be appointed to the ad-hoc committees and will consider the issues after recommendations have been made to the Dean.

3. There was continued discussion regarding the new 42 credit hour requirement for the MPH degree and how a new required course in research methods could be incorporated. There was some discussion about the course and an idea that perhaps the first half of the course could be generic to all concentrations and the other half specific to departments. Crosby will continue to develop the research methods course.

A motion was made to develop and implement a research methods course for all MPH students. **The motion was seconded and passed.**

Two possibilities were proposed for the new requirement, both incorporating the research methods course:

Credit Hour Scenario #1

21 core  
15 selectives  
3 practicum  
3 capstone  
(This scenario retains the Overview of the Healthcare Delivery Systems course and eliminates an elective)

Credit Hour Scenario #2

18 core  
18 selective  
3 practicum  
3 capstone  
(This scenario removes both the Overview of the Health Care Delivery systems course and the elective)

There was a discussion regarding the history of PM 662 and CPH 650.

A motion was made to propose these two scenarios for discussion. **The motion was seconded and passed.**

3. The syllabus for the course CPH 660 GIS Systems and Public Health was presented with a new course proposal. The repeat option is to be removed from the proposal. A motion was made to approve the proposal for CPH 660. **The motion was seconded and passed.**
4. The next meeting is on Tuesday, January 10, 2:00-3:30 pm in CPH 115.

There being no further business, the meeting was adjourned at 10:45 am.

Submitted by:

---

Richard A. Crosby, PhD  
Chair

**Minutes  
Academic Affairs Committee  
College of Public Health  
Tuesday, January 10, 2006**

Attendees

Richard A. Crosby, Chair  
Linda Alexander  
Richard Charnigo  
Julia Costich

Rebecca Flanagan  
Joy Jacobs-Lawson  
Tom Tucker  
LaVona Traywick

The meeting was called to order at 2:04 pm. A quorum was present.

1. Minutes. The minutes from December 6 were approved with the following corrections:

- Item 2, paragraph 3 – change the word “mean” to “meant”
- Item 3, the scenarios were corrected to read as follows:

Two possibilities were proposed for the new requirement, both incorporating the research methods course:

Credit Hour Scenario #1

21 core  
15 selectives  
3 practicum  
3 capstone

(This scenario retains the PM 662 course and eliminates an elective)

Credit Hour Scenario #2

18 core  
18 selective  
3 practicum  
3 capstone

(This scenario removes both the PM 662 course and the elective)

The proposed research methods course would be included in the core.

2. There was continued discussion regarding the new 42 credit hour requirement for the MPH degree centering around the two scenarios presented at the last meeting. Costich noted that PM 662 is being reworked into modules that will be offered statewide to public health professionals. Alexander noted that the role of the ad-hoc committee would be to examine the wider implications of the new 42 credit hour requirement. It was agreed that these scenarios present a balanced generic public health degree. Other SPHs are moving toward a more generic MPH degree rather than one specific to an area of concentration in anticipation of a credentialing examination.

A motion was made to accept Scenario #1 as written with the annotation that this is a minimum number of hours for each concentration and students may want or need to take additional courses to prepare them for the workforce. **The motion was seconded and passed.**

Crosby updated the group on his efforts to develop the research methods course. He came to the realization that a new course would not be vastly different than the existing research methods course for health behavior and asked for assistance in determining what could specifically be done to make the course have a more generic public health



approach. It was suggested that a course proposal be submitted with a syllabus using a variety of resources so that review by other committees would not question a particular book required because of its title.

3. Alexander met with Dr. Roger Sugarman and other staff in Institutional Effectiveness regarding teacher course evaluations. We are encouraged to utilize the optional questions available on the current TCE scantron form. Distance learning course evaluations are done but are not figured into the college-wide data report that we receive. The instructor is the only person who has access to the data. The point was made that a college can adopt specific questions for use with the current TCE system. There was a discussion of the methods and mechanics; students serving on this committee will be asked to help us add appropriate questions, which could be tied to the terminal objectives. There was a discussion of faculty time to create the questions and a further discussion of distance learning course evaluations.
4. The next meeting will be scheduled after a survey of members is done to determine the most compatible standing meeting time.

There being no further business, the meeting was adjourned at 3:18 pm.

Submitted by:

---

Richard A. Crosby, PhD  
Chair

# Action Items

## January 2006

- Regarding the new 42-hour requirement for the MPH degree, a motion was made to accept the following scenario with the annotation that this is a minimum number of hours for each concentration and students may want or need to take additional courses to prepare them for the workforce. **The motion was seconded and passed.**

### Credit Hour Scenario 21 core

15 selectives

3 practicum

3 capstone

(This scenario retains the PM 662 course and eliminates an elective). A newly-proposed research methods course would be included in the core.

- Students serving on this committee will be asked to help us add appropriate additional questions, which could be tied to the terminal objectives, to the teaching course evaluation currently being used.

## December 2005

- Conceptually the Academic Affairs Committee supports reflecting advising, mentoring, and overseeing students through the capstone experience on faculty DOEs. **The motion was seconded and passed.**
- A motion was made to develop and implement a research methods course for all MPH students. **The motion was seconded and passed.**
- A motion was made to propose two scenarios for discussion for the new 42 credit hour requirement in the MPH program. **The motion was seconded and passed.**
- A motion was made to approve the proposal for CPH 660 GIS Systems and Public Health. **The motion was seconded and passed.**

## November 2005

- A motion was made to recommend the 3-2-1 plan for faculty DOEs to reflect service on student capstones for 3% as chair or co-chair of a DrPH capstone committee, 2% as chair or co-chair of an MPH capstone committee, and 1% as DrPH or MPH capstone committee member. There is a two-year limit on a DrPH committee, a one-year limit on an MPH committee, to be negotiated annually between the faculty member and the department chair, with no upper limit on the DOE. **The motion was seconded and passed.**

## October 2005

- Crosby will consult with Dr. McKnight, Chair of the Practice and Service Committee, to monitor the progress of the submission of terminal objectives from the departments that will make up the syllabus for the practicum experience.
- A motion was made, seconded, and passed to invite practicum preceptors to the October Research Day and Hall of Fame Dinner.
- CPH 647 – Research Methods in Public Health (3) Status: Approved  
CPH 648 – Health and Culture (3) Status: Approved

### **September 2005**

- A motion was made to recommend that the college provide an overload payment for Research Title faculty to serve on a committee but they could not serve as chair, and that the dean set a policy to this effect. The motion was seconded and passed.
- A motion was made to recommend that the DrPH committee chair must be from the student's area of concentration. The motion was seconded and passed.
- A motion was made to withdraw the previous recommendation that the DrPH capstone committee consist of four members. The motion was seconded and passed.
- A discussion was held regarding the use of the additional six credit hours in the MPH curriculum that will be required by ASPH by Fall 2007. The issue will be tabled until feedback from departments and students can be obtained.

### **August 2005**

- A motion was made for the following policy on dual concentrations in the DrPH program:

*For the dual concentration in the DrPH program, the capstone committee must include at least one member from each of the departments. The chair must be from one of the two concentration departments. The content of the capstone must integrate both disciplines.*

**The motion was seconded and passed.**

- A motion was made for the following change to be made to DrPH capstone presentation:

*The DrPH capstone presentations will consist of 30 minutes for presentation, 30 minutes for questions, and 30 minutes for committee deliberation.*

**The motion was seconded and passed.**

**Minutes**  
**Academic Affairs Committee**  
**College of Public Health**  
**Tuesday, December 6, 2005**

Attendees

Richard A. Crosby, Chair  
Linda Alexander  
Gail Brion  
Richard Charnigo  
Julia Costich  
Renee Davis

Rebecca Flanagan  
Joy Jacobs-Lawson  
Tom Tucker  
LaVona Traywick  
Robin Vanderpool  
John Wiggs

The meeting was called to order at 9:34 am. A quorum was present.

1. Minutes. The minutes from November 8 were approved as presented.
2. Alexander provided the committee with a follow-up report on pending issues.

The issue regarding designations on faculty DOEs for work on student capstone committees has been returned to Faculty Council due to a lack of consensus regarding the percentages. After further discussion, Brion made the following motion: Conceptually the Academic Affairs Committee supports reflecting advising, mentoring, and overseeing students through the capstone experience on faculty DOEs. **The motion was seconded and passed.**

To date there has been no recommendation come forward from the Faculty Council regarding the dual concentration in the DrPH program. Crosby will check with Dr. Teaster regarding this issue.

In addition to recent committee discussions about the new 42-hour MPH requirement and the new DrPH comprehensive examination, Alexander is appointing two ad-hoc committees to review these issues and make recommendations. This is not mean to circumvent discussion in departments and committees, but rather to examine the scope and depth of the changes and demonstrate that the issues have been thoroughly considered before they are proposed to the Council on Post-Secondary Education. Representatives from all departments will be appointed to the ad-hoc committees and will consider the issues after recommendations have been made to the Dean.

3. There was continued discussion regarding the new 42 credit hour requirement for the MPH degree and how a new required course in research methods could be incorporated. There was some discussion about the course and an idea that perhaps the first half of the course could be generic to all concentrations and the other half specific to departments. Crosby will continue to develop the research methods course.

A motion was made to develop and implement a research methods course for all MPH students. **The motion was seconded and passed.**

Two possibilities were proposed for the new requirement, both incorporating the research methods course:

Credit Hour Scenario #1

21 core  
15 selectives  
3 practicum  
3 capstone  
(This scenario retains the Overview of the Healthcare Delivery Systems course and eliminates an elective)

Credit Hour Scenario #2

18 core  
18 selective  
3 practicum  
3 capstone  
(This scenario removes both the Overview of the Health Care Delivery systems course and the elective)

There was a discussion regarding the history of PM 662 and CPH 650.

A motion was made to propose these two scenarios for discussion. **The motion was seconded and passed.**

3. The syllabus for the course CPH 660 GIS Systems and Public Health was presented with a new course proposal. The repeat option is to be removed from the proposal. A motion was made to approve the proposal for CPH 660. **The motion was seconded and passed.**
4. The next meeting is on Tuesday, January 10, 2:00-3:30 pm in CPH 115.

There being no further business, the meeting was adjourned at 10:45 am.

Submitted by:

---

Richard A. Crosby, PhD  
Chair

# Action Items

## December 2005

- Conceptually the Academic Affairs Committee supports reflecting advising, mentoring, and overseeing students through the capstone experience on faculty DOEs. **The motion was seconded and passed.**
- A motion was made to develop and implement a research methods course for all MPH students. **The motion was seconded and passed.**
- A motion was made to propose two scenarios for discussion for the new 42 credit hour requirement in the MPH program. **The motion was seconded and passed.**
- A motion was made to approve the proposal for CPH 660 GIS Systems and Public Health. **The motion was seconded and passed.**

## November 2005

- A motion was made to recommend the 3-2-1 plan for faculty DOEs to reflect service on student capstones for 3% as chair or co-chair of a DrPH capstone committee, 2% as chair or co-chair of an MPH capstone committee, and 1% as DrPH or MPH capstone committee member. There is a two-year limit on a DrPH committee, a one-year limit on an MPH committee, to be negotiated annually between the faculty member and the department chair, with no upper limit on the DOE. **The motion was seconded and passed.**

## October 2005

- Crosby will consult with Dr. McKnight, Chair of the Practice and Service Committee, to monitor the progress of the submission of terminal objectives from the departments that will make up the syllabus for the practicum experience.
- A motion was made, seconded, and passed to invite practicum preceptors to the October Research Day and Hall of Fame Dinner.
- CPH 647 – Research Methods in Public Health (3) Status: Approved  
CPH 648 – Health and Culture (3) Status: Approved

## September 2005

- A motion was made to recommend that the college provide an overload payment for Research Title faculty to serve on a committee but they could not serve as chair, and that the dean set a policy to this effect. The motion was seconded and passed.
- A motion was made to recommend that the DrPH committee chair must be from the student's area of concentration. The motion was seconded and passed.
- A motion was made to withdraw the previous recommendation that the DrPH capstone committee consist of four members. The motion was seconded and passed.

- A discussion was held regarding the use of the additional six credit hours in the MPH curriculum that will be required by ASPH by Fall 2007. The issue will be tabled until feedback from departments and students can be obtained.

### **August 2005**

- A motion was made for the following policy on dual concentrations in the DrPH program:

*For the dual concentration in the DrPH program, the capstone committee must include at least one member from each of the departments. The chair must be from one of the two concentration departments. The content of the capstone must integrate both disciplines.*

**The motion was seconded and passed.**

- A motion was made for the following change to be made to DrPH capstone presentation:

*The DrPH capstone presentations will consist of 30 minutes for presentation, 30 minutes for questions, and 30 minutes for committee deliberation.*

**The motion was seconded and passed.**

**Minutes**  
**Academic Affairs Committee**  
**College of Public Health**  
**Wednesday, May 10, 2006**

Attendees

Richard A. Crosby, Chair  
Julia Costich  
Rebecca Flanagan  
Ray Garman  
Joy Jacobs-Lawson

Marta Mendiondo (for Richard Charnigo)  
LaVona Traywick  
John Wiggs

The meeting was called to order at 11:40 am. A quorum was present.

1. Minutes. The minutes from April 12 were approved with typographical error corrections.
2. In her absence, Alexander provided a written report regarding the 42-hour ad-hoc committee (see attached). There was a discussion of the information, including the grading method for the proposed capstone course. The consensus of the group was that the recommendations being considered for presentation to the Dean were reasonable. A motion was made for Crosby to write a memo to the 42-hour ad hoc committee to endorse the recommendations, with a suggestion that the grading for the capstone course should be pass/fail and that the student should register for the course in the semester in which they planned to defend it.  
**The motion was seconded and passed.**

There was additional discussion regarding the proposed elimination of the elective. It was pointed out that this is not an issue of great concern because students may take additional credit hours over the core and required curriculum.

There was a discussion of better publicizing the Academic Affairs Committee meeting dates and agenda so that perhaps the faculty at large would be able to attend since these meetings are open to any faculty member.

3. The following new course proposal was considered and approved with modification:

CPH 954 Seminar in Public Health Finance & Economics

The request will be made to make it clear in the syllabus that the reference to electronic grading will be done via Blackboard.

There was also a discussion regarding the prerequisite of "Enrollment as a DrPH Student or permission of instructor." Wiggs detailed an account of a non-professional program student somehow being able to register for one of our 900-level courses, the credit for which is not accepted by the Graduate School. After additional discussion, it was decided that DrPH course prerequisites will be stated as, "Enrollment as a DrPH student or permission of the instructor and approval of the Associate Dean of Admissions and Student Affairs." This will assure that the request of other students wishing to take these courses will be reviewed appropriately before they are permitted to be registered. Flanagan will make the requested change to this course and to two others that have been sent on to the HCCC for review and approval.



4. Crosby had inquired of Alexander about the possibility of utilizing plus or minus grades. After some research, she discovered that while they are not permitted for the MPH, we may utilize them for the DrPH program. Since there is an ad-hoc committee reviewing the DrPH program, this may be an issue they could consider. Traywick noted that as a student she would welcome seeing a plus grade with a letter grade but not a minus. It was the consensus of the group that additional student input on this issue should be sought.
5. Costich reported that the HSM department has been working to revise their curriculum. Public Health Law and Policy will become a selective and they will be offering a one credit-hour course in the fall to introduce students to the United States health care delivery system. It will be held during the first ten days of the fall semester for any student who wishes to obtain a baseline knowledge of this information.

Costich also discussed the Council on Post-Secondary Education's initiative to have the five core public health courses available on line. Discussions have been difficult and the effort is moving somewhat slowly. CPE has hired an instructional design company to build the courses; Bill Pfeifle from HSM is on the committee.

As a last item, Costich reported that the college's continuing education committee has been constituted but has not yet met.

6. An issue from the Practice & Service committee is the current practicum requirement that students must complete four of the five MPH core courses and a total of 21 hours in order to begin the practicum. However, common practice is to grant exceptions in most cases. There was consensus that this committee should consider this issue but it should be on the task list for the next academic year.
7. Crosby thanked everyone for serving this year and reported that seven of the eight items the committee agreed to work on had been addressed.
6. There will be no meeting in June.

There being no further business, the meeting was adjourned at 12:50 pm.

Submitted by:

---

Richard A. Crosby, PhD  
Chair

# Action Items

## May 2006

- A motion was made for Crosby to write a memo to the 42-hour ad hoc committee to endorse the recommendations, with a suggestion that the grading for the capstone course should be pass/fail and that the student should register for the course in the semester in which they planned to defend it. **The motion was seconded and passed.**
- The following new course proposal was considered and approved:  
CPH 954 Seminar in Public Health Finance & Economics

## April 2006

- The following new course proposals were considered and approved:  
CPH 653 Public Health Law and Policy  
CPH 952 Seminar in Advanced Leadership  
CPH 953 Seminar in Ethical and Moral Decision Making
- There was a motion to approve the MPH dual concentration with modifications to the requirements and composition of the capstone committee. **The motion was seconded and passed.**

## March 2006

- A motion was made to elect Crosby as interim chair until a new chair was appointed. **The motion was seconded and passed.**
- A motion was made to include the following paragraph in the student handbook regarding independent study experiences:

*Students should consider the option of an independent study only when available courses fail to provide them with critical skills or knowledge. The decision to request an independent study should be followed by completing the appropriate form, and carefully listing the learning objectives and a proposed plan for achieving each objective. This document will serve as a course contract between the student and the professor who volunteers to supervise the independent study. Once the student gains assent from a professor willing to undertake the supervisory process, the course contract should be modified so that both parties are in agreement. The final course contract must then be signed by both parties and approved by the appropriate Director of Graduate Studies or Director of Doctoral Studies.*

**The motion was seconded and passed.**

- A motion was made to recommend posting MPH capstone abstracts on the college website after gaining student consent. **The motion was seconded and passed.**

## February 2006

- Crosby and Charnigo volunteered to pilot test a supplemental evaluation form for their courses for spring 2006.
- A motion was made to recommend that TCEs at the end of the semester be administered by trained and compensated representatives from the student government association at the College of Public Health. **The motion was seconded and passed.**
- A motion was made to clarify that the number of selectives recommended for dual concentration in the DrPH program is eight (8) and must be approved by both department chairs. **The motion was seconded and passed.**
- A motion was made to recommend that students pursuing a dual concentration in the DrPH program must answer questions during the qualifying examination from both areas and be given sufficient time to answer. **The motion was seconded and passed.**

### January 2006

- Regarding the new 42-hour requirement for the MPH degree, a motion was made to accept the following scenario with the annotation that this is a minimum number of hours for each concentration and students may want or need to take additional courses to prepare them for the workforce. **The motion was seconded and passed.**

#### Credit Hour Scenario 21 core

15 selectives

3 practicum

3 capstone

(This scenario retains the PM 662 course and eliminates an elective). A newly-proposed research methods course would be included in the core.

- Students serving on this committee will be asked to help us add appropriate additional questions, which could be tied to the terminal objectives, to the teaching course evaluation currently being used.

### December 2005

- Conceptually the Academic Affairs Committee supports reflecting advising, mentoring, and overseeing students through the capstone experience on faculty DOEs. **The motion was seconded and passed.**
- A motion was made to develop and implement a research methods course for all MPH students. **The motion was seconded and passed.**
- A motion was made to propose two scenarios for discussion for the new 42 credit hour requirement in the MPH program. **The motion was seconded and passed.**
- A motion was made to approve the proposal for CPH 660 GIS Systems and Public Health. **The motion was seconded and passed.**

## November 2005

- A motion was made to recommend the 3-2-1 plan for faculty DOEs to reflect service on student capstones for 3% as chair or co-chair of a DrPH capstone committee, 2% as chair or co-chair of an MPH capstone committee, and 1% as DrPH or MPH capstone committee member. There is a two-year limit on a DrPH committee, a one-year limit on an MPH committee, to be negotiated annually between the faculty member and the department chair, with no upper limit on the DOE. **The motion was seconded and passed.**

## October 2005

- Crosby will consult with Dr. McKnight, Chair of the Practice and Service Committee, to monitor the progress of the submission of terminal objectives from the departments that will make up the syllabus for the practicum experience.
- A motion was made, seconded, and passed to invite practicum preceptors to the October Research Day and Hall of Fame Dinner.
- CPH 647 – Research Methods in Public Health (3) Status: Approved  
CPH 648 – Health and Culture (3) Status: Approved

## September 2005

- A motion was made to recommend that the college provide an overload payment for Research Title faculty to serve on a committee but they could not serve as chair, and that the dean set a policy to this effect. The motion was seconded and passed.
- A motion was made to recommend that the DrPH committee chair must be from the student's area of concentration. The motion was seconded and passed.
- A motion was made to withdraw the previous recommendation that the DrPH capstone committee consist of four members. The motion was seconded and passed.
- A discussion was held regarding the use of the additional six credit hours in the MPH curriculum that will be required by ASPH by Fall 2007. The issue will be tabled until feedback from departments and students can be obtained.

## August 2005

- A motion was made for the following policy on dual concentrations in the DrPH program:

*For the dual concentration in the DrPH program, the capstone committee must include at least one member from each of the departments. The chair must be from one of the two concentration departments. The content of the capstone must integrate both disciplines.*

**The motion was seconded and passed.**

- A motion was made for the following change to be made to DrPH capstone presentation:

*The DrPH capstone presentations will consist of 30 minutes for presentation, 30 minutes for questions, and 30 minutes for committee deliberation.*

**The motion was seconded and passed.**

Presented to AAC on May 10, 2006  
From Linda Alexander

#### Update on 42-Hour Masters in Public Health

The Ad Hoc committee has not yet presented a formal recommendation to the Dean. We are meeting on May 18<sup>th</sup> from 10 to 12 to discuss, in more detail, the addition of the 3 credit hours for the Capstone. We will be asking the Dean to consider the Faculty Council's recommendation for the 3 hours to be added to the Capstone, but we have not reached a consensus on the best way to operationalize (i.e. Pass/Fail, criteria for grading, registering for Capstone hours).

After much discussion it was determined that not every department felt that the proposed research methods course ( CPH 646 401) met the needs of all students, particularly in Biostatistics and Epidemiology. Therefore the Ad Hoc committee will recommend to the Dean that the additional 3 Hours that were proposed as Research Methods, instead be considered as a 3-Hour **Selective** to be determined by each concentration's faculty to fulfill the gap in understanding of research methods, survey design, statistics, qualitative analysis, data management, etc. For Health Behavior, Health Services Management, and Environmental Health, that course will likely be **CPH 647** ( Actual Course name and number reflected here as it has now gone through the system and been approved) Research Methods, taught by Dr. Crosby. The Departments of Biostatistics, and Epidemiology respectfully, will select the appropriate list of courses to meet this selective requirement.

## Summary of Potential Recommendation to the Dean

### *Draft for the purposes of Update Only to Academic Affairs*

The core will remain at 18 Hours. Three (3) hours will be added for a Research Selective, and three (3) hours will be added for the Capstone. Students will receive three (3) hours for their Practicum, and there will be a minimum of 15 hours for selectives (varies by concentration). This totals 42 Hours for the MPH:

#### Core Courses

CPH 604	Public Health and Disease Prevention	3
STA 580	Biostatistics 1	3
CPH 601	Occupational/Environmental Health 1	3
CPH 605	Epidemiology	3
CPH 650	Management of Public Health Organizations	3
CPH 663	Overview of Public Health Practice and Administration	3

Total 18 Hours

#### **Required Research Hours Selective**

Determined by Area of Concentration( In Handbook, each Department will list here what course (s) meet requirement

3

#### **Required Field Experience**

CPH 609 Practicum Field Experience	3
------------------------------------	---

#### **Required Capstone Experience**

CPH XXX	3- (Up to 9 Hours)
---------	--------------------

#### **Elective\*\*\***

3

Courses Required for Concentration

12 Hours  
(varies by concentration)

### **Minimum 42-Hours**

\*\*\*\*There has been extensive discussion In the Ad Hoc committee that departments retain a 3-Hour Course Elective for all students. Some Departments may choose to have the research methods course meet a course elective.

# **Faculty Council Minutes**



MEETING OF THE FACULTY COUNCIL OF THE  
COLLEGE OF PUBLIC HEALTH

Minutes

January 17, 2006

10:00a.m. – 12:00p.m.

**Persons in Attendance: Glyn Caldwell, Richard Charnigo, Richard Crosby, Steve Fleming, Marta Mendiondo, Denise Otten, Pamela Teaster**

**Absent: Jeff Jones**

Dr. Teaster asked the FC to look over the last minutes and make any comments or changes. Dr. Charnigo asked that there be some clarification on one of the action items. "For DOE credit" was added to the following action item"

A motion was made to recommend the 3-2-1 plan for faculty DOEs to reflect service on student capstones for 3% as chair or co-chair of a DrPH capstone committee, 2% as chair or co-chair of an MPH capstone committee, and 1% as DrPH or MPH capstone committee member. There is a two-year limit **for DOE credit** on a DrPH committee, a one-year limit on an MPH committee, to be negotiated annually between the faculty member and the department chair, with no upper limit on the DOE. The motion was seconded and passed unanimously.

Denise Otten will make the needed changes. Dr. Caldwell made a motion to approve the minutes with stated change. Dr. Crosby seconded. Motion passed.

Dr. Teaster reported that Scott Prince is coming off the APT committee and Dr. Holsinger is coming on.

There was nothing to report for the Practice & Service, Research, and Admissions and Student Affairs committees.

Dr. Teaster reported that at the next Administrative Council meeting Tom Rogers will present the mid-year budget. At the last meeting Dr. Alexander reported that merit increases this year will be up to the departments, not the administration. They also discussed the College Strategic Planning and Reporting document that Mike Smith put together and Dr. Teaster asked if FC would review and send any changes/suggestions.

At the last AAC committee they came to a decision and voted on the overhaul of the newly required 42 hours for a MPH degree. They decided to add one core course for all students across all departments, Research Methods CPH647. They also decided to give three credit hours for the capstone. The proposed credit hour scenario is as follows:

Credit Hour Scenario

21 Core Courses

15 Selectives (depends on concentration)

3 Capstone (This scenario retains the Preventive Medicine 662 course and eliminates an elective). A newly-proposed research methods course would be included in the core.

There was a lengthy debate about whether this is the best decision for all students and departments. Dr. Fleming made a motion to approve the recommendation from AAC as stands. Dr. Caldwell seconded. Motion passed four to one (Dr. Crosby abstained from voting).

Dr. Teaster asked FC to review the memo that John Wiggs sent to the college about the college recognition ceremony. This memo assumes that the current practice is still standing and no changes have been made. Many faculty members have contacted Dr. Teaster with questions about Wiggs' memo. "Who Walks" is an ongoing issue about which FC never made an official recommendation, even though it was discussed at length at a college-wide faculty forum. Dr. Charnigo stated that it would be unfair and confusing to try to change the rules for this year's recognition ceremony after this memo has already went out. The FC agreed and will work on making changes for next year. Dr. Teaster will write a message to the faculty explaining that there will be no policy changes until 2007, but there will be a survey going out to the students by the end of January.

Dr. Teaster asked FC to review the dual concentration memo to be sent to Dr. Wyatt. Dr. Charnigo suggested one change. Dr. Teaster will make this change and then send out to the Dean today.

Dr. Teaster then asked FC to review a rough draft of her speech for the President Todd meeting. Faculty Council had several suggestions. She will email department chairs to ask for examples of grants helping the Kentucky uglies and continue to work on the speech. Pam and Denise will set up a time when Pam can practice her speech.

The final agenda item was to examine the FC accountability flow. Dr. Crosby felt that the best way to document accountability was the Action Items spreadsheet that was initiated a few months ago. He would like to see it go online, and added to the CEPH document as an appendix. Denise Otten will work on having an updated document by the next meeting that is ready to be posted online.

Dr. Crosby is going invite the chair of the Practice and Service committee to the February meeting.

A standing meeting time was set for this semester. The FC decided they will meet on the second Tuesdays of the month from 10 until 12.

**The next meeting will be on February 14, 2006.**

**Action Items:**

- A motion was made to approve the recommendation from AAC about the overhaul of the newly required 42 hours for a MPH degree. Motion passed four to one (Dr. Crosby abstained from voting).

## **42-Hour Ad-Hoc Committee Minutes**

**College of Public Health  
42-Hour Ad-Hoc Committee  
March 8, 2006**

Attendees

Linda Alexander, Chair  
Steve Fleming  
Kiyong Lee  
Marta Mendiondo

William Pfeifle  
Mark Swanson  
John Wiggs

1. Alexander reviewed the background and purpose of the ad-hoc committee and thanked everyone for their willingness to serve. There has been a recommendation from the Faculty Council, which has been endorsed by the Academic Affairs Committee, regarding this issue. The ad-hoc committee is to look at the wide implications of complying with the new 42-hour MPH degree program, as required by CEPH, to be effective Fall 2007. They should consider the ASPH competencies, what our benchmark institutions are doing, implications for CEPH reporting, and implementation/operationalization. There are two possible scenarios – endorse the recommendation as is or make modifications to the recommendation. There was clarification that the additional hours do not need to be added to the core, only to the total minimum number of hours for the degree.

The recommendation is as follows:

New 42-Hour Minimum MPH Program

21 core  
15 selectives  
3 practicum  
3 capstone

This scenario retains the CPH 663 course and eliminates an elective. A newly-proposed research methods course would be included in the core.

There was a discussion about the research methods course. Some felt that the course as presented is not in-depth enough to be a part of the curriculum because the content is covered elsewhere. In addition, it is too directed toward health behavior issues. There was a discussion about how to integrate discipline-specific content into the course. Research methods should be a generic public health course, team-taught, and could be web enhanced to incorporate examples from all disciplines.

The suggestion was made to send the recommendation back to the Academic Affairs Committee with the comment that the syllabus as presented does not meet the need of all of the departments and that a redesigned course should be considered, one that will enhance what students are already learning in their own concentrations. This discussion remained open.

2. There was a discussion of other competency requirements, such as the biology of disease and informatics. Biology could end up being a prerequisite for the program, taught nationally via the web if necessary, and would not be required for those with a biology background. Informatics requires significant technology and it is possible for this to be integrated into other courses.

The next meeting is on Wednesday, April 12, 2006. 9:30-11:00 am in CPH Room 115.

Notes recorded by:

---

Rebecca L. Flanagan CPS  
Administrative Associate

**College of Public Health  
42-Hour Ad-Hoc Committee  
April 12, 2006**

Attendees

Linda Alexander, Chair  
Marta Mendiondo  
William Pfeifle

Mark Swanson  
John Wiggs

1. Alexander summarized the work of the committee to date and reminded the group that the major issue was how to apply the additional six hour requirement to each concentration. The ASPH Competency document, distributed in advance, should assist with seeking their perspective to capture the notion that it may be better to infuse the content rather than add another course. Informatics competencies from the University of Washington are also available; this is an extensive document which defines and discusses public health competencies in informatics, outlining it at every level. (Flanagan will send a link to the document when these notes are distributed.) Other possibilities include integrating content into research methods or offering a one-hour partial semester or summer informatics course.
2. Pfeifle brought up the issue that public health students, and especially those concentrating in HSM, are presumed to have a basic concept of how health care is delivered in the US, but many do not, especially international students. Any coursework they take is predicated on the assumption of this knowledge and they need this information early. This is also true with basic knowledge of biology. A basic course could be part of the pre-requisite for the program; it was mentioned that ASPH may be developing a web-based course to meet this need. It was noted that no other programs are adding these credit hours to their curriculum as part of the additional hour requirement. Alexander stated that we may not need to require these courses but strongly suggest to those without the background/ knowledge that they take the course. The University of Florida has language about expectations and then provides the opportunity for remediation. Wiggs mentioned that this has an impact on the cost of tuition. Mendiondo wondered if there were already courses available to cover these topics. Pfeifle responded that there are, but students who have taken them report that they are not geared toward public health and that the focus is narrow. This is a national trend. It is also known that public health students learn better with the context of disease processes. Pfeifle stated that HSM is prepared to teach a one credit hour course this fall. This does not require a program change. Wiggs mentioned that as part of the centralized application service, we have our own web page that can list specific requirements and expectations.
3. Alexander raised the issue of semantics when referring to our curriculum, and when terms such as core, required, selective, and elective are used interchangeably it causes confusion. The language in the recommendation from the Academic Affairs Committee is incorrect.

There are only five CORE courses – one from each department, 15 credit hours, related to the areas of concentration, as prescribed by CEPH. There is a sixth required course. The five courses are for a generalist degree, and the additional required courses are for a specialist. There was a discussion of how to gear the electives to student interest.

Mendiondo presented a synopsis of what was discussed in the Department of Biostatistics as what they would like to see for the 42-hour curriculum.

MPH 42-Hour Ad Hoc Committee  
April 12, 2006  
Page Two

After some discussion, it was suggested that the Academic Affairs Committee reconsider the recommendation to the dean with regard to a course in research methods as a course required for all students, using the proper terminology.

The next meeting is on Thursday, May 18, 2006. 9:30-11:00 am in CPH Room 115.

Notes recorded by:

---

Rebecca L. Flanagan CPS  
Administrative Associate

**College of Public Health  
42-Hour Ad-Hoc Committee  
May 18, 2006**

Attendees

Linda Alexander, Chair  
Steve Fleming  
Marta Mendiondo

William Pfeifle  
Mark Swanson  
John Wiggs

1. At the previous meeting it was felt that the additional six hours would be added in the form of either a three-hour research methods course (CPH 647), a research methods selective course to be determined by the department chair, or another elective, plus three hours of credit for the capstone. Alexander updated the proposal during the May 10 Academic Affairs Committee and it was well received. (A copy of the updated proposal is attached.) It is important that we demonstrate that we have enough content in research methods, scientific writing, use of analysis tools, etc., whether in a single course or within a sequence of courses. The student handbook should contain a curriculum for each department. There was further discussion of the core and recommended curriculum. As stated, it leaves the departments with freedom to provide the research content to their concentrators. The question was raised regarding the semantics of "elective" and "selective," which seem to be used interchangeably. For the record, the term "elective" designates a student's choice of a course either within their area of concentration or in another area that would fill a gap in knowledge required to complete their research. There is the provision in the curriculum for only one elective. The term "selective" designates a course or courses a student may choose from their department concentration requirements. In light of this information, the annotation on the bottom of the updated proposed recommendation to the dean will be removed.
2. There was a discussion regarding how the capstone credit would be awarded. What happens if a student registers for capstone credit but does not finish? A student should have the option of re-registering for the capstone hours in this case but there should be only one repeat option. A student can fail their capstone and subsequently fail capstone credit, but they may repeat the capstone course in order to finish. An I grade may be extended via a request to the Graduate School.

There was a discussion regarding logistics of students returning and overburdening faculty with service on committees. There was a discussion of what happens if a student fails the capstone oral examination. It was pointed out that a grade of S is no longer an option for graduate courses. Faculty will have to be trained on the new regulations once they are in place. It was also pointed out that if students sit out more than one semester, they will have to reapply and be accepted to the Graduate School.

3. The committee agreed that its charge has been completed. Alexander will present a final recommendation to the dean. She thanked the committee members for their service.

Notes recorded by:

---

Rebecca L. Flanagan CPS  
Administrative Associate

**Memorandum to Dean Wyatt  
detailing Recommendation**



## **M E M O R A N D U M**

**TO:** Stephen W. Wyatt, DMD, MPH  
Dean

**FROM:** Linda A. Alexander, EdD  
Associate Dean for Academic Affairs

**SUBJECT:** Recommendation for the Master of Public Health Degree Program  
42-Hour Minimum Credit Hours

**DATE:** July 24, 2006

Earlier this year I convened a committee to review and examine the recommendation for the new 42-hour minimum credit hour requirement for the MPH program which has been mandated by CEPH for the Fall 2007 semester. The committee was made up of representatives from all five core area departments, plus John Wiggs. We examined the recommendation that was discussed in the Academic Affairs Committee and the Faculty Council. The committee met three times: March 8, April 12, and May 18. Notes from these three meetings are attached.

We wish to recommend the following for our college to meet the new 42-hour minimum credit hour requirement:

The core will remain at 18 hours. Three (3) credit hours will be added for a research selective, and three (3) credit hours will be added for the capstone. Students will receive three (3) credit hours for their practicum, and there will be a minimum of 15 credit hours for selectives (which varies by concentration). This totals a minimum of 42 credit hours for the MPH degree.

After an extensive review and assessment of student academic needs, a three credit hour selective in research methods was chosen to fulfill the gap in understanding of research methods, survey design, statistics, qualitative analysis, data management, etc, and to reflect the identified cross-cutting competencies. For Health Behavior, Health Services Management, and Environmental Health concentrations, that course will likely be CPH 647 Research Methods. The Departments of Biostatistics and Epidemiology have determined that the content of CPH 647 is covered in at least one of their required course electives and will determine which of their current offerings will satisfy the three credit hour elective. There has been extensive discussion in the Ad Hoc committee that departments retain a three credit hour elective for all students. Some departments may choose to have the research methods course meet a course elective. A summary of the proposed new curriculum is as follows:

Dr. Stephen W. Wyatt  
July 24, 2006  
Page Two

**Core Courses – 18 Credit Hours**

CPH 604	Public Health and Disease Prevention	3
STA 580	Biostatistics 1	3
CPH 601	Occupational/Environmental Health 1	3
CPH 605	Epidemiology	3
CPH 650	Management of Public Health Organizations	3
CPH 663	Overview of Public Health Practice and Administration	3

**Required Research Hours Selective – 3 Credit Hours**

Determined by Area of Concentration (In the handbook, each department will list which course(s) meet the requirement) 3

**Required Field Experience – 3 Credit Hours**

CPH 609 Practicum Field Experience 3

**Required Capstone Experience – 3 to 9 Credit Hours**

CPH XXX 3

**Elective (which may be the research methods requirement)** 3

**Courses required by concentration (varies by concentration)** 12

**Total** 42

Once the committee agreed on the recommendation, it was communicated to both the Academic Affairs Committee and the Faculty Council; both committees agreed with the proposal.

Please feel free to contact me if you have any questions, and communicate with me in writing your approval or disapproval of this recommendation.

**Memorandum from Dean Wyatt  
Approving the Recommended Change**



UNIVERSITY OF KENTUCKY

*D r e a m • C h a l l e n g e • S u c c e e d*

COLLEGE OF PUBLIC HEALTH

MEMORANDUM

TO: Linda A. Alexander, EdD  
Associate Dean for Academic Affairs

FROM: Stephen W. Wyatt, DMD, MPH  
Dean *Steve*

DATE: August 7, 2006

RE: Response to Recommendation for the Master of Public Health  
Degree Program 42-Hour Minimum Credit Hours

Thank you for your July 24, 2006 memorandum and for your leadership on the 42-hour minimum for the MPH degree. I am pleased to see that your committee's recommendation has received the support of the Academic Affairs Committee and Faculty Council. I approve this change and ask that the appropriate Associate Deans work with departments and students to implement.

Cc: Department Chairs  
John Wiggs  
Richard Clayton  
Chair Faculty Council

**Meeting Notes from  
Ad-Hoc Curriculum Committee**

**Meeting Notes  
Ad-Hoc Curriculum Committee  
College of Public Health  
Monday, November 20, 2006**

Attendees

Linda Alexander, Chair  
Glyn Caldwell  
Richard Charnigo  
Rebecca Flanagan

Ray Hill  
William Pfeifle  
John Wiggs

1. There was continued discussion regarding the logistics of the DrPH two-part comprehensive examination. The core principles examination will be centralized and administered by the Director of Doctoral Studies. It will continue to consist of standardized questions from the five core areas in an open-book, open-note format and will be given over a period of five days.

The qualifying examination will likely be decentralized to the departments. The department and/or committee chair will decide when the student will take the examination and it will be based in part on the electives and selectives the student has taken. Additional details will be forthcoming and will reflect, in part, input from the department chairs. Hill has scheduled meetings with the chairs to discuss this and several issues regarding the DrPH program. He noted that 71% of students who took the examination within the past two years did not pass all five portions the first time they took the exam, and this is of great concern. He felt that having the core principles examination taken soon after the final 9X0 course will help remedy this problem, but that additional steps should be taken to shape the qualifying examination in a way that will be most beneficial to the students. He will also be scheduling two focus groups for DrPH students to obtain their feedback and suggestions.

2. Alexander will begin gathering information so that a first draft of a syllabus for the capstone course can be written. Additional discussion regarding this will be the topic of the next meeting.

The next meeting is on Thursday, November 30, 9:00 am in CPH Room 202.

Recorded by:  
Rebecca Flanagan

**Meeting Notes**  
**Ad-Hoc Curriculum Committee**  
**College of Public Health**  
**Thursday, November 30, 2006**

Attendees

Linda Alexander, Chair  
Glyn Caldwell  
Rebecca Flanagan

Ray Hill  
John Wiggs

1. Hill has met with most of the chairs and the focus group sessions for DrPH students have been scheduled for December 11 and 13.
2. In further discussion of the core principles examination, it was thought that there could be one of two approaches taken to writing test questions: 1) a question that would re-test course material, or 2) a question that would involve a scenario upon which the student would apply their knowledge of core principles. At this point the students have not been told how the questions will be formatted and this is of concern to them. It was noted that departments are responsible for informing students about the knowledge level expected of them. There was a discussion of how this should be done, and the differences between PhD and DrPH programs. The period of time from the coursework to the time of the examination is a critical factor. There was also a discussion about departments offering reviews for the exam. Having DrPH competencies will help with this, as well as providing reading lists and suggesting the formation of study groups. Hill will be attending all four colloquium sessions in the Spring 2007 semester, and will likely teach it in the fall.
3. Alexander discussed her research of MPH capstone courses at other accredited colleges and schools of public health at benchmark institutions. A model at USF consists of each area having a capstone course which unifies all of the principles. There was a discussion as to whether the course we envisioned would be that formal or if it was to be structured similar to residency credit wherein a student would earn the three credit hours just by successfully defending their capstone. It was noted that there are some concerns and issues with the final product that are not being addressed. If it is a formalized course we have an opportunity to grade students on the criteria established for this purpose, which is documented in the handbook, but which currently is not being done. There was a discussion of integrating the five core areas into the capstone, which is both an integrative and culminating experience. Products required for completing the capstone were reviewed. It was mentioned that the course could be taught in a colloquium style. Further suggestions were made regarding grading, how to approach a syllabus, registration timing, and accreditation implications. Additional details regarding the logistics of the course must be developed.

The next meeting is on Thursday, December 7, 9:00 am in CPH Room 202.

Recorded by:  
Rebecca Flanagan

**Meeting Notes**  
**Ad-Hoc Curriculum Committee**  
**College of Public Health**  
**Thursday, November 9, 2006**

Attendees

Linda Alexander, Chair  
Glyn Caldwell  
Richard Charnigo  
Rebecca Flanagan

Ray Hill  
Peace Jessa  
William Pfeifle  
John Wiggs

1. Alexander reviewed meeting notes from the last meeting, addressing our first charge. Comments included the following:
  - If we include a statement about requirements, then information about exceptions, students may only focus on the exceptions and they would become the rule. There was a discussion of appropriate language that should be included. It was noted that the qualifying exam would change with each student depending on the selectives they took; the exam would not longer be generic. There was a discussion of scenarios for developing integrative questions.
  - A closed-book, timed, proctored format for the core principles exam was previously rejected by the Academic Affairs Committee based upon student feedback.
  - There was a discussion about circumstances that would allow a student to take the qualifying exam if some selectives or electives were not yet completed. Dual concentrators must have completed eight credit hours of electives.
  - Departments may have difficulty writing questions because of the wide variety of courses available.
  - We may have to revisit the issue of integrative questions when competencies are developed, and they will likely be case-based scenarios.
2. There was a discussion about procedures as they relate to dual concentrators, specifically having to do with logistics and centralization/decentralization of administration of the examination. There was a discussion of the length of time students should be given for the exam. It was suggested that guidelines be written for exam taking and published in the student handbook.
3. Page length for answers was discussed at some length. There was agreement that there should be a five-page limit for text on the core principles exam. The page limit for the qualifying exam will likely be different. The limits should be discussed during orientation or during colloquium. There should be a sufficient range of pages to allow for the answer but it should be standardized among departments. Department chairs would be consulted about what they would feel is reasonable. At the conclusion of the discussion, it was finally agreed that the standard page limit for text



Curriculum Committee  
November 9, 2006  
Page Two

for the core principles exam would be 10 per area, and in the qualifying examination the page limit would be determined by the respective departments.

4. There was a brief discussion regarding repeating questions from one exam to the other and development of a test question bank.

The next meeting is on Monday, November 20, 9:00 am in CPH Room 202.

Recorded by:  
Rebecca Flanagan

**Meeting Notes**  
**Ad-Hoc Curriculum Committee**  
**College of Public Health**  
**Friday, January 26, 2007**

Attendees

Linda Alexander, Chair  
Rick Crosby  
Rebecca Flanagan

Ray Hill  
Bill Pfeifle

1. Alexander provided a recap of the status of the proposal for the new 42-hour MPH curriculum. A work plan is in place to complete the proposal outside of this committee. Consultation with the Graduate School dean is needed regarding specific issues about the capstone credit course. There was a discussion of grading options, repeat options, when the options are to be used, and other issues.

The question regarding Epidemiology's three hour research elective was raised again. Since the MPH curriculum is established at 42 hours, there can only be a recommendation for an additional three hours of credit. If they would like it to be a requirement, they will have to provide paperwork to justify the increased credit hours. Since HSM, Health Behavior, and Environmental Health have all endorsed CPH 647 as their research methods requirement, the departments of Epidemiology and Biostatistics will have to identify which course(s) constitute their requirement for this content.

2. June 2007 will be the first offering of the two-part DrPH comprehensive examination. For students to be eligible for the core principles exam, they must have completed all of the 9X0 courses and research methods. The second part, or the qualifying examination, will be decentralized to the departments. There was a discussion about future integration of core principles examination questions.
3. Hill gave a report based on two focus groups held in December for DrPH students. Among their concerns are:
  - Problems with 9X0 and 9X1 courses being scheduled at the same time and consistency of course offerings
  - Combining MPH and DrPH students in courses
4. New issues being brought to the Office of Academic Affairs include:
  - conceptualization of an undergraduate degree or minor in public health
  - four new academic programs being proposed
  - program change for the PhD in Gerontology

Since it was generally felt that each of these issues were unique and would require the expertise of a variety of faculty, separate ad-hoc committees would be needed.

5. Since this ad-hoc committee has completed its charge, Alexander thanked the members for their work. No future dates are scheduled.

Recorded by:  
Rebecca Flanagan

**Minutes  
Ad-Hoc Curriculum Committee  
College of Public Health  
Friday, October 6, 2006**

Attendees

Linda Alexander, Chair  
Heather Bush (for Charnigo)  
Glyn Caldwell  
Richard Crosby

Rebecca Flanagan  
Peace Jessa  
William Pfeifle  
John Wiggs

The meeting was called to order at 9:05 am. There was a quorum present.

1. Alexander presented background information for the committee in order to properly understand its function and charge. The focus is to operationalize the approved 42-credit hour curriculum, examine the recommendation and operationalize the approved two-phase DrPH comprehensive examination, and to provide similar guidance when new programs or educational tracks within existing programs have been approved. So far attention has been given to things that have been approved according to the college by-laws; our job is to operationalize these recommendations.

With regard to the new curriculum, CEPH states that we are to show evidence by Fall 2007 that we have made steps toward incorporating the new requirement. This constitutes a program change; paperwork to have the change approved must be completed and sent through University approval channels. It is uncertain, though doubtful, that this type of change would require CPE approval.

Even though the new comprehensive examination was approved, no details were made available. The Fall 2006 student handbook mentions that it is forthcoming. Alexander has presented information to colloquium. There has been a great deal of support for this change, which came from student feedback. Colloquium would be a good venue for assisting students succeed with the comprehensive examination. Currently the examination is given in January and June; the method for administering the examination was reviewed. Any students from the 2004-05 cohort or earlier who are eligible to take the examination may take the current exam in January 2006 as will any students who need to re-take portions of the exam; 2005-06 and later cohorts will be taking the new exam.

In addition to operationalizing the recent recommendations, the committee is also charged with consideration of the new public health credentialing examination, which is anticipated for 2008. Representatives from ASPH and/or CEPH are available to colleges to make presentations with the details. There was a discussion on how we could approach the certifying examination.

Therefore, the priorities for this committee are:

- Work out details of the new DrPH comprehensive examination
  - Put forth paperwork to establish the 42-credit hour curriculum, to include a new course proposal for the capstone
  - Consider other curriculum changes, such as joint program proposals
  - Engage in discussions involving the certifying examination
2. A more in-depth discussion was held regarding the new comprehensive examination two-part format. Phase I, the Core Principles Exam, will consist of an integrative question or set of questions designed to test a student's knowledge of the five core areas of public health. It would ideally be written by a student's doctoral committee with the assistance of faculty from other departments. By having the committee engage in writing the question, it will assure some continuity throughout the student's experience. There was a discussion of how this would benefit the student, including advising. Successful completion of this phase would also assure that the student is prepared to function adequately during their first practicum experience.

Phase II of the exam, the Qualifying Examination, would be a series of questions designed to test a student's knowledge in their area of concentration, and provide the student's committee with an opportunity for counseling if they felt the student was not performing to a satisfactory level. There was a discussion of how specifically the second part would be structured, including the possibility of incorporating an oral component, which has always been an option for departments who needed clarification of a student's written answers. More specifics on this phase would need to be established.

There was an extensive discussion regarding the timing of the phases of the examination relative to the completion of parts of the DrPH curriculum. Alexander will review decisions made in the Academic Affairs Committee when this was discussed to see what was approved in this regard.

3. Since some of the committee members needed to leave before the meeting was over, Flanagan will survey schedules via email to determine a time most compatible for the committee to meet twice per month for the immediate future.

There being no further discussion, the meeting was adjourned at 11:25 am.

Submitted by:

---

Linda A. Alexander, EdD  
Associate Dean for Academic Affairs

## **Action Items**

October 2006

- Alexander will review AAC minutes regarding the proposed timing of the exam phases.
- Flanagan will survey members for regular meeting time.

**M E M O R A N D U M**

**TO:**            **Dr. Glyn Caldwell**            **Dr. Peace Jessa**  
                  **Dr. Richard Charnigo**        **Dr. Bill Pfeifle**  
                  **Dr. Richard Crosby**         **Mr. John Wiggs**  
                  **Dr. Ray Hill**

**FROM:**        **Dr. Linda Alexander**

**SUBJECT:**    **Ad-Hoc Curriculum Committee**

**DATE:**        **September 7, 2006**

As an outcome of the outstanding and diligent work of both the Academic Affairs Committee and the Faculty Council, several welcome changes were recommended to and approved by Dr. Stephen Wyatt to improve both the MPH and DrPH curricula. Several of these recommendations warrant in-depth attention by faculty members representing our core disciplines.

Therefore, I am convening an ad-hoc Curriculum Committee to discuss best practices with regard to operationalizing these program improvements, which are to be in effect no later than the end of the Spring 2007 semester.

You have been identified as an individual who can bring significant expertise to this process. Please contact Becki Flanagan, who will provide administrative support to the committee, with your availability for a meeting on October 6 at 9:00 am in CPH Room 115. She can be reached via email at [becki@uky.edu](mailto:becki@uky.edu) or via phone at 257-5678 ext 82092. An agenda for the meeting will be sent at a later date.

c Dr. Stephen Wyatt  
  Dr. Julia Costich  
  Dr. Richard Kryscio  
  Dr. Scott Prince  
  Dr. Thomas Tucker

**Letter from CEPH with Updated  
Accreditation Criteria Documentation**



800 Eye Street, NW, Suite 202 ■ Washington, DC 20001-3710  
Phone: (202) 789-1050 ■ Fax: (202) 789-1895 ■ Web: www.ceph.org

September 26, 2005

Stephen W. Wyatt, DDM, MPH  
Dean  
University of Kentucky  
College of Public Health  
121 Washington Street  
Lexington, KY 40536

Dear Dr. Wyatt:

As you are aware, the Council on Education for Public Health (CEPH) adopted revised criteria for the accreditation of schools of public health in June 2005. A copy is enclosed for your review and information. At that time, the Council also established a required compliance date of December 31, 2007. All schools must demonstrate compliance with substantive changes to the criteria by that date.

Schools must demonstrate compliance either by a) undergoing an already scheduled site visit no later than December 31, 2007 using the newly amended criteria, or b) submitting a compliance report to CEPH by December 31, 2007. Your school's accreditation term expires on July 1, 2010, which means that your next site visit will be conducted using the *Accreditation Criteria for Schools of Public Health, amended June 2005*. You must also submit a compliance report to CEPH by December 31, 2007 addressing the substantive changes to the accreditation criteria outlined below.

The following is a list of substantive changes to the criteria related to schools of public health as well as acceptable documentation that should be supplied in your compliance report:

1. *Criterion 1.6: Resources* – The school must have a critical mass of faculty to support each core concentration, including at least five faculty that are full time in the school for areas with a doctoral degree and three full-time faculty plus two full-time-equivalent (FTE) faculty for those areas without a doctoral degree.
  - Provide a table, arranged by department or program area, indicating the number of full-time faculty appointed in the school and contributing 100% time to the teaching, research and service endeavor of the school for each department/area. If your school has less than five full-time faculty in any department/area, add columns to the table indicating the number of part-time faculty as well as the full-time-equivalent contribution that they represent. A template is provided in this mailing and will be posted on the CEPH website for you to download and use.
2. *Criterion 2.2: Program Length* – The school must demonstrate that all MPH degree programs (or equivalent masters degree programs) are at least 42 semester credits (or quarter/unit equivalent) in length.
  - Provide a photocopy of the school's bulletin or print-out (with date stamp) from the school's website indicating credit hours required for all MPH or equivalent professional degree programs.
  - If your school does not use semester or quarter units, provide a short explanation of the credit units used and a conversion to semester or quarter hours.



3. *Criterion 2.10: Doctoral Degrees* – The school must offer at least three doctoral degree programs that are relevant to any of the five areas of basic public health knowledge.
- Provide a table indicating degree, area, whether students are currently enrolled in the program, and whether students have graduated from the program. If students are not currently enrolled or there have been no graduates from the programs, provide dates of planned/expected enrollment/graduation. See example below:

Degree	Area	Students Enrolled	Students Graduated
PhD	Biostatistics	YES	YES
PhD	Health Education	YES	NO (expected S-08)
DrPH	Public Health Leadership	NO (planned S-08)	NO
ScD	Environmental Health Sciences	YES	YES

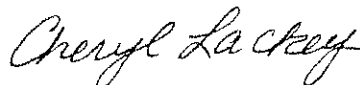
As previously stated, your compliance report is due to CEPH no later than Monday, December 31, 2007. It should be submitted in hard copy by mail. This is a separate reporting requirement than any interim report or substantive change notification that your school may have been asked to submit and should not be combined with any other report. The compliance report should address only the three issues outlined above. Except in extraordinary circumstances, it should not be necessary for the report to be longer than five pages, and for the most part, it should require little narrative; tables and charts should be sufficient. If additional information is required, you will be contacted by CEPH staff following submission of your report with specific requests. While schools must demonstrate full compliance with the new criteria by December 31, 2007, the Council realizes that there may be cases in which a school cannot demonstrate full compliance with one of the areas by the time the report must be submitted. In this situation, the school must document specific actions that have taken place and timelines by which it will be able to demonstrate full compliance.

The Council will review the compliance report at its February 2008 meeting, at which time it will determine what follow-up, if any, will be necessary. In general, if a school is not in a position to demonstrate full compliance with one or more of the criteria, it can expect further written reporting requirements. If a school can demonstrate full compliance with the criteria, it will simply adhere to its normal review cycle.

It is the intent of the Council to work with schools as they move toward compliance with the revised criteria, particularly if they are making a good faith effort to do so. Please be advised, however that failure to submit a required report or to come into compliance with the accreditation criteria within the required timeframe may be cause for CEPH to pursue other avenues for determining continued compliance with the accreditation criteria, including requirement of a) additional written clarification, b) an on-site consultation by a CEPH staff member and/or Council member, c) an abbreviated review focused on a limited set of issues relating to the specific conditions that prompted the reevaluation, and d) an early full review.

Please feel free to contact CEPH staff if you have questions regarding the compliance report.

Sincerely,

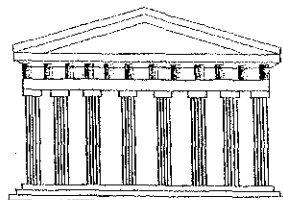


Cheryl C. Lackey, MPH, CHES  
President

Enclosures

**ACCREDITATION**  
**CRITERIA**  
**SCHOOLS OF PUBLIC HEALTH**

AMENDED JUNE 2005



**CEPH**  
COUNCIL *on* EDUCATION  
*for* PUBLIC HEALTH

Council on Education for Public Health  
800 Eye Street, NW, Suite 202  
Washington, DC 20001-3710  
Phone: (202) 789-1050  
Fax: (202) 789-1895  
Web: [www.ceph.org](http://www.ceph.org)

across the school, regardless of the number of sites in which the school operates. Further, students enrolled in a collaborative school should expect that an introductory course taken in one site should be fully recognized as satisfying the public health core requirement in another site. Students who take an introductory course in one location should be qualified to take a second-level course at another campus. Curricula and courses do not have to be identical from site to site, but coordination should occur among the teaching faculty to assure a seamless experience for students.

**Required Documentation.** The self-study document should include the following:

- a. An instructional matrix (see CEPH Data Template C) presenting all of the school's degree programs and areas of specialization, including undergraduate degrees, if any. If multiple areas of specialization are available within departments or academic units shown on the matrix, these should be included. The matrix should distinguish between professional and academic degrees and identify any programs that are offered in distance learning or other formats. Non-degree programs, such as certificates or continuing education, should not be included in the matrix.
- b. The school bulletin or other official publication, which describes all curricula offered by the school for all degree programs. If the school does not publish a bulletin or other official publication, it must provide for each degree program and area of concentration identified in the instructional matrix a printed description of the curriculum, including a list of required courses and their course descriptions.
- c. Assessment of the extent to which this criterion is met.

**2.2 Program Length.** An MPH degree program or equivalent professional masters degree must be at least 42 semester credit units in length.

**Interpretation.** Degree programs must conform to commonly accepted standards regarding program length and objectives of the credentials. The MPH degree normally takes 2 years of full-time study, or the equivalent of 42 semester credit units or 56 quarter credit units. Prior professional degrees or substantial public health work experience may off-set a limited number of those units, but only if relevant to specific requirements in the MPH curriculum. If a student can earn an MPH in less than 42 credit units, the reasons for this must be documented on an individual basis and the justification must be relevant to specific MPH curricular requirements. Student credit units may vary from institution to institution and program format may influence the duration of the course of study.

**Required Documentation:** The self-study document should include the following:

- a. Definition of a credit with regard to classroom/contact hours.
- b. Information about the minimum degree requirements for all professional degree curricula shown in the instructional matrix. If the school or university uses a unit of academic credit or an academic term different than the standard semester or quarter, this should be explained and an equivalency presented in a table or narrative.

- c. Information about the number of MPH degrees awarded for less than 42 semester credit units, or equivalent, over each of the last three years. A summary of the reasons should be included.
- d. Assessment of the extent to which this criterion is met.

**2.3 Public Health Core Knowledge. All professional degree students must demonstrate an understanding of the public health core knowledge.**

**Interpretation.** The core areas of public health knowledge are defined in Criterion 2.1. Concepts and competencies from these five areas must be integrated into all MPH or other equivalent professional masters degree curricula offered by the school of public health. Schools may define the public health core requirements more broadly than this, depending upon the mission of the school and the competencies it establishes for its graduates. At a minimum, the five core areas constitute the intellectual framework through which public health professionals in all specializations approach problem-solving.

**Required Documentation.** The self-study should include the following:

- a. Identification of the means by which the school assures that all professional degree students have a broad understanding of the areas of knowledge basic to public health. If this means is common across the school, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program.
- b. Assessment of the extent to which this criterion is met.

**2.4 Practical Skills. All professional degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students' areas of specialization.**

**Interpretation.** The school must provide opportunities for professional degree students to apply the knowledge and skills being acquired through their courses of study. Practical knowledge and skills are essential to successful practice. A planned, supervised and evaluated practice experience is an essential component of a public health professional degree program. These opportunities can take place in a variety of agencies or organizations but should include especially local and state public health agencies to the extent possible and appropriate. An essential component of the practice experience is supervision by a qualified preceptor who is a public health professional. Schools must have well-defined learning objectives, procedures, and criteria for evaluation of the practicum. Individual waivers, if granted, should be based on well-defined criteria; the possession of a prior professional degree in another field or prior work experience that is not closely related to the academic objectives of the student's degree program should not be sufficient reason for waiving the practice requirement.

While there are advantages to a practice experience conducted full-time in a concentrated block of time, this is not always possible for students. Schools should be sensitive to the constraints of students and may develop alternative modes for providing practice experiences. If the student can do a placement only in his or her regular place of employment, the assignment must extend



UNIVERSITY OF KENTUCKY

*Dream · Challenge · Succeed*

**COLLEGE OF PUBLIC HEALTH**

**MEMORANDUM**

**TO:** Health Care Colleges Council

**FROM:** Stephen W. Wyatt, DMD, MPH  
Dean

Linda J. Alexander, EdD  
Associate Dean for Academic Affairs

**SUBJECT:** Request for Change in Master's Degree Program  
Master of Public Health (MPH) Degree

**DATE:** February 26, 2007

In September 2005, the College of Public Health received notification from the Council on Education in Public Health (CEPH) that new accreditation criteria had been adopted. Among these new criteria was a requirement that MPH programs be in full compliance with or show progress toward compliance with the new requirement that MPH programs be a minimum of 42 credit hours no later than Fall 2007.

The process for considering this change began in December 2005 with extensive discussions in the college's Academic Affairs Committee; a recommendation was made and subsequently approved by Dean Wyatt. An ad-hoc committee was convened in March 2006 by Dean Alexander to consider the wider implications of such a change; this committee completed its work and made a recommendation to Dean Wyatt to implement the change. Another ad-hoc committee to focus on the finer details of operationalizing the change was convened in September 2006 and completed its recommendations in January 2007.

In summary, the change includes the addition of three credit hours for a course in research methods CPH 647 Research Methods for students concentrating in Health Behavior, Health Services Management, and Environmental Health. This recommendation was made after an extensive review of curriculum mapping results and gap analysis matching content with core competencies from our ASPH documents, and a review of public health practice needs from an employer and workforce perspective. Faculty from Epidemiology and Biostatistics independently reviewed current course content and concentration requirements and felt that in addition to other courses in their respective disciplines, research content is covered in CPH 630 Biostatistics II, which is a requirement for both areas of concentration. Therefore, the addition of three credit hours for both Biostatistics and Epidemiology will come from three credit hours from a list of selectives which refers to CPH courses already approved as meeting the requirements for an area of concentration.

---

Office of the Dean  
121 Washington Ave., Suite 112 · Lexington Kentucky 40536-0003  
(859) 257-5678 ext 82247 · fax (859) 323-5698  
[www.mc.uky.edu/PublicHealth](http://www.mc.uky.edu/PublicHealth)  
*An Equal Opportunity University*

Health Care Colleges Council  
February 26, 2007  
Page Two

The remaining three credit hours will be fulfilled by a new course providing credit for students' completion of their capstone, the culminating experience and final product of their research for the MPH degree. Students were always required to complete a capstone project as a condition of graduating with an MPH degree, but heretofore did not receive course credit. A new course proposal and description for CPH 608 Capstone Credit is attached to this proposal.

A copy of the MPH program description and current curriculum are attached for your information.

Please feel free to contact Dean Alexander if further clarification of this proposal is needed.

rif  
MPH Change Cover Memo

Attachment

# Master of Public Health Degree Program

## MPH Educational Program Goal

Goal: The UK Master of Public Health (MPH) educational program prepares professionals for broad-based practice in public health, through the integration of core competencies in the five areas of knowledge basic to public health (biostatistics, environmental health, epidemiology, health behavior, and health services management) with specialized knowledge and expertise in one of these professional disciplines.

## MPH Educational Program Objectives

**Students who complete the MPH degree will be able to do the following:**

- A. Contribute to the public health profession through the practice of sound professional public health attitudes, values, concepts and ethics.
- B. Recognize and facilitate diversity of thought, culture, gender and ethnicity through transdisciplinary communication and collaboration.
- C. Participate in professional development, research, service, and educational activities that contribute to the knowledge base and service outreach of public health.
- D. Integrate and apply the crosscutting knowledge and skills (competencies) within five core public health areas of knowledge (biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences).
- E. Demonstrate advanced knowledge and skills necessary for specialized roles within public health, in at least one of the five core areas of public health.

## Purpose

The purpose of the MPH program is to train individuals at the graduate level for careers in public health. The program serves both the public health and health professional seeking an advanced education to augment their existing skills and background, and for the full-time student preparing for a career in public health.

A defining characteristic of the area of public health is its focus on population groups rather than individuals. Public Health professionals are concerned with the health of communities, relying heavily on collaboration with local, state, and national entities to improve the health status of their targeted populations. With the current interest in health care reform, concerns over managed care, the threat of terrorism, and other factors impacting the nation's health care system, the need for highly-trained public health professionals is increasing. Professionals with the MPH degree hold important roles in a variety of public and private settings, i.e., social service agencies, local and state health departments, health care facilities, universities, state and national agencies, community-centered health education facilities, and in private industry. In these positions, they can be involved directly with the development, implementation, and assessment of health education and disease and injury prevention programs, and in initiatives for improving health care services.

# Master of Public Health Program Description

The MPH is an applied professional/graduate degree designed for highly motivated students who either have a professional degree or a substantial interest in public health. Unique sequencing of courses, community-based program activities, and field/laboratory research provide students with multiple opportunities to define their course of study. The MPH may also be part of a combined degree with other professional and graduate programs. There are also special curricular emphases available in the disciplines of industrial hygiene within the environmental health area of concentration. A student may elect to complete an emphasis area in Agricultural Health, a new addition to the curriculum that offers unique opportunities to students as an adjunct to any of the areas of concentration.

The MPH degree requires a minimum of 36 credit hours of study, though the vast majority of graduates exceed the minimum. All students must complete 15 semester hours of required core coursework and at least 15 hours of specialty work in one of the five concentration areas. In addition, three to six semester hours of field practicum experience are required, depending on previous professional experience in public health or related areas.

The MPH core course requirements provide a broad overview of the disciplines of public health and the basic principles of public health practice. Specialty coursework develops the skills and knowledge upon which to build or enhance a career in public health. Selective courses are available in each of the five core areas of concentration: Epidemiology, Environmental Health, Biostatistics, Health Behavior, and Health Services Management. An important practical experience in a public health venue is a field practicum in a community, a public health facility, a government agency, or related setting. The culminating experience is a capstone project that requires a formal written product and a final examination presentation.

Admission into the graduate program is competitive and based upon academic background, performance on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT), professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation.



# MPH Program Curriculum

## Required Core Courses

		<u>Credit Hours</u>
CPH 604	Public Health and Disease Prevention	3
STA 580	Biostatistics I	3
CPH 601	Occupational/Environmental Health I	3
<u>OR</u>		
ES 620	Natural/Biological/Medical Science in Environment Systems	3
CPH 605	Epidemiology	3
PM 662	Public Health Practice and Administration	3

**Total Core Hours** 15

Required Courses From the student's concentration area 15

## Required Field Experience

CPH 609 Practicum Field Experience 3-6  
(Hours dependent on prior public health experience)

Elective Course Course may be chosen from many areas  
in consultation with faculty 3

**Total** 36

**UNIVERSITY SENATE REVIEW AND CONSULTATION SUMMARY SHEET**

**Proposal Title:** *Request for Change in Master's Degree Program – Master of Public Health (MPH) Degree*

Name/email/phone for proposal contact: *Dr. Linda Alexander 7-5678 ext 82092*

**Instruction:** To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)
Academic Affairs Committee	Richard Crosby, Chair 7-5678 ext 82039	Approved	December 2005- May 2006	Yes
42-Hour Ad-Hoc Committee	Linda Alexander 7-5678 ext 82092	Approved	December 2005- May 2006	Yes
Faculty Council	Pamela Teaster, Chair 7-1450 ext 80240	Approved	January 17, 2006	Yes
Curriculum Ad-Hoc Committee	Linda Alexander 7-5678 ext 82092	Approved	September 2006- January 2007	Yes

**Course Syllabus**  
**CPH 630**  
**Biostatistics II**

**Instructor:** Dr. Heather Bush

**Lectures:** T 3:30 – 5:30 NURS115

**Labs:** T 6:00 – 8:00 NURS602J

**Text Book:** *Fundamentals of Biostatistics*, 6<sup>th</sup> Ed.  
Bernard Rosner

**Prerequisite:** STA580 or equivalent

**Contact Info:**

**Office:** 121 Washington Avenue  
205C CPH Building

**Office Hours:** Tuesday/Wednesday 8:30 – 10:00 &  
By Appointment

**Phone:** 859.257.5678 Ext. 82080

**E-mail:** hmbush0@email.uky.edu

**Website:** [www.ms.uky.edu/~hbush](http://www.ms.uky.edu/~hbush)

**Learning Objectives:**

Upon successful completion of this course, a student will be able to identify appropriate statistical methods for his or her research and be prepared to critically review the statistical methods incorporated in public health literature. Specifically, the objectives of the course are as follows:

1. Learn basic principles of probability for binomial and Poisson distributions.
2. Utilize statistical methodologies such as multiple regression, logistic regression, Poisson regression, and the Cox proportional hazards model.
3. Learn basic principles for designing and analyzing epidemiologic studies, including confounding, standardization, and stratification.
4. Develop a familiarity with the design and analysis of studies routinely used in public health and medicine: crossover studies, equivalence studies, meta-analysis studies, and studies with clustered responses.

**Method of Evaluation:**

**Biostatistics in Public Health Literature (40%):**

Students will be responsible for obtaining examples of statistical methods discussed during the weekly lectures in public health literature. Students will be asked to answer a series of questions pertaining to these articles and will be prepared for a discussion of the statistical methods during lecture. (See handout for additional information).

**Statistical Methods Application (40%)**

Students will be expected to complete four writing assignments in biostatistics applications. For each of these assignments, students will be expected to provide written reports which may include the analysis and interpretation of data. (See handout for additional information).

**In-Class Assignments (20%)**

The primary purpose of in-class assignments is to facilitate the retention of main ideas covered in lecture and group discussion. These will be completed in-class, so late assignments or make-ups for unexcused absences will not be accepted. Only students with excused absences will be permitted to make-up or submit late assignments.

**Grading Scale:** 100 – 90 = A  
89 – 75 = B  
75 – 60 = C

**Unforeseen Contingencies:** In the unlikely event that an unforeseen contingency requires additional course policies, you will be promptly notified in an e-mail memorandum.

**Policies:**

**Attendance Policy:** The course is designed so that students should be successful with *active participation* and regular, punctual attendance. It is understandable that students may miss class; however, it is the student's responsibility to determine what assignments were missed and what material was covered. Students missing 5 or more class periods (excused or unexcused) will receive an E for the course.

**Late Work:** Only students with university excused absences or circumstances which the instructor finds a reasonable cause for non-attendance will be allowed to submit late work without penalty. Late work is defined as any work handed in after the scheduled due date and time. It is the student's responsibility to make arrangements for determining and handing in missed work, preferably in advance, but no later than one week after the absence. In all other cases, late work will be penalized 25% for each day late, and assignments will not be accepted more than one week late.

**Academic Integrity:** The Department of Biostatistics, the College of Public Health, and the University of Kentucky place a premium on academic honesty. Please refer to the University of Kentucky Student Rights and Responsibilities document.

**Accommodations:** If you have a documented disability that requires academic accommodations, please contact me as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center.

**Course Description:**

STA 681/CPH 630 covers statistical methods used in public health studies. This includes receiver operator curves, multiple regression, logistic regression, confounding and stratification, the Mantel-Haenszel procedure, and the Cox proportional hazards model.

**Tentative Schedule of Topics and Assignments:**

Date	Lab Topics	Lecture Topics	Text (Rosner)	Assignments
16-Jan	Introduction: Filenames/Storage Libnames SAS Basics What is the log?	Course Requirements Literature Review Examples Introduction to MLR (2 Regressors)	11.9	
23-Jan	Analysis of continuous data (UNIVARIATE, TTEST, REG, GLM)	Multiple Linear Regression (2 Regressors cont'd) Confounding ANOVA/Linear Regression ANCOVA	11.9, 11.11, 12.5	Literature Review 0
30-Jan		Multiple Linear Regression (Multiple Regressors) Diagnostics Rules for Responsible Regression		Literature Review 1
6-Feb		Model Selection Multiple Testing		Literature Review 2
13-Feb		Cross-over designs Equivalence Studies	13.9, 13.10	Project 1 (Due Feb 8)
20-Feb	Analysis of categorical data (FREQ, LOGISTIC)	Binomial distribution Contingency tables Confounding	13.3, 13.4, 13.5, 13.6, 13.7	Literature Review 3
27-Feb		Mantel-Haenszel Logistic Regression		Literature Review 4
6-Mar		Diagnostics Model Selection		Project 2 (Due Mar 8)
13-Mar	Spring Break			
20-Mar	LIFETEST, PHREG	Clustered binary data Person-time data	13.11, 14.1, 14.2, 14.3, 14.4, 14.5, 14.7, 14.8, 14.9, 14.10, 14.11	Literature Review 5
27-Mar		Comparing incidence rates Introduction to Survival Analysis		Literature Review 6
3-Apr		Log-Rank test Cox Regression		Literature Review 7
10-Apr	GENMOD	Generalized Linear Models Count Data Poisson Regression	4.10, 4.11, 4.12, 4.13	Project 3 (Due Apr 8)
17-Apr	NQuery Advisor	Sample Size and Power		Literature Review 8
24-Apr	No Lab	Meta-Analysis	13.8	Literature Review 9
1-May	No Lab			Final Project Due

## Biostatistics in the Literature

**Overview:** A key component of your professional career will involve literature reviews. The purpose of these assignments is to give you the opportunity to perform literature searches on specific statistical methods in your areas of interest. Reviewing the statistical methods in your areas of interest will provide you with current examples of the uses of biostatistics in your field.

**Assignment:** At the end of each lecture, we will review the topics discussed. You will be responsible for obtaining a published article that uses at least one of the methods discussed in lecture. For each article, you will be expected to address the following general questions:

1. Journal and Author information: Journal title, authors, date of publication.
2. What was the main research question?
3. What was the study design?
4. What statistical methods were used?
  - a. Were these methods appropriate given the data?
  - b. What conclusions and interpretations were drawn? Were these appropriate?
5. Was there anything "missing" from the reporting of the results? Anything with respect to the statistical analysis you would have done differently?
6. How could you use the methods presented in the article in your own area of research?

Written assignments should be **typed** and are due (in **hard-copy** unless otherwise instructed) at the **start** of each lecture. The article reviewed must accompany the written assignment. In addition to the written portion of the assignment, you will be expected to briefly summarize the research question, design, and the statistical methods of the article in an informal oral presentation. Although, these summaries should be very brief (1-2 minutes) you should be prepared to participate in a more involved discussion of your article and/or the articles of others.

Late written presentations for unexcused absences will be penalized 25% for each day late, and assignments will not be accepted more than two days late. Oral presentations for unexcused absences may not be made-up. If you are unable to attend class for an excused absence, the written presentation will be accepted as 100% of the assignment (see syllabus for policy on attendance and late work).

**Literature Review Points Awarded**

Category	5 - "Wow"	4 - "Solid"	3 - "Competent"	2 - "Disjointed"	1 - "Incoherent"
<b>Journal Info and Discussion</b>	<p>Provide complete and readable copy of article. Provide complete title, authors, and date of publication.</p> <p>Able to succinctly (1-2 minutes) and correctly describe methods used. Able to provide informed answers to questions.</p>	<p>Provide copy of article. Provide complete title, authors, and date of publication.</p> <p>Able to succinctly (1-2 minutes) and correctly describe methods used. Some difficult in providing informed answers to questions.</p> <p>Clearly identified the main endpoint of the publication. Summary of a short summary in "own words" of the research question.</p>	<p>Provide copy of article. Missing any one of the following: complete title, authors, and date of publication.</p> <p>Short (1-2 minutes) description but unable to correctly identify the methods. Good responses to questions.</p>	<p>Provide copy of article. Missing any two of the following: complete title, authors, and date of publication.</p> <p>Short (1-2 minutes) description but unable to correctly identify the methods. Poor responses to questions.</p>	<p>Do not provide a copy of the article.</p> <p>Rambling description of methods. Unable to provide informed answers.</p>
<b>Research Question</b>	<p>Clearly identified the main endpoint of the publication. Able to give a short summary in "own words" of the research question.</p>	<p>Clearly identified the main endpoint of the publication. Summary of research question "quoted".</p>	<p>Partial identification of the main endpoint. Able to give a short summary in "own words" of the research question.</p>	<p>Partial identification of the main endpoint. Summary of research question "quoted".</p>	<p>Unable to correctly identify and summarize main research question.</p>
<b>Hypotheses</b>	<p>Able to create appropriate null and alternative hypotheses that correspond to research question. Correct use of parameters, all parameters identified, correct use of symbols.</p>	<p>Able to create appropriate null and alternative hypotheses that correspond to research question. Null and alternative hypotheses are correctly stated with appropriate parameters. Minor mistakes in the use of symbols/parameters.</p>	<p>Research question does not correspond to hypotheses. Null and alternative hypotheses are correctly stated with appropriate parameters. Correct use of parameters, all parameters identified, correct use of symbols.</p>	<p>Able to create appropriate null and alternative hypotheses that correspond to research question. Major mistakes in the use of symbols/parameters or hypotheses.</p>	<p>Research question does not correspond to hypotheses. Null and alternative hypotheses are incorrectly stated. Major mistakes in the use of symbols/parameters.</p>
<b>Study Design</b>	<p>Demonstrates clear understanding of study design. Able to succinctly summarize with correct use of terminology. Identified whether study was prospective, retrospective, etc... Correctly describes study population</p>	<p>Demonstrates clear understanding of study design. Incomplete description of whether study was prospective, retrospective, etc... Correctly describes study population</p>	<p>Partial description of study design. Correctly describes study population.</p>	<p>Partial description of study design. Incorrectly describes study population.</p>	<p>Poor description of study design. Incorrectly described study population.</p>
<b>Statistical Methods</b>	<p>Provides a complete list of all statistical methods used.</p>	<p>Partial list of "initial" statistical methods. Main statistical methods provided.</p>	<p>Incomplete list of "initial" statistical methods. Main statistical methods provided.</p>	<p>Omits all "initial" statistical methods. Main statistical methods provided.</p>	<p>Omits main statistical methods for paper.</p>

**Literature Review Points Awarded**

<b>Category</b>	<b>5 - "Wow"</b>	<b>4 - "Solid"</b>	<b>3 - "Competent"</b>	<b>2 - "Disjointed"</b>	<b>1 - "Incoherent"</b>
<b>Rationale for Methods</b>	Provides a complete and correct explanation/rationale for all statistical methods presented. Methods outside the scope of class may be omitted.	Provides a complete and correct explanation/rationale for most of the statistical methods presented. Methods outside the scope of class may be omitted.	Provides a complete and correct explanation/rationale for some of the statistical methods presented. Methods outside the scope of class may be omitted.	Provides a complete and correct explanation/rationale for a few of the statistical methods presented. Methods outside the scope of class may be omitted.	Provides a complete and correct explanation/rationale for a few of the statistical methods presented. Methods outside the scope of class may be omitted.
<b>Results</b>	Pinpoints the main result of interest. Provides the final result (estimate, model, etc...) correctly and completely.	Pinpoints the main result of interest. Provides the final result (estimate, model, etc...) with only minor errors.	Pinpoints the main result of interest. Provides the final result (estimate, model, etc...) with some errors.	Provides a laundry list of results with no apparent idea of what the "point" of the study was.	Does not provide the correct final result.
<b>Conclusions</b>	Provides an accurate interpretation of the main result. Demonstrates a clear understanding of the result and the interpretation.	Provides an accurate interpretation of the main result. Interpretation has minor errors. Demonstrates an understanding of the result and the interpretation.	Provides an accurate interpretation of the main result. Interpretation has some errors. Demonstrates an understanding of the basic concepts behind the results.	Interpretation of result is incorrect. Work reflects little to no understanding of concepts.	No interpretation is provided or conclusions are incoherent.
<b>Suggested Changes</b>	Demonstrates knowledge/insights in the field of study. Applies principles discussed in class to improving the design, use of data, analysis, or data handling. Arguments are justified and well-posed.	Demonstrates knowledge/insights in the field of study. Applies principles discussed in class to improving the design, use of data, analysis, or data handling. Arguments are not completely justified or thought-out.	Applies principles discussed in class to improving the design, use of data, analysis, or data handling. No justification to arguments.	Incorrect application of principles discussed in class to modify design, use of data, analysis, or data handling.	"Everything in this study was fine"
<b>Using These Methods</b>	Clear and concise description of how to apply the methods. Demonstrates an obvious understanding for the type of problems that are appropriate for these methods.	Clear and concise description of how to apply the methods. Demonstrates a good understanding for the type of problems that are appropriate for these methods.	Description of how to apply the methods with few errors. Demonstrates a basic understanding for the type of problems that are appropriate for these methods.	Description of how to apply the methods is confusing or has errors. Questionable whether there is a basic understanding for the type of problems that are appropriate for these methods.	Inappropriate application of methods.
<b>TOTALS</b>	<b>50</b>	<b>40</b>	<b>30</b>	<b>20</b>	<b>10</b>



## Statistical Methods Application

**Overview:** At some point in your profession, you will want to explore your own research questions. Many times you will be able to do this using data that has already been collected. You will need experience obtaining the data, putting it into an analysis dataset, and performing statistical analysis (descriptive measures and hypothesis testing). The goal of these assignments is to provide you with experience in handling data, performing statistical analyses, and providing a written presentation of the results and conclusions.

**Assignment:** The main topics discussed in this course are as follows: receiver operator curves, multiple regression/ANOVA, logistic regression, confounding and stratification, the Mantel-Haenszel procedure, and the Cox proportional hazards model. You will be expected to employ these methods as you develop and answer research questions that stem from datasets provided to you. Please note that these assignments will require the use of statistical software. You will become familiar with SAS in the lab sessions, but you may use any software that can perform the required computations. Written assignments are to be submitted in **hard copy**, unless you have obtained permission to use an alternative mechanism for submission.

Application Project 1:

*Tentative Due Date: 2/9/2007*

Application Project 2:

*Tentative Due Date: 3/9/2007*

Application Project 3:

*Tentative Due Date: 4/6/2007*

Application Project 4:

*Due Date: 5/1/2007 5:00 pm*

Assignments may include a data analysis report. The typed report must be submitted with background, methods, statistical analysis, results, and discussion sections by 11:59 pm on the due date. You should prepare appendices which include any relevant output. The appendices are not to be handed in with the report, but may be requested if clarification is needed. Reports are should not exceed 5 pages.

**Background Section:** After reviewing the dataset and any codebooks that are supplied, you should formulate an appropriate research question. It may be necessary for you to consult other published works/references in order to determine an appropriate research question. The background section should provide the reader with a brief overview of the data, purpose of the study, and the main hypotheses to be tested.

**Methods Section:** The method of data collection and the study design can be described here. Additionally, the rationale for choosing confounding variables and any manipulations to the data are typically provided in this section.

**Statistical Analysis Section:** All of the statistical methods that were used to achieve the results and a brief statement explaining why these techniques were chosen should be given here.

**Results Section:** Include tables and figures in this section. In general, it is a good idea to have a table which provides simple statistics and at least one other table that provides the results of your final analysis. In addition to the tables and figures, you should discuss the descriptive statistics, estimates obtained, and results of statistical tests. Be sure to include a few statements where your final results are correctly interpreted.

**Discussion Section:** In this section you should briefly remind the reader of your original research question and how the results provided go about answering this question. This section also provides you the opportunity to draw conclusions and give informed guesses as to why certain trends and results appeared.

In addition to the data analysis report, you might also be asked to provide short answers to questions that may or may not require data analysis. The above requirements do not apply to these short answer questions. The answers to these questions must be typed and handed in with the data analysis report but should not be incorporated into the data analysis report.

The project must be **submitted by 11:59 pm** on the due date. Late reports for unexcused absences will be penalized 25% for each day late, and assignments will not be accepted more than two days late (see syllabus for policy on attendance and late work).



**Category**

**Data Analysis Points Awarded**

	<b>5 - "Wow"</b>	<b>4 - "Solid"</b>	<b>3 - "Competent"</b>	<b>2 - "Disjointed"</b>	<b>1 - "Incoherent"</b>
<b>Tables/Figures</b>	Tables/Figures provided for initial and final analyses. Tables/Figures are clear and easy to read. Information provided in tables/figures are correct.	Tables/Figures provided for initial and final analyses. Display of information in table not clear. Information provided in tables/figures are correct.	Tables/Figures provided for initial and final analyses. Display of information in table not clear. Problem with information provided in tables/figures.	Missing tables/figures provided for initial or final analyses. Display of information in table not clear. Problem with information provided in tables/figures.	Missing tables/figures provided for initial or final analyses. Display of information in table not clear. Information in table/figure is irrelevant or nonexistent.
<b>Final Analysis and Results</b>	Correct identification of final analysis method. Correct and complete description of model choice. Correct and complete statement of final model.	Correct identification of final analysis method. Correct but incomplete description of model choice. Correct and complete statement of final model.	Correct identification of final analysis method. Correct but incomplete description of model choice. Incorrect or incomplete statement of final model.	Correct identification of final analysis method. Incorrect or incomplete description of model choice. Incorrect or incomplete statement of final model.	Incorrect identification of final analysis method.
<b>Results</b>	Discussion of results provided in tables/figures. Clear and correct explanation of the statistical concepts/interpretations involved in the results. Correct, complete, and clear description of results from final analysis.	Incomplete discussion of results provided in tables/figures. Clear and correct explanation of the statistical concepts/interpretations involved in the results. Correct, complete, and clear description of results from final analysis.	Incomplete discussion of results provided in tables/figures. Incomplete or incorrect explanation of the statistical concepts/interpretations involved in the results. Correct, complete, and clear description of results from final analysis.	Incomplete or partially incorrect discussion of results provided in tables/figures. Incomplete or incorrect explanation of the statistical concepts/interpretations involved in the results. Incorrect or incomplete description of results from final analysis.	No discussion of the results from the final analysis.
<b>Discussion</b>	Demonstrate insights in trends and results. Provide discussion of how the results relate to research question. Able to make reasonable conclusions based on analysis. Provide accurate comments on limitations of the study	Provide discussion of how the results relate to research question. Able to make reasonable conclusions based on analysis. Provide accurate comments on limitations of the study	Able to draw appropriate conclusions based on analysis. Provide comments on limitations	Provides a summary of analysis. Some demonstration of how the results relate to research question. Provide comments on limitations of the study	Little to no evidence of how results tie to research question. No discussion of limitations.
<b>TOTALS</b>	<b>50</b>	<b>40</b>	<b>30</b>	<b>20</b>	<b>10</b>

**Course Syllabus**  
**CPH 647**  
**Research Methods**

# CPH 647 001 Research Methods For Health Promotion Spring 2007

## Syllabus and Course Policies Document

Dr. Crosby

### *Contact information*

Instructor: Dr. Richard Crosby

Office: 113C CPH

Phone: 859.257.5678 ext, 82039

E-Mail: crosby@uky.edu

Office Hours: Mondays from 2:30 to 5:00 and by appointment

### *About this course*

Course Description: This course provides the student with basic knowledge about the design and analysis of research in the field of health promotion. The theory, design, applications, and analytic strategies used for various types of research are presented in a sequential format. Goals of the course include: 1) gaining the ability to critically evaluate research in health promotion practice, 2) achieving competence in research methodology, and 3) understanding the conceptual application of analytic techniques to data.

### Course-Specific Objectives:

- understand the role of behavioral science in health promotion
- distinguish the appropriate study designs used to assess the efficacy of health promotion programs
- collect, manage, analyze, and interpret data on health promotion programs using appropriate statistical and other analytic method
- apply ethical principles that confront health promotion interventions for various audiences
- critically evaluate the design, analysis, and interpretation of health promotion research
- be able to describe key elements, overall function, general utility, and appropriate application of research designs in the field of health promotion
- design a research study intended to address a specific issue in health promotion
- design, analyze, and interpret the results of experimental and observational research
- identify limitations of research studies

Textbook: Crosby, R. A., DiClemente, R. J., & Salazar, L. F. Research Methods for Health Promotion. Jossey Bass Wiley, 2006.

Prerequisite: none

Class Meetings: We will meet on Mondays from 12:00 - 2:30 in CPH 115. The intensity of this course necessitates that you be present for the entire class meeting and that you do not miss any of the meetings.

Assignments: Assignments comprise 40% of the final grade. Five assignments will be made during the semester.

Examinations: A midterm exam will be given. This exam will require the student to synthesize and apply information learned from class, class assignments, and assigned readings. The midterm exam will comprise 25% of the final grade. A final exam will be given. This exam will require the student to synthesize and apply information learned from class, class assignments, and assigned readings. This exam will be comprehensive and will comprise 35% of the final grade

Grading: Grades will be assigned according to the following scale (100 points total for the course):

Percent of all possible points	Letter grade
90 - 100	A
80-89	B
70 - 79	C

Late Policy: Cases involving University-excused absences, University-prescribed academic accommodations, or explicit requests from your Assistant or Associate Dean will be handled individually.

Accommodations: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center ([www.uky.edu/TLC/grants/uk\\_ed/services/dre.html](http://www.uky.edu/TLC/grants/uk_ed/services/dre.html)). If you have not already done so, please register with the Disability Resource Center (Room 2 Alumni Gym, 257-2754, [jkarnes@uley.edu](mailto:jkarnes@uley.edu)) for coordination of campus disability services available to students with disabilities.

Academic Honesty: The Department of Health Behavior, the College of Public Health, and the University of Kentucky place a premium on academic honesty. Please refer to the University of Kentucky Student Rights and Responsibilities document ([www.uley.edu/StudentAffairs/Code/part2.html](http://www.uley.edu/StudentAffairs/Code/part2.html)).

Provisionality: I reserve the right to clarify or amend these policies, in which case I will document the clarification or amendment by distributing an addendum to this document.

## Tentative agenda

Reading assignments may be completed after the class period.

Week	Topic	Reading Assignment
1	Orientation to syllabus; overview of text; overview of research methods for health promotion <b>Begin term paper (assignment #5 -- due on day of final examination)</b>	Chapter 1
2	Philosophy of science; deductive and inductive approaches; theory construction/testing	Chapter 2
3	Research ethics and IRB approval procedures Begin assignment #1 ( <b>due in 2 weeks</b> )	Chapter 3
4	Research design (practice for assignment #2)	Chapter 4
5	Conducting observational research Assignment #2	Chapter 5
6	Conducting experimental research	Chapter 6
7	Qualitative research and midterm exam	Chapter 7
8	Measurement	Chapters 9 and 10
9	Sampling (practice for assignment #3)	Chapter 11
10	Assignment #3 Preparation and writing of research articles	Chapter 14
11	Analyzing observational research	Chapter 12
12	Analyzing experimental research (practice for assignment #4)	Chapter 13
13	Grant writing Assignment #4	Chapter 15
14	<b>Comprehensive in-class final exam</b>	

## Overview of Assignments

Term paper = 20%; 3 in-class exercises = 5% each; IRB exercise = 5%

**Assignment #1: (IRB Certification)** The task is to obtain your IRB certification. Begin form from the UK ORI (Office of Research Integrity) website. You will be taking the CITI program. An automated certificate will be made available to you -- please print this out and hand it in on the due date.

**Assignment #2 (In class exercise: Design Identification)** The task is to identify and defend the best choice of a research design for each of 10 research questions (these will be provided to you at the time of the exercise). Note: a practice session will occur the week before this exercise is conducted. In essence, the exercise will have 2 parts: 1) a written portion and 2) an oral portion -- this will be a class-based defense of answers to the written portion.

### For Practice:

- a. To determine the efficacy of a 3-session intervention program designed to promote the consumption of a diet low in saturated fats among cardiac rehabilitation patients.
- b. To test the hypothesis that childhood activity levels predict obesity in early adulthood.
- c. To determine the relationship of sleep to depression in college students.
- d. To explore the role of self-efficacy in the decision to enroll in smoking cessation course.
- e. To test the hypothesis that fewer high school students are engaging in sex in 2004 compared to high school students in the 1980s.
- f. To assess whether a media program can promote the use of infant car seats.
- g. To identify the effectiveness of an alcohol use awareness program (note: you have a strong suspicion that the assessment instrument used for alcohol awareness is also likely to foster awareness -- you would like to test this suspicion as well).

**Assignment #3 (In-class exercise: Sampling)** The task is to identify the best (i.e., most defensible sampling design for each of seven research questions) As was true for assignment #2, we will have a practice session the week prior to this in-class exercise. Again, the exercise will have 2 parts: 1) a written portion and 2) an oral portion --- this will be a class-based defense of answers to the written portion.

### For Practice:

- a. To determine the efficacy of a 3-session intervention program designed to promote the consumption of a diet low in saturated fats among cardiac rehabilitation patients.
- b. To test the hypothesis that U.S. high school students who smoke are more likely to drink alcohol.
- c. To determine the relationship of SES to health status among military men.
- d. To explore the role of skill in the decision to eat a low fat diet among women receiving WIC benefits from 1981 through 2006.



- e. To test the hypothesis that homeless bisexuals will report more frequent risk behaviors for HIV infection than their stably-housed counterparts.
- f. To assess whether a media program can promote the acceptance of the flu vaccine among U.S. university students (you have only enough money to sample one university).
- g. To identify the effectiveness of an intervention program designed for low-income African American men and women diagnosed with diabetes and being 30 to 39 years of age.

**Assignment #4 (In-class exercise: Analysis Exercise)** The task is to match 7 research questions with the most appropriate form of statistical analysis. You will be engaged in a class-based oral defense of the answers. As before, we will have a practice session the week prior to this in-class exercise. Again, the exercise will have 2 parts: 1) a written portion and 2) an oral portion -- this will be a class-based defense of answers to the written portion.

For Practice:

- a. To determine the efficacy of a 2-arm intervention: arm 1 = standard of care; arm 2 = enhanced standard of care.
- b. To test the hypothesis that childhood activity levels (continuous measure) are associated with early sexual initiation (defined as before age 13).
- c. To determine the relationship of self-concept to mental health in veterans (both constructs were assessed using continuous measures).
- d. To determine differences between black men and white men relative to scores on a scale measure of depression (dichotomized as high vs. low).
- e. To test the hypothesis that people who have never smoked are more likely than those who have ever smoked to currently use marijuana. You want to control for several covariates.
- f. To assess the effects of a program designed to test a 12-hour intervention program and a 6-hour intervention program (shortened version) against a no-intervention (control) condition.
- g. To determine how three variables (age, race, and beliefs about cancer) contribute to men's intent levels to be screened for colo-rectal cancer.

**#5 (Term Paper)** The task is to prepare a mock research article. This is an opportunity to actually fabricate data -- so you can have the findings work out in your favor. I have intentionally left this task "open" (very little structure provided) so you can be creative and pursue a topic that might become your capstone. Nonetheless, the following requirements apply:

- a. The study must be quantitative.
- b. The research question(s) must be clearly stated (limit = 2) — Be sure the questions clearly state which variable(s) are X and which are Y.
- c. You must follow all guidelines provided in class.
- d. The Introduction must incorporate at least 6 (recent) references -- use either APA or biomedical style (your choice).

- e. The Results section must be focused on at least 1 visual (i.e., a Table or Figure).
- f. The Discussion section must include a heading labeled "Implications for Public Health Practice."
- g. The Title must not exceed 20 words; the text (Intro through Discussion) must not exceed 2000 words (this is a strict limit); the abstract must be structured and cannot exceed 250 words.
- h. Finally, you must treat your Data Analysis section and your Results section as though the findings are real! In other words, you are expected to report statistical findings using standard procedures (even though you will be fabricating these findings).

Please note: Use **only 12-point font and double-space** your manuscript throughout. The manuscript must take on the appearance of a work being submitted for publication (see Appendix A for a sample).

Please be sure you have included:

Title Page: Title followed by authors and their affiliations - name one person as the corresponding author and provide contact information for that person. Include word counts for abstract and text, separately.

Next page - Abstract

Next page - Introduction

1. Establish the public health "need"
2. Show that a gap exists in the empirical literature
3. Statement of the problem
4. May provide hypotheses at this point.

Methods

1. Study Participants (sampling)
2. Procedures (if experimental)
3. Data Collection & Measures--IV/predictors then DV/criterion variables
4. Data Analysis

Results

1. Characteristics of the Sample
2. Bivariate Findings
3. Multivariate Findings (if applicable)

Discussion

1. paragraph that summarizes the study and the main findings (subsequent paragraphs may elaborate on this first paragraph and provide implications for public health practice).
2. limitations paragraph and the need for further research
3. one paragraph conclusion that can be easily converted to a news release

Next page - References

1. use APA or biomedical style (depending)

Next page(s) Tables/Figures

1. these should be "free standing"

Note: number all pages in upper right hand corner - may provide a brief "running head".