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Introduction

The state of Missouri has a large and growing need for public health professionals with graduate-level training. In seven of ten key population-health indicators (infant mortality, life expectancy at birth, obesity, smoking, and others), Missouri has higher rates than the national average (Skala, et al., 2005). In the Local Public Health Agency Infrastructure Survey Report of 2007, a lack of qualified applicants was listed as either the first or second barrier to filling local health agency positions. In counties with fewer than 100,000 residents, fewer than 50% of health department directors or administrators have attained a degree beyond the bachelor’s level. In counties with fewer than 25,000 residents, that number is closer to 75% (Missouri Department of Health and Senior Services, 2007).

The University of Missouri established its Master of Public Health Program in 2007. It is designed to address the public health challenges of the state and to meet the increasing need for trained public health professionals, particularly in the growing domains of health promotion and policy and veterinary public health. The MPH Program is interdisciplinary in governance and mission. The program was initiated in 2007 by Chancellor Brady S. Deaton and with the full support of the Schools of Health Professions, Medicine, Nursing, Public Affairs, and Social Work, the College of Veterinary Medicine, and the Department of Statistics.

Since welcoming its first class in Fall 2007, the MPH Program has attracted a wide range of students from Missouri, from other states, and from countries as varied as Uzbekistan, Romania, India, Ghana, Zimbabwe, and Syria. A multidisciplinary team of faculty members has implemented a curriculum that provides solid foundational content in the five core areas of public health knowledge. Furthermore, the curriculum builds upon the University of Missouri’s unique strengths in veterinary public health, health policy, and public health communications. MPH students have combined their coursework with a variety of exciting internships, including serving in the Office of Medicare and Medicaid and at the Centers for Disease Control and Prevention. By the time this self-study document is submitted, the MPH Program will have 26 graduates. Program graduates are obtaining exciting positions such as Assistant Professor (dual MPH/DVM), Community Organizer, Research Specialist, and State Health Education Specialist. Nearly 80% of the program’s first graduates have successfully found employment in public health-related jobs or are building upon their MPH degrees through additional public health-related educational programs.

If accredited, the University of Missouri Master of Public Health Program will be the only CEPH-accredited public university in the state. It is currently the only Missouri MPH program with a veterinary public health emphasis, and one of less than 15 in the nation. Given the program’s geographic location and proximity to the state’s capital, it is in a unique position to expand upon collaborative efforts with state government and its partners.
1.1 The Public Health Program

1.2 Mission
The program shall have a clearly formulated and publicly stated mission with supporting goals and objectives. The program shall foster the development of professional public health values, concepts and ethical practice.

1.2.a A clear and concise mission statement for the program as a whole.

The Mission of the University of Missouri Master of Public Health Program is as follows:

To advance the health and well-being of the citizens of Missouri and elsewhere through excellence in teaching, discovery, and service in public health. To harness the unique strengths of the University of Missouri in veterinary medicine and policy analysis and development to address the needs of underserved populations and to prepare public health leaders on the local, state, and national levels.

The MPH Program’s Mission aligns with the Mission of the University of Missouri:

Our distinct mission, as Missouri’s only state-supported member of the Association of American Universities, is to provide all Missourians the benefits of a world-class research university. We are stewards and builders of a priceless state resource, a unique physical infrastructure and scholarly environment in which our tightly interlocked missions of teaching, research and service work together on behalf of all citizens. Students work side by side with some of the world’s best faculty to advance the arts and humanities, the sciences, and the professions. Scholarship and teaching are daily driven by a sense of public service – the obligation to produce and disseminate knowledge that will improve the quality of life in the state, the nation and the world (http://www.missouri.edu/about/mission.php, Resource File 1.1.1).

1.2.b One or more goal statements for each major function by which the program intends to attain its mission, including instruction, research and service.

The MPH Program will attain its Mission through coordinated efforts addressing six broad goals that encompass its mission of teaching, research, and service:

GOAL 1: Recruit a student body that is diverse, has the potential to contribute meaningfully to the field, and reflects the needs of the state. (Instruction)

GOAL 2: Implement and continue to refine an interdisciplinary, evidence-based curriculum that confers public health values, knowledge, and skills through coursework, service, practice, and field experience. (Instruction)

GOAL 3: Create a focal point for public health discovery in the areas of policy development, veterinary public health, and health promotion by supporting a high-
quality research agenda that encourages student involvement and enhances the skills, knowledge, and expertise of the existing public health workforce. (Research/Workforce)

**GOAL 4:** Secure a stable resource base for the enhancement and promotion of the University of Missouri’s Master of Public Health Program. (Governance)

**GOAL 5:** Introduce highly skilled public health professionals into leadership positions within Missouri and elsewhere. (Instruction/Workforce)

**GOAL 6:** Establish a system of continuous quality improvement that incorporates structured evaluations of the curriculum, consultation with community stakeholders and students, and the best practices and scientific findings of the wider public health community. (Planning and Evaluation)

**1.2.c A set of measurable objectives relating to each major function through which the program intends to achieve its goals of instruction, research and service.**

**GOAL 1:** Recruit a student body that is diverse, has the potential to contribute meaningfully to the field, and reflects the needs of the state.

   **Objective 1.a** Recruit a high-quality applicant pool as measured by the number of applicants with a grade point average of 3.0 or better for the last 60 hours of undergraduate work.

   **Objective 1.b** Recruit a diverse applicant pool as measured by geographic location, diversity in training and professional experience, gender, race, and ethnicity.

   **Objective 1.c** Expand enrollment in the Graduate Certificate in Public Health program among individuals currently employed in the public health workforce.

   **Objective 1.d** Increase the conversion rate of MPH Program acceptances vis-à-vis matriculation.

**GOAL 2:** Implement and continue to refine an interdisciplinary, evidence-based curriculum that confers public health values, knowledge, and skills through coursework, service, practice, and field experience.

   **Objective 2.a** Track learning objectives and progress toward MPH Program Competencies using the Course-Competencies Matrix, course syllabi, and student and faculty assessments.

   **Objective 2.b** Facilitate an expanded curriculum for employed and geographically remote students by expanding distance-mediated course offerings.

   **Objective 2.c** Provide high-quality education in public health communication by
drawing on MU’s curricular strengths in those areas.

GOAL 3: Create a focal point for public health discovery in the areas of policy development, veterinary public health, and health promotion by supporting a high-quality research agenda that encourages student involvement and enhances the skills, knowledge, and expertise of the existing public health workforce.

Objective 3.a Ensure that both faculty members and graduate students are involved in relevant public health research.

Objective 3.b Demonstrate excellence in research through publication in peer-reviewed journals.

Objective 3.c Ensure that relevant research findings from MU faculty members and students are made accessible to state agencies and other community partners.

Objective 3.d Sponsor and/or participate in continuing education and public learning forums such as conferences, workshops, and professional meetings.

GOAL 4: Secure a stable resource base for the enhancement and promotion of the University of Missouri’s Master of Public Health Program.

Objective 4.a Recruit and retain additional public health faculty members with teaching, research, and service expertise to support student enrollment in each Emphasis Area.

Objective 4.b Continue to formalize collaborative agreements and faculty members’ responsibilities vis-à-vis the MPH Program.

Objective 4.c Create an alumni association for graduates of the Master of Public Health Program.

GOAL 5: Introduce highly skilled public health professionals into leadership positions within Missouri and elsewhere.

Objective 5.a Ensure that MPH students complete required and elective coursework with the highest standards of excellence and professionalism.

Objective 5.b Identify internship placements for MPH students with a focus on providing practice opportunities in both content and crosscutting competencies.

Objective 5.c Ensure that students completing the Graduate Certificate in Public Health have sufficient mastery of new content areas to promote their work and/or to succeed in ongoing public health study.

Objective 5.d Expand MU-sponsored continuing education opportunities in
both formal (offering CEUs) and informal settings.

**Objective 5.e** Promote the direct engagement of MPH faculty within the public health practice activities of the state and as mentors in service to MPH students.

**GOAL 6: Establish a system of continuous quality improvement that incorporates structured evaluations of the curriculum, consultation with community stakeholders and students, and the best practices and scientific findings of the wider public health community.**

**Objective 6.a** Ensure that students are able to access the advising help, library and computing resources, and career counseling to help them succeed in graduate school and after graduation.

**Objective 6.b** Conduct an annual program review with a diverse group of outside stakeholders.

**Objective 6.c** Ensure that MPH graduates of MU have the skills and competencies that enable them to contribute meaningfully to the health and well-being of the public.

**1.2.d A description of the manner in which mission, goals and objectives are developed, monitored and periodically revised and the manner in which they are made available to the public.**

The MPH Program at MU received approval from the Missouri Coordinating Board for Higher Education in February 2007. The proposal for the new program (Resource File 1.1.2) was developed in collaboration with several academic units at MU, including the Schools of Health Professions, Medicine, Nursing, and Social Work and the College of Veterinary Medicine. It received formal support from the Missouri Department of Health and Senior Services, the Missouri Department of Agriculture, the City of Columbia/Boone County Health Department, and the Missouri Association of Local Public Health Agencies.

The initial draft of the Mission, Goals, and Objectives for the MPH Program was developed by the Executive Faculty Committee of the MPH Program during two planning retreats in August and September of 2008 (Resource File 1.1.3). The committee reviewed the data offered in support of the MPH Program proposal, including data on the rapid aging of the public health workforce, as detailed in a recent report of the Council of State Governments, Association of State and Territorial Health Officials (Association of State and Territorial Health Officials, 2004) and Missouri’s higher than national rates of fetal and infant mortality, obesity, heart disease, stroke, lung cancer, colorectal cancer, and breast cancer (Simoes, Holt, Miller, 2000). The nature and location of MPH programs in the state and evolving character of the current program and students further influenced the adoption of the initial drafts of the Mission, Goals, and Objectives.
The draft Mission, Goals, and Objectives were distributed to the External Advisory Council, and council members were invited to review them in advance of the External Advisory Council meeting that preceded the MPH Program Stakeholder’s Meeting and Fall Reception held on October 1, 2008. Administrative Staff received External Advisory Council comments via email, telephone, or in person at the meeting (Resource File 1.1.4). These suggestions were subsequently incorporated into the draft.

The refined Mission, Goals, and Objectives were also reviewed by all public health graduate students and faculty serving on MPH Faculty Subcommittees, including those for Admissions, Curriculum, and Internship and Capstone. Finally, the Mission, Goals, and Objectives were sent to the Board of Directors, which is comprised of the deans of each of the collaborating schools and colleges and the chairs of collaborating departments. Comments from individuals in those stakeholder groups led to further revisions of the Mission, Goals, and Objectives in the Fall of 2008 and Spring of 2009.

Throughout the program’s first two years, the Administrative Staff worked to implement data collection procedures and to identify baselines for use in measuring progress toward the Goals and Objectives. The Executive Faculty Committee met bimonthly and formed Faculty Subcommittees that met at least once each semester and participated in any necessary additional discussion by email correspondence. A list of proposed amendments and revisions to the Goals and Objectives was drafted in the Summer of 2009 (Resource File 1.1.5).

The Master of Public Health Program Mission, Master of Public Health Program Statement of Values, and Master of Public Health Program Goals were added to the program website (http://publichealth.missouri.edu/MPH%20Program%20Mission,%20Values,%20and%20Goals.pdf) for public review in Summer 2009. They are reviewed each fall by the Executive Faculty Committee.

1.2.e A statement of values that guide the program, with a description of how the values are determined and operationalized.

The Statement of Values of the University of Missouri encompasses four main values to be upheld: Respect, Responsibility, Discovery, and Excellence. The Statement of Values reads as follows:

**Respect** for one’s self and for others is the foundation of honor and the basis of integrity. A hallmark of our community is respect — for the process by which we seek truths and for those who engage in that process. Such respect is essential for nurturing the free and open discourse, exploration, and creative expression that characterize a university. Respect results in dedication to individual as well as collective expressions of truth and honesty. Respect is demonstrated by a commitment to act ethically, to welcome difference, and to engage in open exchange about both ideas and decisions.

A sense of **responsibility** requires careful reflection on one’s moral obligations. Being responsible imposes the duty on us and our university to make decisions by acknowledging
the context and considering consequences, both intended and unintended, of any course of action. Being responsible requires us to be thoughtful stewards of resources — accountable to ourselves, each other, and the publics we serve.

Learning requires trust in the process of discovery. Discovery often fractures existing world views and requires acceptance of uncertainty and ambiguity. Therefore, the university must support all its members in this life-long process that is both challenging and rewarding. As we seek greater understanding and wisdom, we also recognize that knowledge itself has boundaries — what we know is not all that is.

We aspire to an excellence which is approached through diligent effort, both individual and collective. Pursuing excellence means being satisfied with no less than the highest goals we can envision. Pursuing excellence involves being informed by regional, national, and global standards, as well as our personal expectations. We recognize and accept the sacrifices, risks, and responsibilities involved in pursuing excellence, and so we celebrate each other's successes. We commit ourselves to this process in an ethical and moral manner (http://www.missouri.edu/about/values.php, Resource File 1.1.1).

The underlying values of the MU MPH Program include a strong commitment to creating a learning environment in which evidence-based decision-making and best practices are used to enhance the common good. The strategic planning retreats of the Executive Faculty Committee held in Fall 2008 began with a discussion of the values supporting the University of Missouri. Faculty members agreed that they provided a useful framework for defining the MPH Program Values.

The MU core values (Respect, Responsibility, Discovery, and Excellence) intersect with key public health values informing the program in several important ways: 1) the Respect for the diversity of our students and for the communities they will serve, including an understanding of issues involving equity and the special needs of vulnerable populations; 2) the Responsibility of the academy to bring rigor and excellence to the training of both future and currently practicing public health professionals and to promote research findings for the development of public policy; 3) the value of promoting and supporting innovative, interdisciplinary Discovery that is a unique strength of the discipline of public health; and 4) the necessity of training students with the highest standards of Excellence, including professionalism, solid grounding in international and national codes of ethics, and respect for individual dignity, social justice, and fairness.

The values of the MPH Program are incorporated throughout the program. The Master of Public Health Program Student Handbook (Appendix 8) and required Student Orientation emphasize respect for diversity in the classroom and the field, professionalism, integrity, and excellence. As can be seen in the Course-Competencies Matrix (Appendix 4), which describes learning objectives and key competencies, the values of the MPH Program and central values in public health are introduced, reinforced, and emphasized in coursework that addresses the intersections between personal and collective responsibility, economic equity, health, and the special needs
of vulnerable populations. The selection of field placements includes an emphasis on affording interns an opportunity to work in settings that challenge them to exercise their written and oral communication skills, leadership in culturally diverse settings, and learning through service. The field placement (internship) curriculum includes specific assignments designed to encourage reflection among students on the values of respect and responsible engagement within public health practice.

The Center for Health Policy, a close partner of the MPH Program, regularly involves MPH students in data analysis and policy development in the areas of access to health care, health equity, and health literacy. Opportunities for student leadership and service in a number of campus efforts are plentiful, including those at Mizzou Public Health (Resource File 3.2.3), the Student Wellness Center, and the Women’s Center. Faculty members of the MPH Program frequently use such experiences as a starting point for discussions about translating public health principles into action.

1.2.f Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths: The Mission, Goals, and Objectives of the MPH Program are grounded in demonstrated need for appropriate and comprehensive graduate public health education in the state and elsewhere. They have been refined through discussion involving faculty, students, administrators, and key stakeholders, including state health department personnel. The objectives are measurable and baselines have been, or are being, collected in all categories.

Challenges: The program is relatively new, so while its evaluation processes are well designed, the data points are limited at this time. Reductions in the state and university budgets, changes in the structure and/or goals of collaborating academic units, and the public health needs of the state will affect how rapidly the program advances toward its stated goals.

Plans: The growth of the External Advisory Council will continue to strengthen the ties between the MPH Program and the public health practice community and provide opportunities for students to interact with public health professionals. For example, the newly-formulated Development Subcommittee intends to focus on providing financial support for increased student participation in the annual Missouri Public Health Association conference in 2010. In addition, the Master of Public Health Graduate Student Association has continued to grow in both membership and responsibility. Associate Director Lise Saffran serves as the Faculty Advisor to this group and will continue to look for ways to encourage student leadership and involvement.
1.3 Evaluation and Planning
The program shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals and objectives; for assessing the program’s effectiveness in serving its various constituencies; and for planning to achieve its mission in the future.

1.3.a Description of the evaluation procedures and planning processes used by the program, including an explanation of how constituent groups are involved in these processes.

Master of Public Health Program Assessment and Planning General Approach
The Program Director and Associate Director, with assistance from the Field Placement Coordinator, Academic Advisor, and Administrative Associate, are responsible for routine monitoring of curriculum development and revision, student recruitment and retention, academic performance, faculty recruitment and retention, the development of collaborative agreements with cooperating units, applied practice learning, community outreach and marketing, and management of the program's financial and physical resources. While the Administrative Staff works as a team, major responsibilities are delegated to specific individuals as follows:

Program Director: Material and personnel resources; faculty recruitment, retention, and development; formal collaborative agreements; academic performance standards.
Associate Director: Community and campus outreach, promotion and marketing, strategic planning, daily management of the program.
Field Placement Coordinator: Applied practice learning opportunities.
Academic Advisor: Student recruitment and retention and progress toward internship and graduation, additional advising as needed.
Administrative Associate: Administrative and office procedures.

The Administrative Staff meets formally on a weekly basis to review program performance and identify emerging issues. Reports on program performance, with appropriate recommendations, are regularly provided to the Executive Faculty Committee at bimonthly meetings. Proposals for substantive changes in the program are reviewed at the Executive Faculty Committee level before being submitted to the Board of Directors for review, comment, and approval. Faculty Subcommittees on Admissions, Curriculum, and Internship and Capstone make their recommendations directly to the Executive Faculty Committee. The External Advisory Council meets annually on the MU campus and is consulted throughout the year as needed. The membership of each of these groups is outlined under Criterion 1.5.c and meeting minutes for all of these groups are included under Resource File 1.2.1.

Master of Public Health Program Assessment and Planning Formal Approaches
With the exception of the Program Director, all MPH Program Administrative Staff members are located on the eighth floor of Lewis Hall across from a large open office which houses several graduate students who work as Graduate Research Assistants for
the Center for Health Policy. The Graduate Research Assistant for the MPH Program is also housed in that office. The Program Director is housed on the fifth floor of Lewis Hall. MPH faculty and staff members encourage students to drop in or make appointments to discuss any issues or problems as they arise. The faculty and staff members foster an environment of collegiality and communication by holding regularly scheduled open houses, informational meetings, receptions, picnics, and happy hours at which students, faculty, and staff are present. Students are encouraged to see themselves as partners in improving the MPH Program and, in a number of ways, have shown they are ready and eager to do this; such efforts include taking an active role in recruitment of new students, participating on Faculty Subcommittees, and forming a graduate student advisory committee: the Master of Public Health Graduate Student Association (Resource File 1.5.2).

The orientation of new students has been enhanced by the involvement of second-year students as discussion leaders. Graduate student representation on the Internship and Capstone Committee during planning discussions for the Public Health Capstone (P_HLTH 8970, Resource File 2.1.18), introduced in Spring 2009, led to the holding of an informational meeting for students about the purpose and proposed structure of the course. The dialogue begun at that meeting further informed the development of the course and led the program to offer an additional semester of it in order to accommodate the schedules of students matriculating in spring.

**Executive Faculty Committee**

The Executive Faculty Committee is the primary leadership body of the MPH Program. Each collaborating unit (the Schools of Health Professions, Nursing, Public Affairs, and Social Work; the Departments of Family and Community Medicine and Statistics; and the College of Veterinary Medicine) is represented by a faculty member. Tenure-track faculty members who have partial appointments with the MPH Program are also members of the Executive Faculty Committee. The group meets formally on a bimonthly basis. In between meetings, decisions may be voted on electronically or special meetings may be called (for example, the retreat at which the Mission, Goals, and Objectives were drafted). Most members also serve on one of the Faculty Subcommittees.

**Faculty Subcommittees**

Each of the following standing committees is comprised of a combination of Administrative Staff, Executive Faculty Committee members, and collaborating faculty from other departments. Each committee, except for the Admissions Committee, includes one currently enrolled MPH student.

**Admissions Committee**

Faculty members representing both Emphasis Areas serve on the Admissions Committee, as does the Program Director. The Admissions Committee is charged with drafting guidelines regarding the evaluation of potential applicants: qualitative criteria, including past work experience; and quantitative measures, including standardized test scores. The Admissions Committee also reviews
applications and makes recommendations regarding admissions. Faculty members each submit a recommendation of a) accept, b) accept conditionally, or c) reject, with comments on each decision (Resource File 4.4.5).

**Curriculum Committee**
The Curriculum Committee is charged with the regular evaluation of the MPH Program curriculum. This process includes determining the extent to which the MPH Program Competencies (Appendix 4) are addressed through coursework and practical experience and revising required and elective courses accordingly. Membership on this committee includes representatives from a variety of disciplines and each of the five core public health knowledge areas. An MPH student representative also serves on the Curriculum Committee.

**Internship and Capstone Committee**
The Internship and Capstone Committee reviews current processes for assessing progress toward the MPH Program Competencies among students involved in internships and develops guidelines for integrating those experiences with the Public Health Capstone (P_HLTH 8970, Resource File 2.1.18) and Veterinary Public Health Capstone (P_HLTH 8971, Resource File 2.1.19). This committee also reviews and evaluates procedures for communicating internship and capstone expectations with students in advance of their placement.

**Master of Public Health Graduate Student Association**
The Master of Public Health Graduate Student Association (formerly the University of Missouri Masters of Public Health Association, Resource File 1.5.2) was formed in May 2008 by graduate students seeking to have a strong voice in the ongoing development and expansion of the MPH Program. Though affiliated with the student service organization Mizzou Public Health (Resource File 3.2.3), the MPHGSA is a distinct organization. Its members are admitted MPH students, and the group has a programmatic rather than a university-wide focus. With guidance from the Administrative Staff, the organization currently serves the following two major functions:

1) It is from the MPHGSA that student representatives for the Executive Faculty Committee, the Curriculum Committee, and the Internship and Capstone Committee are drawn. The student organization is responsible for nominating its chosen representatives to the Executive Faculty Committee.

2) The MPHGSA provides a formal forum through which students can learn about and provide feedback on major developments and proposals relating to the MPH Program. For example, while the proposed Mission, Goals, and Objectives were emailed to all students in the program before being finalized, the MPHGSA was also given an opportunity to submit comments as a group. In addition, the MPHGSA invited senior Administrative Staff to speak to the student body about the proposed Emphasis Area merger, detailed further under Criterion 2.1.a, at a meeting held on December 11, 2008.
External Advisory Council
Representatives from state and local health agencies involved in supporting the initial development of the MPH Program have been joined on the External Advisory Council by individuals representing industry, municipal leadership, and the nonprofit sector. The External Advisory Council provides feedback on overall program direction, adequacy of student preparation for the workforce, and outreach and fundraising. During the self-study process, member comments were instrumental in revising the program's Mission, Goals, and Objectives and Competencies to reflect the public health workforce needs of the state. The External Advisory Council continues to focus on assessing the needs of the public health workforce for graduate education in public health and creating work-based incentives for increased training.

Board of Directors
The deans or chairs of each of the participating schools, colleges, and departments serve on the Board of Directors. Substantive policy changes are drafted by the Executive Faculty Committee with input from the Faculty Subcommittees and submitted to the board for review and decision (for example, the decision to merge the Health Promotion and Disease Prevention and Public Health Policy and Administration Emphasis Areas into one).

MPH Program Involvement in University-Wide Planning
Program Director Kristofer Hagglund (Resource File 4.1.5) connects the MPH Program to university-wide initiatives through his membership in the University of Missouri’s Strategic Planning and Resource Advisory Council (SPRAC). SPRAC acts as the advisory body to the chancellor and provost with regard to formulating and implementing MU’s strategic plans. He also chairs an MU Strategic Planning and Resource Allocation Committee subcommittee, which deals with the possibility of expanding the size of the entire student body, and is a member of the Health Sciences Executive Group, which includes the leadership of the University of Missouri’s Schools of Medicine and Nursing and the University Hospitals and Clinics. Dr. Hagglund also serves on the Council of Research Administrators and the Undergraduate Deans Committee.

1.3.b Description of how the results of evaluation and planning are regularly used to enhance the quality of programs and activities.

Each of the Faculty Subcommittees is empowered to review aspects of the program under its charge, using both relevant data and informal feedback to identify problems and propose solutions. The subcommittees then make recommendations to the Executive Faculty Committee, the decisions of which are reported back to the Faculty Subcommittees and student body and recorded in a permanent Record of Decisions available in the Master of Public Health Program Administrative Office in 802 Lewis Hall. The overlap of staff and faculty on committees, active student representation, and an open Record of Decisions create an atmosphere of transparency and productive engagement.
For example, in Fall 2009, the Field Placement Coordinator received feedback from more than one preceptor that MPH student interns would benefit from more training in using actual data sets to describe public health challenges in epidemiological terms for professional and lay audiences. The concern was brought to the Curriculum Committee, which was able to identify that as a weakness evident in the Course-Competencies Matrix as well. The following steps were proposed by the Curriculum Committee and subsequently approved by the Executive Faculty Committee:

1) The Field Placement Coordinator approached partners in local health departments about data sets that might be appropriate for use in MPH courses;

2) Drs. Hume and Yu, the instructors for the Research Methods in Public Health courses (P_HLTH 7952, Resource File 2.1.5) agreed to incorporate those data sets into coursework;

3) The guidelines drafted for the independent capstone option were revised to include an oral presentation component;

4) MPH Program Graduate Research Assistant Saket Kottewar began research on an electronic toolkit of resources (developing PowerPoint and Excel spreadsheets, graphing, etc.) that will ultimately be included on the MPH Program website.

The processes by which each of the MPH bodies is involved in the evaluation of specific program components under each defined goal are outlined on the following Table of Measurable Targets within the Goals and Objectives.

1.3.c Identification of outcome measures that the program uses to monitor its effectiveness in meeting its mission, goals and objectives. Target levels should be defined and data regarding the program’s performance must be provided for each of the last three years.
GOAL 1: Recruit a student body that is diverse, has the potential to contribute meaningfully to the field, and reflects the needs of the state. (Instruction)

### Outcome Measure (Objective 1.a) Recruit a high-quality applicant pool as measured by the number of applicants with a grade point average of 3.0 or better for the last 60 hours of undergraduate work.

<table>
<thead>
<tr>
<th>Target</th>
<th>Data Source/Collection Schedule</th>
<th>Responsible Party or Parties</th>
<th>Action Steps</th>
<th>2007-8</th>
<th>2008-9</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the year 2013, the number of MPH applicants with a grade point average of 3.0 or above for the last 60 hours of undergraduate work will be 75.</td>
<td>Database of completed applications, Academic Advisor files. Data included in Master of Public Health Program Annual Report (Appendix 1).</td>
<td>Academic Advisor reports regularly to Administrative Staff at weekly meeting. Annual Report to the Board of Directors, Executive Faculty Committee, External Advisory Council, students, and community stakeholders.</td>
<td>Review of recruitment materials (including website information), additional targeted outreach efforts (honor societies, pre-med, pre-vet). Pursue development opportunities to establish fellowships and scholarships for qualified applicants.</td>
<td>57</td>
<td>38</td>
<td>49</td>
</tr>
</tbody>
</table>

### Outcome Measure (Objective 1.b) Recruit a diverse applicant pool as measured by geographic location, diversity in training and professional experience, gender, race, and ethnicity.

<table>
<thead>
<tr>
<th>Target</th>
<th>Data Source/Collection Schedule</th>
<th>Responsible Party or Parties</th>
<th>Action Steps</th>
<th>2007-8</th>
<th>2008-9</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the year 2013, 20% of each entering class of MPH students will represent racial or ethnic minorities.</td>
<td>Database of completed applications, Academic Advisor files. Data included in Master of Public Health Program Annual Report.</td>
<td>Academic Advisor reports regularly to Administrative Staff at weekly meeting. Annual Report to the Board of Directors, Executive Faculty Committee, External Advisory Council, students, and community stakeholders.</td>
<td>Targeted recruitment efforts, review of Annual Student Survey (Appendix 11) data.</td>
<td>Underrepresented Minorities</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>By the year 2013, 15% of each entering class (including both MPH and Graduate Certificate students) will reside in underserved areas of the state of Missouri.</td>
<td>Survey of classes 1 and 2, institutionalized through revision of Personal Data Sheet (Resource File 4.4.3) filled out by all incoming students.</td>
<td>Academic Advisor reports regularly to Administrative Staff at weekly meeting. Annual Report to the Board of Directors, Executive Faculty Committee, External Advisory Council, students, and community stakeholders.</td>
<td>Increased online course options, informational meetings onsite targeted counties (Appendix 16), possible focus groups in targeted counties.</td>
<td>8%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>
By the year 2013, 50% of each entering class (including both MPH and Graduate Certificate students) will have had some professional experience in public health or will be currently employed in public health professions.

Survey of class 2, institutionalized through revision of Personal Data Sheet filled out by all incoming students.

Academic Advisor reports regularly to Administrative Staff at weekly meeting. Annual Report to the Board of Directors, Executive Faculty Committee, External Advisory Council, students, and community stakeholders.

Focus on expanding community outreach to public health professionals, expanded service by Administrative Staff/faculty, increased preceptor contacts, additional distance-mediated course offerings.

| Outcome Measure (Objective 1.c) Expand enrollment in the Graduate Certificate in Public Health program among individuals currently employed in the public health workforce. |
|---|---|---|---|---|
| Target | Data Source/Collection Schedule | Responsible Party or Parties | Action Steps | 2007-8 | 2008-9 | 2009-10 |
| By the year 2013, 20 students employed in the public health workforce will have completed the Graduate Certificate program entirely online. | Academic Advisor files. | Academic Advisor reports regularly to Administrative Staff at weekly meeting. | Work with major public health employers to institutionalize rewards for graduate public health education (Resource File 3.3.3). | 0 | 0 | 0 |

| Outcome Measure (Objective 1.d) Increase the conversion rate of MPH Program acceptances vis-à-vis matriculation. |
|---|---|---|---|---|
| Target | Data Source/Collection Schedule | Responsible Party or Parties | Action Steps | 2007-8 | 2008-9 | 2009-10 |
| By the year 2013, 65% of students offered admission to the MPH Program will matriculate within one year of acceptance. | Database of completed applications, Academic Advisor files. | Academic Advisor maintains record on all letters of acceptance and subsequent student enrollments. | Email survey of non-matriculated students, introduction of routine phone interviews with admitted students. | 86% | 33% | TBD |
GOAL 2: Implement and continue to refine an interdisciplinary, evidence-based curriculum that confers public health values, knowledge, and skills through coursework, service, practice, and field experience. (Instruction)

Outcome Measure (Objective 2.a) Track learning objectives and progress toward MPH Program Competencies using the Course-Competencies Matrix, course syllabi, and student and faculty assessments.

<table>
<thead>
<tr>
<th>Target</th>
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<th>2007-8</th>
<th>2008-9</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of MPH Program Competencies will be introduced through the standard required curriculum for both Emphasis Areas.</td>
<td>Instructors of core courses asked to fill out a Course-Competencies Matrix (Appendix 4) and submit assignment examples for portfolio suggestions.</td>
<td>Curriculum Committee reviews student course evaluations, Course-Competencies Matrix, and Student Competencies Self-Assessments (Appendix 10) at October meeting and makes recommendations to the Executive Faculty Committee.</td>
<td>Possible action steps include course creation/revision, approval of new electives, changed requirements.</td>
<td>N/A</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>75% of Emphasis Area Competencies will be introduced through the required curriculum for each Emphasis Area, with the remaining 25% to be addressed through field placement experience and electives.</td>
<td>Annual Curriculum Committee review of Course-Competencies Matrix and Student Competencies Self-Assessment. Faculty Advisor reviews field placement learning objectives for competency relevance before approval and preceptors are asked to evaluate student competency following internship completion.</td>
<td>Curriculum Committee reviews Course-Competencies Matrix and Student Competencies Self-Assessments and makes recommendation to Emphasis Area Director. Field Placement Coordinator reviews preceptor evaluations, to be included in Annual Report to Board of Directors, Executive Faculty Committee, External Advisory Council, students, and community stakeholders.</td>
<td>Possible action steps include course creation/revision, approval of new electives, changed requirements, review of process for determining field placement learning objectives.</td>
<td>N/A</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>Internships and capstones will offer students opportunities to address competency gaps and improve in the areas of crosscutting competencies.</td>
<td>Capstone syllabi and student course evaluations. Required student paper for field placement addresses crosscutting competencies including cultural diversity, professionalism, and ethics.</td>
<td>Curriculum Committee reviews course materials according to review schedule. Field Placement Coordinator assigns and reviews student papers before credit is awarded.</td>
<td>Adaptation of Public Health Capstone, revision of field placement paper requirements, revision of Internship Agreement.</td>
<td>N/A</td>
<td>86%</td>
<td>86%</td>
</tr>
</tbody>
</table>

continued on next page
### Outcome Measure (Objective 2.b) Facilitate an expanded curriculum for employed and geographically remote students by expanding distance-mediated course offerings.

<table>
<thead>
<tr>
<th>Target</th>
<th>Data Source/Collection Schedule</th>
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<th>2008-9</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the year 2013, 30% of required MPH courses will be available in distance-mediated settings.</td>
<td>Graduate School Course Catalog, MU Direct. Updated annually.</td>
<td>Administrative Staff.</td>
<td>Formalization of additional contracts to develop online versions of existing courses, contracts for the development of online electives, possible course offerings in Jefferson City.</td>
<td>21%</td>
<td>28%</td>
<td>22%</td>
</tr>
</tbody>
</table>

### Outcome Measure (Objective 2.c) Provide high-quality education in public health communication by drawing on MU’s curricular strengths in those areas.

<table>
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<th>2008-9</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer interpretive experiences through core curriculum and community service.</td>
<td>Student course evaluations, Annual Student Survey (Appendix 11).</td>
<td>Administrative Staff, Emphasis Area Directors.</td>
<td>Promotion of events such as MPHA poster session, awards for innovative teaching (Resource File 4.1.32). Expand participation in interdisciplinary events such as One World, One Health, One Medicine (Resource File 3.2.7).</td>
<td>Policy in place.</td>
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</tr>
</tbody>
</table>

### GOAL 3: Create a focal point for public health discovery in the areas of policy development, veterinary public health, and health promotion by supporting a high-quality research agenda that encourages student involvement and enhances the skills, knowledge, and expertise of the existing public health workforce. (Research/Workforce)

### Outcome Measure (Objective 3.a) Ensure that both faculty members and graduate students are involved in relevant public health research.

<table>
<thead>
<tr>
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<th>2008-9</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of core faculty members have external funding for research. 25% of funded research projects should be interdisciplinary and/or involve participation of non-academic public health units in the state.</td>
<td>During 2008-9, this information was gathered through Program Director/faculty meetings. Beginning in 2009-10, the Annual Faculty Form (Appendix 13) will be submitted online.</td>
<td>Annual Faculty Form developed by Administrative Staff. Core and secondary faculty will log on and complete the form at the close of each academic year.</td>
<td>Development of small research awards promoting interdisciplinary research, needs assessment of public health practice community. Align faculty research efforts with “Mizzou Advantage.”</td>
<td>40%</td>
<td>56%</td>
<td>TBD</td>
</tr>
</tbody>
</table>
50% of core faculty members involve MPH graduate students in their research, either as paid research assistants or through topical classroom discussion.

| University of Missouri Office of Financial Aid, course syllabi, publication abstracts, Annual Faculty Form. | Annual Faculty Form developed by Administrative Staff. Core and secondary faculty will log on and complete the form at the close of each academic year. | Continuation of research-based fall seminar, introduction of faculty research brown bags. | 40% | 67% | TBD |

### Outcome Measure (Objective 3.b) Demonstrate excellence in research through publication in peer-reviewed journals.

<table>
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<tr>
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<th>2009-10</th>
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</thead>
<tbody>
<tr>
<td>90% of core faculty members have at least one peer-reviewed publication each year.</td>
<td>Annual Faculty Form.</td>
<td>Annual Faculty Form developed by Administrative Staff. Core and secondary faculty will log on and complete the form at the close of each academic year.</td>
<td>Increased faculty utilization of research-oriented resources on campus. Faculty mentoring.</td>
<td>80%</td>
<td>89%</td>
<td>TBD</td>
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</tbody>
</table>

### Outcome Measure (Objective 3.c) Ensure that relevant research findings from MU faculty members and students are made accessible to state agencies and other community partners.

<table>
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<th>2009-10</th>
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</thead>
<tbody>
<tr>
<td>Increasing number of academic or student meetings with professional practice community.</td>
<td>Annual Faculty Form, Administrative Staff-scheduled meetings, External Advisory Council feedback.</td>
<td>Administrative Staff includes review of “research-based” service in Master of Public Health Program Annual Report (Appendix 1).</td>
<td>Preceptor-needs assessment on current research topics, development efforts focused on funding research dissemination opportunities or meetings.</td>
<td>4</td>
<td>4</td>
<td>TBD</td>
</tr>
</tbody>
</table>

### Outcome Measure (Objective 3.d) Sponsor and/or participate in continuing education and public learning forums such as conferences, workshops, and professional meetings.

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<tr>
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</thead>
</table>
GOAL 4: Secure a stable resource base for the enhancement and promotion of the University of Missouri’s Master of Public Health Program. (Governance)

Outcome Measure (Objective 4.a) Recruit and retain additional public health faculty members with teaching, research, and service expertise to support student enrollment in each Emphasis Area.

<table>
<thead>
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<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the year 2013, increase to a minimum of four core faculty in each Emphasis Area.</td>
<td>Master of Public Health Program Organizational Charts, Memoranda of Understanding (Appendix 3).</td>
<td>Board of Directors, Executive Faculty Committee, Administrative Staff.</td>
<td>Joint or department-exclusive searches, renegotiation of current faculty FTEs.</td>
<td>9</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

Outcome Measure (Objective 4.b) Continue to formalize collaborative agreements and faculty members’ responsibilities vis-à-vis the MPH Program.

<table>
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<tr>
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<th>2009-10</th>
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<tbody>
<tr>
<td>The MPH Program will have current Memoranda of Understanding with each of the collaborating units relating to course offerings, student enrollment, and other contractual obligations.</td>
<td>Administrative files, Executive Faculty Committee Record of Decision.</td>
<td>Administrative Staff develops Memoranda of Understanding with chairs of collaborating academic units.</td>
<td>New verbal or informal agreements reviewed at weekly Administrative Staff meetings and Executive Faculty Committee meetings. Memoranda of Understanding drafted and submitted to relevant parties for revision and ultimate approval.</td>
<td>Policy in place.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of core and secondary faculty will have been offered courtesy appointments with the MPH Program.</td>
<td>Administrative files. All core and secondary faculty members have been offered courtesy appointments as of Summer 2009. Additional offers will be drafted on an as-needed basis.</td>
<td>Administrative Staff.</td>
<td>Annual administrative review of status (based on self-reported MPH activity and administrative records).</td>
<td>Policy in place.</td>
<td></td>
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</tr>
</tbody>
</table>
60% of core and secondary faculty will serve on at least one Faculty Subcommittee (Admissions, Curriculum, Internship and Capstone) of the MPH Program. Committee meeting minutes. Administrative Staff, Emphasis Area Directors. The resignation of a committee member will precipitate a review of the Memorandum of Understanding with the collaborating academic unit by the Administrative Staff.

80% of core faculty members will be contributing to public health through service at the local, state, and/or regional level through volunteer work, service on boards, translation of research into public health practice, and other service activities. Service activities are reported in the Annual Faculty Form administered to MPH core faculty at the close of each spring semester. Administrative Associate sends faculty link to the Annual Faculty Form. Program Director follows up at annual review when appropriate. Low service numbers will precipitate a review of policies and procedures related to faculty hiring and promotion. Executive Faculty Committee may draft recommendations for approval by the Board of Directors.

<table>
<thead>
<tr>
<th>Outcome Measure (Objective 4.c) Create an alumni association for graduates of the Master of Public Health Program.</th>
<th>Data Source/Collection Schedule</th>
<th>Responsible Party or Parties</th>
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<th>2007-8</th>
<th>2008-9</th>
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<tbody>
<tr>
<td>100% of MPH Program graduates will receive an invitation to join the MPH Alumni listserv within three months of finishing the degree.</td>
<td>Alumni Annual Survey (Appendix 12) is sent to graduates six months after graduation.</td>
<td>Administrative Staff.</td>
<td>Low response or membership rate will precipitate a targeted survey of alumni needs.</td>
<td>60%</td>
<td>89%</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**GOAL 5: Introduce highly skilled public health professionals into leadership positions within Missouri and elsewhere. (Instruction/Workforce)**

<table>
<thead>
<tr>
<th>Outcome Measure (Objective 5.a) Ensure that MPH students complete required and elective coursework with the highest standards of excellence and professionalism.</th>
<th>Data Source/Collection Schedule</th>
<th>Responsible Party or Parties</th>
<th>Action Steps</th>
<th>2007-8</th>
<th>2008-9</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10% of grades earned in the MPH Program will be Cs or lower.</td>
<td>Close of semester review of grades, Academic Advisor files.</td>
<td>Academic Advisor</td>
<td>Possible action steps include delayed graduation, repetition of courses, review of curriculum by Curriculum Committee with subsequent recommendations to Executive Faculty Committee.</td>
<td>5%</td>
<td>2%</td>
<td>TBD</td>
</tr>
</tbody>
</table>
100% of students earning C or below in any required or elective course will meet with their Faculty Advisors for status review.

Academic Advisor files, Faculty Advisor notes regarding any follow-up.

Academic Advisor notifies both student and Faculty Advisor of the C grade, follows up to see if meeting occurred, investigates issues.

May result in a full status review of student and/or Faculty Advisor reassignment. Academic probation if GPA falls below 3.0.

Policy in place.

Outcome Measure (Objective 5.b) Identify internship placements for MPH students with a focus on providing practice opportunities in both content and crosscutting competencies.

<table>
<thead>
<tr>
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<th>2008-9</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing number of field placements in 2009, 2010, 2011.</td>
<td>Ongoing list of field placement opportunities maintained by Field Placement Coordinator.</td>
<td>Field Placement Coordinator maintains list, publishes opportunities on website, and reports placements to Administrative Staff and Executive Faculty Committee both before students begin and as part of Master of Public Health Program Annual Report.</td>
<td>Possible action steps include agency outreach plan, review of placement and orientation mechanisms. The withdrawal of a specific agency from the list of field placement options will precipitate an interview with the most recent preceptor and review of internship files and feedback forms by the Field Placement Coordinator.</td>
<td>27</td>
<td>29</td>
<td>TBD</td>
</tr>
<tr>
<td>75% of MPH students will receive a Preceptor Final Internship Evaluation of 4 and above (on a scale of 1-5) upon completing an internship.</td>
<td>In addition to approving an Internship Progress Report, each preceptor completes and returns a Preceptor Final Internship Evaluation (included in Internship Handbook) to the Field Placement Coordinator within one week of the end of the internship.</td>
<td>Students are required to submit this paperwork before receiving class credit. Results of preceptor feedback are included in the Master of Public Health Program Annual Report to the Board of Directors, Executive Faculty Committee, External Advisory Council, students, and community stakeholders.</td>
<td>Possible action steps include review of Student Competencies Self-Assessment tool, curriculum or field placement procedures, as appropriate.</td>
<td>100%</td>
<td>88%</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Ratings on Student Competencies Self-Assessments will improve in 4 out of 7 areas.

Students complete the online Student Competencies Self-Assessment three times during the MPH Program: during their first semester, at the Internship Orientation, and finally during their last semester before graduation.

Administrative Associate and Graduate Research Assistant compile results and present as part of the Master of Public Health Program Annual Report to the Board of Directors, Executive Faculty Committee, External Advisory Council, students, and community stakeholders.

Possible action steps include a full curriculum review and/or revision of process for determining field placement learning objectives.

Outcome Measure (Objective 5.c) Ensure that students completing the Graduate Certificate in Public Health have sufficient mastery of new content areas to promote their work and/or to succeed in ongoing public health study.

<table>
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</thead>
<tbody>
<tr>
<td>100% of students transferring to the MPH Program with a Graduate Certificate in Public Health will have achieved a B or better in each course taken toward the certificate.</td>
<td>Close of semester review of grades, Academic Advisor files.</td>
<td>Administrative Staff reviews transcripts for each completed Graduate Certificate, sends application to Graduate School.</td>
<td>Policy established by the Executive Faculty Committee in response to faculty or student feedback. Consistently low scores will precipitate review of course evaluations and Graduate Certificate curriculum. May also result in students re-taking courses for credit.</td>
<td>Policy in place.</td>
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Outcome Measure (Objective 5.d) Expand MU-sponsored continuing education opportunities in both formal (offering CEUs) and informal settings.

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<tr>
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<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased number of health professionals receiving CEUs through MU public health-related conferences like the Health Policy Summit.</td>
<td>Notes of proceedings, attendance roster.</td>
<td>Administrative Staff, select faculty.</td>
<td>Increased collaboration with Center for Health Policy, Columbia/Boone County Department of Public Health and Human Services, Missouri Department of Health and Senior Services.</td>
<td>24</td>
<td>67</td>
<td>37</td>
</tr>
</tbody>
</table>
### Outcome Measure (Objective 5.e) Promote the direct engagement of MPH faculty within the public health practice activities of the state and as mentors in service to MPH students.

<table>
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</thead>
<tbody>
<tr>
<td>Three or more semi-formal collaborative forums for MPH faculty, students, and state health professionals on emerging issues in public health per year.</td>
<td>Meeting minutes, copies of presentations, grant proposals, and/or other activities resulting from initial collaboration.</td>
<td>Faculty, Administrative Staff.</td>
<td>Seek funding for a regular seminar series as a forum for translating research.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### GOAL 6: Establish a system of continuous quality improvement that incorporates structured evaluations of the curriculum, consultation with community stakeholders and students, and the best practices and scientific findings of the wider public health community. (Planning and Evaluation)

### Outcome Measure (Objective 6.a) Ensure that students are able to access the advising help, library and computing resources, and career counseling to help them succeed in graduate school and after graduation.

<table>
<thead>
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<th>2009-10</th>
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</thead>
<tbody>
<tr>
<td>Solicit feedback from enrolled students regarding advising, staff interactions, curriculum, resources, and faculty.</td>
<td>Annual Student Survey administered at the close of every spring semester.</td>
<td>Administrative Staff.</td>
<td>Reviewed by Administrative Staff and Executive Faculty Committee. May result in curriculum and/or staffing changes, requests for additional resources, and/or introduction of new program elements.</td>
<td></td>
<td></td>
<td>Policy in place.</td>
</tr>
<tr>
<td>Review student course evaluations of all core courses and approved electives.</td>
<td>Data extracted from university-wide evaluations for all courses. P_HLTH student course evaluations filed with program after each semester.</td>
<td>Curriculum Committee performs annual review of approved electives; Emphasis Area Directors and Administrative Staff adjust required curriculum as necessary, with approval from the Executive Faculty Committee.</td>
<td>Electives may be added or deleted from approved list, as appropriate. Emphasis Area Director/Program Director may work with individual faculty to improve teaching or enhance syllabi.</td>
<td></td>
<td></td>
<td>Policy in place.</td>
</tr>
<tr>
<td>Field placement process includes opportunity for formal evaluation by both preceptor and intern.</td>
<td>Master of Public Health Program Internship Handbook (Appendix 9). Student evaluations submitted before credit is awarded; preceptor evaluations required before new student is placed.</td>
<td>Field Placement Coordinator.</td>
<td>Field placement sites may be deleted and/or preceptors changed, review of prerequisites by Faculty Advisors, review and revision of placement process and goal identification.</td>
<td></td>
<td></td>
<td>Policy in place.</td>
</tr>
</tbody>
</table>
### Outcome Measure (Objective 6.b) Conduct an annual program review with a diverse group of outside stakeholders.

<table>
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</thead>
<tbody>
<tr>
<td>Hold annual meeting with External Advisory Council. The council should reflect stakeholders in nonprofit sector, state government, industry, academia, and the broader community.</td>
<td>Meeting minutes</td>
<td>External Advisory Council, Executive Faculty Committee, Administrative Staff.</td>
<td>Council membership to be reviewed every summer before Annual Stakeholder’s Meeting in fall.</td>
<td></td>
<td></td>
<td>Policy in place.</td>
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</table>

### Outcome Measure (Objective 6.c) Ensure that MPH graduates of MU have the skills and competencies that enable them to contribute meaningfully to the health and well-being of the public.

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</thead>
<tbody>
<tr>
<td>Solicit feedback from alumni on MPH preparation and desired services.</td>
<td>Annual Alumni Survey administered six months after graduation.</td>
<td>Administrative Staff.</td>
<td>Information on preparation analyzed together with Student Competencies Self-Assessments, preceptor feedback, and job placement statistics.</td>
<td></td>
<td></td>
<td>Policy in place.</td>
</tr>
<tr>
<td>Correct job placement information on all graduates.</td>
<td>Annual Alumni Survey administered six months after graduation.</td>
<td>Administrative Staff.</td>
<td>Focus groups with area employers.</td>
<td></td>
<td></td>
<td>Policy in place.</td>
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</table>

1.3.d An analytical self-study document that provides a qualitative and quantitative assessment of how the program achieves its mission, goals and objectives and meets all accreditation criteria, including a candid assessment of strengths and weaknesses in terms of the program’s performance against the accreditation criteria.

The self-study document has been prepared and organized according to the CEPH criteria.

1.3.e An analysis of the program’s responses to recommendations in the last accreditation report (if any).

Not applicable.

1.3.f A description of the manner in which the self-study document was developed, including effective opportunities for input by important program constituents, including institutional officers, administrative staff, teaching faculty, students, alumni and representatives of the public health community.

The application for accreditation for the MU MPH Program was initiated at the
beginning of the program and reflects the ways in which CEPH criteria were used as guidelines both for planning the new graduate program and for its implementation during the first few years. The preparation of the self-study document has thus gone hand-in-hand with the establishment of major curriculum and program elements. Key stakeholders both within and external to the university community supported the development of the proposal and their involvement expanded and deepened as the program took shape. Outside stakeholders continue to serve as field-placement preceptors and/or External Advisory Council members, while those stakeholders at MU have become core and secondary faculty. This broad base of involvement, key in establishing the program and producing the first self-study document, will continue to be integrated into ongoing planning and evaluation as the program matures and fills out its unique niche in training public health professionals in the state of Missouri.

As mentioned above, CEPH criteria were an integral guide for MPH Program administrators and faculty in designing the program. Consequently, initial preparation of the formal report began with a review of those materials. An on-site consultation meeting with CEPH took place in March 2008, during the first full year of program operation. In August of 2008, Associate Director Lise Saffran (Resource File 4.1.13) and Administrative Associate Katherine Kirkpatrick attended the CEPH Accreditation Orientation Workshop in Washington, D.C. A follow-up consultation meeting between CEPH and Program Director Kristofer Hagglund and Associate Director Lise Saffran took place in May 2009.

The Executive Faculty Committee used its program proposal materials, the Association of Schools of Public Health Competencies, and the Council on Linkages Competencies as starting points in developing the Master of Public Health Program Competencies. In two planning retreats, held on August 12 and September 5, 2008, the Executive Faculty Committee and Administrative Staff focused on refining the competencies to reflect MU’s unique strengths in policy and communication. By combining a discussion of the competencies with an in-depth discussion of the Mission and the Statement of Values of the MPH Program, faculty and staff also drafted an initial set of Goals and Objectives that supported an integrated vision of graduate public health education at MU. Over the course of the 2008-2009 academic year, these materials were vetted and revised based on comments from a variety of stakeholders obtained in the following ways:

1) The draft Master of Public Health Program Competencies and Mission, Goals, and Objectives were mailed to External Advisory Council members in advance of the Annual Stakeholder’s Meeting and Fall Reception, held on October 1, 2008. The External Advisory Council meeting focused specifically on these documents and suggestions for revision included increased emphasis on communication and interpretive skills in the curriculum and an additional focus on the social determinants of health.

2) The draft Master of Public Health Program Competencies and Mission, Goals, and Objectives were emailed individually to each graduate student in the program and formally to the Master of Public Health Graduate Student
Association. The introduction of e-portfolios to measure student progress toward competency achievement is one example of the ways in which student input into the self-study process resulted in a tangible change in the MPH curriculum. Students are given an introduction to the portfolio concept at the required Student Orientation, so that they can begin their studies with the intention to collect and organize examples of their best work. Instructors were asked to identify specific assignments in their courses that served to exhibit student grasp of the competencies and in addition, examples are given to students in a handout and listed on the MPH Program’s website (http://publichealth.missouri.edu). Currently, the portfolio system is voluntary, but the Administrative Staff is reviewing the possibility of incorporating it into the formal student assessment process.

3) Members of the Curriculum Committee, including the student member, participated in two ways. Each member was included in the initial mailing of the draft documents and encouraged to suggest revisions or topics for discussion at the Curriculum Committee meeting devoted to the discussion of the competencies. On October 23, 2008, the Curriculum Committee met to review the competencies that had emerged from the comment period, suggest further changes, and begin development of the Course-Competencies Matrix (Appendix 4). After that initial meeting, instructors for all core courses were surveyed to determine which of the competencies they covered in their courses and to further identify specific assignments that could be included in student portfolios to demonstrate specific competencies (Resource File 2.6.2).

4) The Internship and Capstone Committee met on March 6, 2009, to discuss the specific competencies, including crosscutting ones, that could be addressed most effectively in the field placement (internship) and proposed strategies for appropriate student assessment. Previous Internship and Capstone Committee discussion also guided the development of the Public Health Capstone (P_HLTH 8970, Resource File 2.1.18).

5) Emphasis Area Competencies were developed through a collaborative effort by the Emphasis Area Directors, the Program Director, and the Associate Director. They were subsequently submitted to the Executive Faculty Committee and the External Advisory Council for review.

The Administrative Staff met with the deans or department chairs of each collaborating unit to negotiate and finalize Memoranda of Understanding (Appendix 3) relating to course offerings and student access. Throughout the year during which the self-study document was organized, each Faculty Subcommittee reviewed its processes and procedures against the following questions:

1) Are adequate data on courses, student and faculty performance, internship placements, workforce development, service, and research being collected to sufficiently inform the planning and evaluation process?
2) What additional measures are required?

3) Are planning and evaluation tasks occurring in the appropriate chronological order?

4) Are the appropriate stakeholders (students, members of the public health practice community, and alumni) being involved?

As shown in the MPH Program Organizational Chart (Criterion 1.4.a), the Executive Faculty Committee has primary responsibility for oversight of the planning and evaluation of the MPH Program and all policy decisions were made by this committee. This structure allows for the approval of major changes by the Board of Directors and the delegation of specific questions to appropriate subcommittees for the drafting of recommendations. The following Administrative Staff members were responsible for organizing the self-study materials and data and drafting the narrative:

Kristofer Hagglund, PhD, ABPP, Program Director
Lise Saffran, MPH, MFA, Associate Director
Lynelle Phillips, MPH, RN, Field Placement Coordinator
Eliana Jeanetta, MA-TESL, Academic Advisor
Katherine Kirkpatrick, Administrative Associate
Saket Kottewar, Graduate Research Assistant
Ioana Staiculescu, Graduate Research Assistant

From the widespread distribution of the original proposal to the Annual Stakeholder’s Meeting, at which the structure, goals, and challenges of the program are outlined to the widest possible audience, the planning and evaluation methods of the MU MPH Program have emphasized transparency, stakeholder involvement, and responsiveness.

1.3.g Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths: The planning and evaluation strategy of the MPH Program is consistent with a high-quality public health program that was developed in direct response to workforce and graduate education needs in the state of Missouri and elsewhere. From its inception, the program has operated in a deliberately transparent and collaborative manner.

Challenges: The program is new and so while data targets, collection systems, and, in most cases, baselines have been established, the program has only two years’ worth of baseline information.

Plans: Administrative Staff members have established baselines for each of the target measures in the Goals and Objectives and as the data points grow, progress will be
reported annually at the Stakeholder’s Meeting to the Executive Faculty Committee, External Advisory Council, Board of Directors, and others. The first Annual Alumni Survey (Appendix 12) was administered in December 2009 and will be administered annually.

The Executive Faculty Committee and Faculty Subcommittees will meet regularly to evaluate student progress toward MPH Program Competencies, class size and quality, preceptor feedback, and admissions. In Spring 2010, the Program Director will meet with the Interim Dean of the Graduate School to explore additional options such as expanding access to course evaluations in complementary departments. Two MPH Program alumni have been recruited to serve on the External Advisory Council and current MPH students will continue to offer their insights to planning and evaluation through participation on the Faculty Subcommittees.
1.4 Institutional Environment
The program shall be an integral part of an accredited institution of higher education.

The MPH Program is an integral part of MU, which is accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools (Resource File 1.3.1).

1.4.a A brief description of the institution in which the program is located, along with the names of accrediting bodies (other than CEPH) to which the institution responds.

The University of Missouri (MU) was founded in 1839 as the first public university west of the Mississippi River and the first state university in Thomas Jefferson’s Louisiana Purchase territory. MU is a major land-grant institution and Missouri’s largest public research university. MU has a diverse enrollment with 30,000 students from every county in Missouri, every state in the nation, and 100 countries globally.

Considered one of the nation’s top-tier institutions, MU has a reputation of excellence in teaching and research, and is the flagship campus of the four-campus University of Missouri System. It is one of only 34 public universities, and the only public institution in Missouri, to be selected for membership in the Association of American Universities. MU offers more than 265 degree programs — including 30 online degree options — and is designated as “Comprehensive Doctoral with Medical/Veterinary” by the Carnegie Foundation for the Advancement of Teaching.

MU is recognized nationally and receives top rankings for its programs in many areas, including journalism, dispute resolution, family and community medicine, nursing, campus writing programs, and Freshman Interest Groups. As one of only six public universities in the country with medicine, veterinary medicine, and law all on one campus, MU provides Missouri with an educated workforce of physicians, veterinarians, and lawyers.

The MPH Program collaborates with numerous on-campus schools, colleges, and departments in order to present a broad-based curriculum. Accreditation has been achieved by these other units from the following organizations:

1) The Accrediting Commission of Education of Health Services Administration (ACEHSA),

2) The Commission on Accreditation of Healthcare Management Education (CAHME),

3) The Liaison Committee on Medical Education (LCME),
4) The Accreditation Council for Graduate Medical Education (ACGME),

5) The Commission on Collegiate Nursing Education (CCNE),

6) The National Association of Schools of Public Affairs and Administration (NASPAA),

7) The Council on Social Work Education (CSWE), and


1.4.b One or more organizational charts of the university indicating the program’s relationship to the other components of the institution, including reporting lines.

The unique collaborative structure of the MU MPH Program is outlined in the following Organizational Chart and the relationship to each participating unit is briefly summarized in the following section.
The University of Missouri’s System of Governance
The University of Missouri functions as a single statewide, multicampus institution. Under the Missouri constitution, the University of Missouri’s Board of Curators has responsibility for the governance of the University of Missouri. The board consists of nine persons appointed by the governor and confirmed by the Missouri Senate. Not more than five members may be of the same political party, nor more than one member per congressional district.

The University of Missouri’s chief administrative official is the president. He is assisted by the vice presidents. The Office of the President and staff are identified as the University of Missouri System. Each campus is directed by a chancellor, who reports to the president. The chancellor’s staff includes academic and administrative officers responsible for those programs essential to the University of Missouri’s basic missions.

The Graduate School at the University of Missouri
The MPH Program is an Area Program of the Graduate School, which means that the Graduate School provides the administrative umbrella for its relevant activities. Under the leadership of University of Missouri Graduate School Interim Dean George Justice, the staff provides administrative support to more than 90 graduate degree programs across campus. As it spans a variety of units and administrative departments, the Graduate School is regarded as an optimal home for several interdisciplinary programs on campus, of which the MPH Program is one. The MPH Program, the Truman School of Public Affairs, and the Nuclear Science and Engineering INstitute report directly to the Interim Dean of the Graduate School.

As Interim Dean of the Graduate School, Dr. Justice both serves on the Board of Directors and provides additional administrative guidance to the program through regular bimonthly meetings with Program Director Kristofer Hagglund.

The School of Health Professions
The School of Health Professions participated in drafting the initial proposal for the MPH Program and leadership from the school was instrumental in seeing the proposal realized. Kristofer Hagglund, PhD, ABPP (Resource File 4.1.5), the Program Director, is also Associate Dean of the School of Health Professions and a faculty member in Health Psychology and the Truman School of Public Affairs. In addition to his administrative post, Dr. Hagglund teaches Health Care in the U.S. (HTH_PR 7300, Resource File 2.1.11), a core course in the MPH Program. The Dean of the School of Health Professions, Richard Oliver, PhD, serves on the Board of Directors. In the 2008-2009 academic year, the School of Health Professions and the MPH Program collaborated in the hiring, for one semester, of faculty member Diane Smith, PhD (Resource File 4.1.6), an experienced health-policy scholar who team-taught the Public Health Capstone (P_HLTH 8970, Resource File 2.1.18) with MPH faculty member Vickie Osborne (Resource File 4.1.14) in Spring 2009. Additional formal agreements between the MPH Program and the School of Health Professions are outlined in the Memorandum of Understanding (Appendix 3).

The School of Medicine
The School of Medicine participated in drafting the initial proposal for the MPH Program and Hal Williamson, Jr., MD, MSPH served on the Executive Faculty Committee for the first two years of the program. Upon the reorganization of the health-system components into the MU Health Sciences Center, Dr. Williamson was appointed Interim Vice Chancellor and rejoined the MPH Program’s Board of Directors. Michael Hosokawa, EdD, MEd (Resource File 4.1.2), a faculty member in the Department of Family and Community Medicine, replaced Dr. Williamson on the Executive Faculty Committee. In addition to administrative leadership, the School of Medicine partners with the MPH Program to ensure that courses in the core area of epidemiology are offered consistently and with adequate capacity to meet the needs of MPH students.

The Sinclair School of Nursing
Another founding partner in the development of the MPH Program, the Sinclair School of Nursing, contributes substantially to the MPH Program. The Dean of the Sinclair School of Nursing, Judith Miller, PhD, RN, FAAN, serves on the Board of Directors. Both core and secondary faculty in the MPH Program have the School of Nursing as their home department and teach a variety of required and elective courses. School of Nursing professor Kay Libbus, DrPH, RN (Resource File 4.1.8), is the Director for the Health Promotion and Policy Emphasis Area. In addition to her teaching and advising of students, she serves on the Executive Faculty Committee, the Admissions Committee, and the Curriculum Committee. Formal agreements between the MPH Program and the Sinclair School of Nursing are outlined in the Memorandum of Understanding (Appendix 3).

The Harry S. Truman School of Public Affairs
The mission of the Truman School is to advance the knowledge and practice of governance in Missouri, the nation, and beyond, by informing public policy, educating for ethical leadership in public service, and fostering democratic discourse among citizens, policy makers, and scholars. This complements the mission of the MPH Program in a number of significant ways. MPH Program Director Kristofer Hagglund is also a “zero-time” faculty member in the Truman School. In January 2008, MPH faculty and staff began working with the Truman School to expand public health content in relevant public affairs courses and to develop a proposal for an MPH/MPA Dual Degree (Appendix 7). Michael Diamond, PhD (Resource File 4.1.10), of the Truman School of Public Affairs, joined the Executive Faculty Committee and the Curriculum Committee in Fall 2008. The MPH/MPA Dual Degree was approved by the Graduate Faculty Senate in Spring 2009. Additional formal agreements between the MPH Program and the Harry S. Truman School of Public Affairs are outlined in the Memorandum of Understanding (Appendix 3).

The School of Social Work
The School of Social Work, through its Director, Margie Sable, DrPH, MPH, MSW (Resource File 4.1.15), has been consistently involved with the MPH Program from its inception in both formal and informal ways. The School of Social Work functions under the Department of Human and Environmental Sciences. Human and Environmental
Sciences Dean Stephen Jorgensen, PhD, serves on the Board of Directors, and Dr. Sable serves both on the Executive Faculty Committee and the Internship and Capstone Committee. In the 2008-2009 academic year, the MPH Program and the School of Social Work jointly hired two faculty members who contribute to both programs: Vickie Osborne, PhD, MSW (Resource File 4.1.14) and ManSoo Yu, PhD, MSW (Resource File 4.1.16). Several core and elective Public Health courses have been adapted from Social Work courses to meet the needs of both MPH and MSW students. In addition, MPH faculty members have endeavored to make MPH courses accessible to MSW students. Formal agreements between the MPH Program and the School of Social Work are outlined in the Memorandum of Understanding (Appendix 3).

The College of Veterinary Medicine
The College of Veterinary Medicine participated in drafting the initial proposal for the MPH Program and the Dean of the School, Neil Olson, DVM, PhD, serves on the Board of Directors. As core faculty for the Veterinary Public Health Emphasis Area, three College of Veterinary Medicine faculty members serve either on the Executive Faculty Committee or a Faculty Subcommittee or both, advise students, teach core courses in the program, and involve students in their research and service activities. One of these faculty members, Patrick Pithua, DVM (Resource File 4.1.24), was hired for a joint appointment and contributes to both the MPH Program and the College of Veterinary Medicine. Loren Schultz, DVM, MS (Resource File 4.1.26), is the Director for the Veterinary Public Health Emphasis Area. He teaches and advises students, and also serves on the Executive Faculty Committee and the Internship and Capstone Committee. The DVM/MPH Dual Degree was the first dual degree program approved by the Graduate Faculty Senate for MPH students (Appendix 7). Additional formal agreements between the MPH Program and the College of Veterinary Medicine are outlined in the Memorandum of Understanding (Appendix 3).

The College of Arts and Sciences
Department of Statistics faculty member Paul Speckman, PhD (Resource File 4.1.22), serves on both the Executive Faculty Committee and the Curriculum Committee. Through cooperation with this department, the MPH Program ensures that consistent and appropriate course offerings are available in the public health core knowledge area of biostatistics. In addition, the Department of Statistics has agreed to develop and offer an online biostatistics course beginning in Spring 2010. This course will be available to nontraditional students interested in pursuing the Graduate Certificate in Public Health. Formal agreements between the MPH Program and the Department of Statistics are outlined in the Memorandum of Understanding (Appendix 3).

The Center for Health Policy
The Center for Health Policy was established in 2002 to foster dialogue and analysis of health policy issues important to the welfare of Missouri citizens. Until Dr. Kristofer Hagglund assumed the permanent directorship of the MPH Program in Summer 2009, he served as Center for Health Policy Co-Director with Karen Edison, MD. MU, recognizing its mission as a land-grant institution and responsibility as the academic flagship of Missouri, has established the Center for Health Policy as an objective,
nonpartisan center of excellence, committed to addressing questions of access to quality and affordable health care.

Center for Health Policy focus areas include health literacy, health disparities, rural and urban access to services via innovative interventions such as telehealth and childhood obesity reduction. All activities and projects are guided by the principles of collaboration, issue awareness and education, translation of research into practice, policy formation, and strategic communication. Center for Health Policy strategies include educational initiatives, summits, conferences, research, outreach to communities, and multimodal communication. All efforts are multidisciplinary and supported by collaborators from academia, public and private communities, interest groups, community partners, state and local agents, and elected officials.

In Spring 2009, the MPH Program further formalized its collaboration with the Center for Health Policy by working together to provide three paid health-policy assistantships for incoming MPH students of exceptional promise and merit (Resource File 1.3.2). In addition, the MPH Program is a formal partner in planning the annual Health Policy Summit.

1.4.c A brief description of the university practices regarding:

1.3.c.i Lines of accountability, including access to higher-level university officials

Within individual departments at the University of Missouri, faculty members are accountable to a department chair, who reports directly to a dean of the college or school. Deans report to the provost of the university. Within the MPH Program, Program Director Kristofer Hagglund fulfills the role of chair.

Program Director Kristofer Hagglund reports directly to Interim Dean of the Graduate School George Justice on matters related to the administration of the MPH Program. Dr. Justice attends Board of Directors meetings, held on an annual basis, and he and Dr. Hagglund meet regularly to address ongoing issues with the development and administration of the program.

As Program Director, Dr. Hagglund also serves as the liaison between the Executive Faculty Committee and the Board of Directors, on which the deans and chairs of collaborating schools, colleges, and departments are represented. Dr. Hal Williamson, formerly a member of the Executive Faculty Committee, joined the Board of Directors upon his promotion to Interim Vice Chancellor for Health Sciences and is now involved with programmatic decisions on that level.

The Chancellor of the University of Missouri, Brady S. Deaton, was instrumental in the establishment of the MPH Program and his direct interest is reflected in his ongoing involvement, including regular attendance at the Annual Stakeholder’s Meeting in the fall. Through the formal means mentioned above, and through ongoing informal contacts with Graduate School and Budget Office administrators and staff, the MPH
Program has, from its inception, enjoyed open access to high-level decision makers at the University of Missouri.

1.3.c.ii Prerogatives extended to academic units regarding names, titles and internal organization

At the University of Missouri, graduate degrees are conferred by the Graduate School. The dean of the Graduate School is also the vice provost who oversees all advanced study at the university. Faculty from individual colleges and departments (with the exception of the Schools of Law and Medicine and the College of Veterinary Medicine) are represented on the Graduate Faculty Senate. The Graduate School, through the Graduate Faculty Senate, determines general guidelines for graduate programs, including credit-hour minimums and admissions requirements. Departments and academic units are empowered to establish more stringent admission and graduation requirements and to structure the curriculum within the general guidelines. Any major structural changes must be approved by the Graduate Faculty Senate. For example, the establishment of the Graduate Certificate in Public Health required Graduate Faculty Senate approval, as did the dual degree programs.

The Graduate School further requires that each unit have a Director of Graduate Studies, who is also a faculty member. Individual units may have dedicated Academic Advisors or the role of academic advising may be assigned to faculty. Governing committees and subcommittee structure are the prerogative of individual departments and units. Faculty members within each unit report to the chair, who reports to the dean and then the provost. Because the MPH Program is an Area Program under the Graduate School, Program Director Kristofer Hagglund reports directly to the Interim Dean of the Graduate School.

The Program Director has the prerogative to establish the internal structure of the MPH Program, set titles for new staff, and determine scope of duties, within MU’s rules and regulations. Name changes and other internal organizational changes also fall within the purview of the Program Director and Administrative Staff and are undertaken to increase efficiency and transparency and to increase the quality of the student experience in the program. Major program policy changes, particularly those involving curriculum revision and/or student admissions, are developed with the Executive Faculty Committee and Faculty Subcommittees (where appropriate) and submitted to the Board of Directors for review and approval. The merging of the Health Promotion and Disease Prevention and Public Health Policy and Administration Emphasis Areas is one such example and is described in detail under Criterion 2.1.a.

1.3.c.iii Budgeting and resource allocation, including budget negotiations, indirect cost recoveries, distribution of tuition and fees, and support for fund-raising

In general, budget allocations for programs and departments are drawn from the general operating pool of the University of Missouri. These funds consist of state appropriations comingled with tuition and fees and cost-sharing arrangements for grants and contracts
(the formula for which is described below). The distribution of these funds to units occurs through an annual allocation process that relies largely on historical budget requests, allowing for incremental changes such as raises or a faculty hire request granted by the provost.

Indirect cost-sharing arrangements for grants and contracts follow the University of Missouri formula. Research Incentive Funds (RIF) are distributed at 25% of the total Facilities and Administrative amounts recovered. The campus Office of Research retains 75%. Of that 25%, the first 15% goes to the PI’s department for administering the project. The remaining 85% of the 25% distribution is divided according to shared credit percentages determined prior to project proposal submission.

The Graduate School has a Director of Development whose responsibilities include both the MPH Program and the Truman School of Public Affairs. In December 2009, David Clithero assumed the role of Associate Vice Chancellor for Development with Health Sciences which includes development for the new building in which the MPH program will eventually be housed.

1.3.c.iv Personnel recruitment, selection and advancement, including faculty and staff

MPH Program staff are recruited by senior administrators in the program and hired with the approval of the Interim Dean of the Graduate School, where the MPH Program has its administrative home. Core and secondary faculty teaching in the MPH Program during the first year of operation were recruited according to the policies and procedures set forth by their home departments and the university. Searches in each of the departments are initiated by the department chair in accordance with university policies, which include rigorous adherence to MU’s nondiscrimination and equal access policies (Resource File 4.3.1 and 4.3.2).

Recruitment
University regulations mandate procedures to be used in the recruitment of faculty and staff members and in their subsequent appointment, evaluation, and advancement. The MPH Program and its collaborating units have followed these procedures faithfully. The procedures themselves are stipulated in the University of Missouri’s Recruitment and Selection Guidelines and Procedures and its Policy and Procedures for Promotion and Tenure (http://www.umsystem.edu/ums/departments/gc/rules/personnel/320/035.shtml, Resource File 1.3.3). Implementation of the procedures at the program or departmental level is overseen and facilitated by the dean of the Graduate School and the deputy provost.

Beginning in the 2008-2009 academic year, the MPH Program has worked cooperatively with the following units to recruit three joint faculty members: the School of Social Work (two faculty members) and the College of Veterinary Medicine (one faculty member). Within MU’s procedures, care was taken to recruit a pool of appropriate applicants, with a goal of addressing the MPH Program’s teaching, research, and faculty
diversity goals. In each of these searches, the MPH Program had a substantive role in the faculty recruitment process.

Selection
Screening of applications received, including letters of reference, and preparation of a proposed short list of the best-qualified applicants are functions of the hiring unit’s faculty search committee and carried out, in the event of a prospect for a joint position, with the agreement of the MPH Program Director. The approval of the deputy provost is required before campus interviewing can begin.

In most cases, the decision to hire is based on a recorded vote of all eligible faculty members in the hiring unit and in the event of a jointly hired appointment, final selection of the candidate is subject to the agreement of the Program Director. The Program Director makes his recommendation in consultation with the Executive Faculty Committee. In the hiring of Dr. Patrick Pithua (Resource File 4.1.24), the additional approval of the assistant deputy chancellor and chief diversity officer was required to secure funds from the University’s Faculty Inclusion and Excellence Fund.

Advancement
Faculty with primary, joint, or courtesy appointments with the MPH Program are all subject to the Policy and Procedures for Promotion and Tenure that are promulgated by the Office of the Provost. The home department chair evaluates the performance of all faculty members and writes annual performance evaluations that inform salary decisions and those regarding promotion and tenure. For faculty with joint appointments with the MPH Program and tenure homes in collaborating units, the MPH Program Director is formally included in an advisory role in the committee charged with forwarding recommendations for promotion and tenure. The MPH Program Director also writes a letter of evaluation and recommendation this is included in each candidate’s dossier. The evaluation for promotion and tenure by the MPH Program Director is parallel to that of a department chair or director. The decision to offer courtesy appointments to faculty in collaborating departments rests with the Program Director and is informed by the Executive Faculty Committee’s assessment of a candidate’s combined public health teaching, research, and service.

1.3.c.v Academic standards and policies, including establishment and oversight of curricula

The Graduate School at the University of Missouri sets standards for graduate programs, including all Master’s degrees. The power to oversee graduate education at MU and review and award initial approval to any significant changes to any degree, including addition of dual degrees, resides with the Graduate Faculty Senate. The Graduate Faculty Senate is the chief legislative and policy-formulating body for the graduate faculty at the University of Missouri. Following Graduate Faculty Senate approval, decision items are passed up through the dean of the Graduate School and the provost and, if required, to the University of Missouri president, the University of Missouri Board of Curators, and finally to the Missouri Coordinating Board for Higher
Education.

Curricular changes that do not require Graduate Faculty Senate approval, such as the addition of required or elective courses from among previously approved courses, are subject to the review of the Executive Faculty Committee. Proposed changes may originate with Administrative Staff, individual participating faculty, or the Curriculum Committee. In addition to proposing new courses for inclusion in the MPH Program curriculum, the Curriculum Committee reviews the results of Student Competencies Self-Assessments (Resource File 2.7.1) and proposes the addition, subtraction, or adaptation of required and elective courses based in part on those results.

1.3.d If a collaborative program, descriptions of all participating institutions and delineation of their relationships to the program.

Not applicable.

1.3.e If a collaborative program, a copy of the formal written agreement that establishes the rights and obligations of the participating universities in regard to the program’s operation.

Not applicable.

1.3.f Assessment of the extent to which this criterion is met.

This criterion is met.

**Strengths:** From the proposal stage to its current form, the MPH Program has had direct involvement from, and access to, the highest levels of university leadership. The procedures, policies, and practices of the MPH Program are guided by and adhere to all relevant policies in place in the Graduate School and MU, and the budget process is in place and functional. MPH faculty members are formally involved in the recruitment of faculty with joint appointments and in the promotion and tenure process for jointly appointed faculty members.

**Challenges:** Courses taught by faculty with appointments in collaborating departments or with joint appointments must be negotiated, a process which is guided by the formal Memoranda of Understanding (Appendix 3).

**Plans:** The Curriculum Committee will continue to refine the process for evaluating and approving electives, including asking instructors to identify MPH Program Competencies (Appendix 4) addressed by each course and reviewing course evaluations from collaborating departments.
1.4 Organization and Administration
The program shall provide an organizational setting conducive to teaching and learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration. The organizational structure shall effectively support the work of the program’s constituents.

1.4.a One or more organizational charts showing the administrative organization of the program, indicating relationships among its component offices or other administrative units and its relationship to higher-level departments, schools and divisions.

The unique collaborative structure of the Master of Public Health Program at the University of Missouri is outlined in the following Master of Public Health Program Organizational Chart (page 42).

1.4.b Description of the roles and responsibilities of major units in the organizational chart.

Master of Public Health Program
The MPH Program, under the leadership of Program Director Kristofer Hagglund (Resource File 4.1.5), is the primary coordinating body for all academic, practical, research, and service activities relevant to MPH and Graduate Certificate in Public Health students at MU. This includes oversight for the required curriculum for two Emphasis Areas, two Dual Degrees, the 12-credit hour Graduate Certificate program, and policies and procedures governing admission, graduation, and completion of the required practice experience. The Program Director is assisted in administrative matters by Associate Director Lise Saffran (Resource File 4.1.13), Field Placement Coordinator Lynelle Phillips (Resource File 4.1.12), Academic Advisor Eliana Jeanetta, and Administrative Associate Katherine Kirkpatrick.

With regard to the daily administration of the program, the Associate Director reports directly to the Program Director. The Field Placement Coordinator, Academic Advisor, Administrative Associate, and Graduate Research Assistant report to the Associate Director, with the exception that the annual evaluation of the Field Placement Coordinator is conducted by the Program Director, with input from the Associate Director. Regular weekly meetings of the entire Administrative Staff provide an opportunity to monitor student progress and programmatic development and to anticipate and/or address problems as, or before, they arise.

Graduate School
Led by Interim Dean George Justice, the Graduate School provides oversight and guidance in connection with matriculation and graduation of all MU graduate students. Because the MPH Program is an interdisciplinary Area Program under the Graduate School, Interim Dean Justice also provides oversight and direction to the MPH Program, both as a member of the MPH Board of Directors and through regular status
meetings with Program Director Kristofer Hagglund.

**Board of Directors**
Comprised of the deans of the program’s major collaborating units, the MPH Board of Directors provides input and oversight with regard to the overall direction of the program, which includes reviewing and approving any major changes in structure and/or emphasis.

**External Advisory Council**
The External Advisory Council is composed primarily of external stakeholders (members of state and local public health agencies, nonprofit organizations, and alumni) and a few MU stakeholders who are invested in public health practice but not involved with the program as core or secondary faculty. The role of the External Advisory Council is to keep the program relevant in terms of curriculum and practice experiences, strengthen the ties between the program and the public health practice community, and ensure that best practices are incorporated into the selecting, training, and placing of students after graduation.
Executive Faculty Committee

The Executive Faculty Committee is the primary policy-making body for the MPH Program. It includes faculty of various ranks (tenured, tenure track, and non-tenure track) as well as Administrative Staff and a representative from the Master of Public Health Graduate Student Association. Decisions regarding curriculum, practicum requirements, and student advising and probation are made by this body. The Executive Faculty Committee is chaired by the Program Director and has three standing Faculty Subcommittees: Admissions, Curriculum, and Internship and Capstone.

Collaborating Schools, Colleges, and Departments

The major collaborating units of the MPH Program are as follows: the Schools of Health Professions, Medicine, Nursing, Public Affairs, Social Work, and the College of Veterinary Medicine. As major partners, each of these units commits to the following:

1) The dean serves on the MPH Program Board of Directors.

2) One or more faculty members serve the program as Executive Faculty Committee members.

3) Core and secondary faculty teach a required and/or elective course that will be open to MPH students and address the MPH Program Competencies, serve as Faculty Advisors to MPH students, and serve on at least one Faculty Subcommittee.

1.4.c Description of the manner in which interdisciplinary coordination, cooperation and collaboration are supported.

The structure of the MPH Program was deliberately designed to promote collaboration among participating academic units and to make the most of the inherently interdisciplinary nature of public health. While Program Director Kristofer Hagglund was chosen from among the representative departments, the program is formally housed under the auspices of the Graduate School, as an Area Program. Interim Dean of the Graduate School George Justice provides guidance and direction to the program both through regular meetings with program leadership and staff and through his participation on the Board of Directors. He is joined on that board by deans representing the other major academic partners, including the Schools of Health Professions and Nursing, the Colleges of Human and Environmental Sciences and Veterinary Medicine, as well as the Vice Chancellor for Health Sciences, formerly a member of the Executive Faculty Committee.

The Executive Faculty Committee includes representatives from many academic units at MU. The Curriculum and Internship and Capstone Committees of the Executive Faculty Committee are more expansive still, with each of the core disciplines of public health represented by faculty in psychology, social work, statistics, environmental health, public policy and management, and epidemiology. The Admissions Committee includes representatives from the College of Veterinary Medicine and the School of Nursing, as
well as the Program Director. In this way, both of the Emphasis Areas are involved with selecting highly qualified students for the program.

Given the unique interdisciplinary structure of the MPH Program, administrators have taken a number of proactive steps to enhance the sense of cohesion in the program and to foster a spirit of open communication among students, faculty, and staff. These steps include the following:

1) The MPH Program has worked with two collaborating units (Social Work and Veterinary Medicine) to plan for, recruit, and hire tenure-track faculty who are appointed jointly between the two programs.

2) The MPH Program has worked with its partners to maximize resources in order to ensure that required courses are taught with the necessary frequency. For example, the core MPH course Principles of Epidemiology (F_C_MD 8420, Resource File 2.1.7) is taught in three different sections by faculty from different collaborating units.

3) The MPH Program has used the CEPH self-study process as a springboard to create ongoing and transparent processes for data collection, planning, evaluation, and assessment.

4) The MPH Program has worked closely with each collaborating unit to draft a Memorandum of Understanding that outlines roles, duties, and obligations clearly and explicitly (Appendix 3).

5) The MPH Program has introduced classroom/conference space and student work areas to the eighth floor of Lewis Hall in order to give the program a more established home and offer faculty and students space to congregate.

6) The MPH Program has introduced a series of social events to which a variety of stakeholders are invited, including the Annual Stakeholder’s Meeting and the Spring Picnic.

7) The MPH Program has established an annual award to recognize outstanding teaching within the program. Faculty members are nominated by students and all core and secondary faculty are eligible (Resource File 4.1.32).

Curriculum

The Curriculum Committee may make recommendations to the Executive Faculty Committee regarding the core curriculum and/or matters of admission or assessment but has sole responsibility for reviewing and approving electives for the program. Representatives from all the major units and experts in each of the core knowledge domains of public health serve on this committee.
Collaboration with and Service to the Community

The MPH Program has institutionalized processes to track both student and faculty service in public health and, through this effort, seeks to convey the importance of service at all program levels. Students are encouraged to participate in the service club Mizzou Public Health and are further asked to report on their individual service activities in the Annual Student Survey (Appendix 11). In Spring and Summer 2009, the Program Director initiated a series of individual meetings with all core faculty to both discuss the future direction of the program and gather information on faculty research and service. After Fall 2009, faculty research and service reports will be incorporated into the online Annual Faculty Form (Appendix 13).

Collaboration in the Program in Public Health

The MPH Program is working on numerous fronts to foster collaboration in teaching, research, and service within the program itself and within the broader university. For example, the initial Public Health Capstone (P_HLTH 8970, Resource File 2.1.18) was team-taught by MPH faculty representing both the policy and health promotion aspects of the program and will alternate thereafter among faculty members. In addition to the Dual Degrees approved with the College of Veterinary Medicine and the Truman School of Public Affairs (Appendix 7), the MPH Program is pursuing interdisciplinary Graduate Certificates with Women’s and Gender Studies (Health Disparities) and the Reynolds School of Journalism (Public Health Communications). Indeed, the area of public health communications is one in which collaboration is being pursued on a number of levels, including incorporation of practical communications opportunities into the classroom.

1.4.d Identification of written policies that are illustrative of the program’s commitment to fair and ethical dealings.

The professional health values, concepts, and ethics to which the MPH Program subscribes are explicitly stated in the program’s Mission, Goals, and Objectives and Statement of Values. All of these statements are available to current and prospective students, and the public at large, through the MPH Program’s website (http://publichealth.missouri.edu). The commitment of the MPH Program to diversity, equal opportunity, intellectual integrity, and fair dealings is incorporated into all aspects of its teaching, research, and service programs. In recruiting a diverse, interdisciplinary faculty, promoting an open environment for criticism and learning, and expending effort and resources on creating a curriculum that is welcoming to nontraditional students, the MPH Program has operationalized these values from its inception.

The following documents illustrate the commitment of both the MPH Program and its parent institution, MU, to fair and ethical dealings:

1) MU maintains a public statement of its commitment to nondiscrimination on its website (http://www.missouri.edu/eeo-aa.php) as follows: “The University of Missouri System is an Equal Opportunity/Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, sexual orientation, age, disability or status as a Vietnam-era veteran” (Resource File
4.3.1).

2) The *MU Faculty Handbook* (http://facultycouncil.missouri.edu/handbook/index.html, Resource File 4.2.1) outlines faculty responsibilities for promoting honesty and integrity within the classroom and includes guidance about such things as rights to religious observance and guidelines concerning personal conduct and intellectual property.

3) The University of Missouri Chancellor’s Diversity Initiative encourages the university community to “cultivate a welcoming environment for all members of the community; reflect the diversity of the state by encouraging the participation of all who are qualified; and help faculty, staff, and students, through education and example, to live productively and peacefully in an increasingly diverse society and world” (http://diversity.missouri.edu, Resource File 4.3.2).

4) The *MU Graduate School Catalog* (http://gradschool.missouri.edu/policies/graduate-catalog/, Resource File 2.1.24) outlines the ethics and best practices guiding graduate programs, including the Master of Public Health Program at the University of Missouri.

5) The *Master of Public Health Program Student Handbook* (Appendix 8) and the *Master of Public Health Program Internship Handbook* (Appendix 9) contain clearly outlined policies and procedures, giving faculty and students a common resource for determining the processes for a variety of MPH Program educational activities.

1.4.e Description of the manner in which student grievances and complaints are addressed, including the number of grievances and complaints filed for each of the last three years.

**University of Missouri**

The Master of Public Health Program is part of the University of Missouri Graduate School and must comply with both the University of Missouri and University of Missouri System regulations. Regulations designed to support equal opportunity for all enrolled students and applicants, as well as forms to use in filing a formal grievance of alleged discrimination, are available on the University of Missouri System website at http://www.umsystem.edu/ums/departments/gc/rules/grievance/390/010.shtml.

Grade appeals relevant to MPH students are detailed on the website of the Office of the Registrar at the University of Missouri (http://registrar.missouri.edu/policies/grade-appeals.php). This procedure details a process that begins with the student meeting directly with the instructor of the course first, with subsequent steps (if necessary) including the initiation of an investigation by the department chair.

Instances of suspected academic dishonesty are regarded seriously within the MPH Program. Instructors suspecting an incident of plagiarism or any other form of academic
dishonesty are advised to consult the guidelines offered by the Office of the Provost (http://osrr.missouri.edu/guidelines/procedure.html).

The guidelines offered by the University of Missouri System in addressing Student Disciplinary Matters include information on filing for a Petition for Review by the University Chancellor and can be found at http://www.umsystem.edu/ums/departments/gc/rules/grievance/390/010.shtml.

Master of Public Health Program
No formal grievance has been submitted by any student in the MPH Program to date. Both faculty and staff have made themselves available to discuss concerns and questions and to resolve any difficulties. The first two years of the program have included numerous occasions in which students and Administrative Staff and faculty have worked together cooperatively to address questions regarding course requirements, fee assessment, and planned program changes. For example, before submitting the request to merge two Emphasis Areas into one, Administrative Staff worked with the Master of Public Health Graduate Student Association to hold an open forum at which the proposal was outlined and student questions were addressed. The forum was held on December 11, 2008, and was attended by more than 25 graduate students. Student questions related to proposed curriculum changes, whether or not a student would be allowed to graduate with the designation originally assigned (they would), and potential advantages of a changed emphasis for the marketplace.

1.4.f Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths: The MPH Program has a structure designed to institutionalize collaboration among complementary units involved in the program, while maintaining a clearly identified set of reporting relationships. The program is administratively housed within the Graduate School, which is an optimal location in MU for interdisciplinary programs. It operates efficiently with the input of stakeholders on a variety of levels, including graduate students and the outside community. The MPH Program’s emphasis on collaboration in service and research has produced at least one new proposal’s funding through the unit (Resource File 3.1.1) and contributes to a learning environment where public health values are incorporated into all aspects of the program.

Plans: The MPH Program has received approval from the Office of the Provost to work with the College of Veterinary Medicine on the recruitment of a faculty member to replace Dr. Jeffrey Tyler, who died unexpectedly in May 2009. This position will be submitted for approval in 2010 and upon approval, the search will begin in 2011.
1.5 Governance
The program administration and faculty shall have clearly defined rights and responsibilities concerning program governance and academic policies. Students shall, where appropriate, have participatory roles in conduct of program evaluation procedures, policy-setting and decision-making.

1.5.a Description of the program’s governance and committee structure and processes, particularly as they affect:

1.5.a.i General program policy development is the responsibility of the Executive Faculty Committee with input from the Faculty Subcommittees and under the leadership of the Program Director. Policies that require review from the Coordinating Board for Higher Education, or any other foundational program changes (such as the merging of the two Emphasis Areas), are submitted to the Board of Directors for review and approval. The Executive Faculty Committee is responsible for ensuring that MPH Program operations are consistent with the policies and procedures established by the Graduate School and MU.

1.5.a.ii Planning for the MPH Program occurs on several levels and with participation from a variety of stakeholders. The initial proposal for the MPH Program (Resource File 1.1.2) was developed by an interdisciplinary team of faculty, under the direction of the Chancellor of the University, Brady S. Deaton. Once the program was approved, collaborating units were involved in the administration of the program as members of the Board of Directors, the Executive Faculty Committee, the Faculty Subcommittees (Admissions, Curriculum, Internship and Capstone) and in teaching and research partnerships. Each Emphasis Area has a Director who serves on the Executive Faculty Committee and reports directly to the Program Director. The support of outside stakeholders for the proposal was translated into further involvement through the External Advisory Council. Several of the initial writers of letters of support are members. Student representatives have been recruited to serve on the Executive Faculty Committee, the Curriculum Committee, and the Internship and Capstone Committee. In addition, the program has solicited input from the wider student body in planning various aspects of the program, including career advising and service opportunities for students.

With regard to planning for the future, the Faculty Subcommittees are empowered to propose program-specific changes. The Course-Competencies Matrix (Appendix 4) is a working document for the Curriculum Committee. Course additions and/or subtractions may be recommended in accordance with Curriculum Committee review. The Course-Competencies Matrix is also used to review and, if appropriate, approve electives. In the event that curriculum needs cannot be met through current courses, the Curriculum Committee may identify priorities for future hiring and bring those to the Program Director through meetings of the Executive Faculty Committee.

The Internship and Capstone Committee is similarly empowered to make programmatic recommendations. For example, the guidelines for independent capstone work originated within that committee before being drafted for Executive Faculty Committee discus-
sion and ultimate approval.

The Admissions Committee consists of the Program Director and a core faculty representative from each Emphasis Area. The Admissions Committee is empowered to waive course requirements and test scores if appropriate, and may propose more substantive changes in policy to the Executive Faculty Committee. For example, following the experience of the first two years of the program, an English course was deemed unnecessary for international applicants as a matter of course (though it is still available when appropriate). This change originated with the Admissions Committee and was approved by the Executive Faculty Committee.

1.5.a.iii Budget and resource allocation is achieved as a joint process among the Program Director, the Interim Dean of the Graduate School, and the Director of the MU Budget Office. Currently in its third full year, the MPH Program budget follows a five-year plan that is updated annually. This five-year budget includes an eventual shift from a reliance on General Operating funds toward funds that are linked to recruitment and retention of students; the MPH Program is currently exceeding its student recruitment and retention goals. Funds for faculty and administrative salaries, equipment, travel, and recruitment events are allocated independently via individual departments and the Graduate School.

1.5.a.iv Student recruitment, admission and award of degrees:

Admissions criteria were put in place by the Executive Faculty Committee at the initiation of the program. These program-specific criteria conform to admissions criteria set forth by the Graduate School for the university at large (Resource File 4.4.4) and are regularly collected and updated for inclusion in the Master of Public Health Program Student Handbook (Appendix 8).

Program-specific admissions criteria may be changed through recommendations made to the Executive Faculty Committee by the Admissions Committee and/or Administrative Staff. Once admitted to the MPH Program, each student is recommended to the Graduate School for final admission to MU and for further information about student loans and financial aid. Each admitted applicant receives an acceptance letter, a copy of the Plan of Study for the Master’s Degree (Resource File 2.2.1), and information about campus services (Resource File 4.4.8).

Students wishing to earn dual degrees must be admitted to the MPH Program and to its collaborating unit (either the College of Veterinary Medicine or the Truman School of Public Affairs) independently. The Executive Faculty Committee includes representatives from both units and is a forum for coordinated oversight. The emphasis on collaboration within the governance structure of the MPH Program has contributed in a number of ways to the successful recruitment efforts of the first two years including the following:

1) Outreach to applicants to the College of Veterinary Medicine about the existence of the MPH Program and the Veterinary Public Health Emphasis Area;
2) Attendance by MPH Program staff at nursing conferences, as notified by core faculty with home appointments in the Sinclair School of Nursing;

3) The appointment of MPH Program Associate Director Lise Saffran as instructor for the new Bachelor of Health Sciences course Public Health Principles and Practice, from which a number of graduate students have entered the program.

1.5.a.v Faculty recruitment, retention, promotion and tenure:
Standards for faculty recruitment, retention, promotion, and tenure are set by MU and the collaborating schools, colleges, and departments. A strategy for recruiting minority faculty and faculty with appropriate public health experience is in place. These standards and strategies are explained in further detail under Criteria 4.1 through 4.3.

1.5.a.vi Academic standards and policies for MPH students are determined by the Executive Faculty Committee in conjunction with the Graduate School’s Grading and Credit Policies (http://gradschool.missouri.edu/policies/progress/grading, Resource File 4.4.7). The Graduate School places any student whose cumulative grade point average falls below 3.0 on probation; stricter grade requirements are left to the discretion of the program. The MPH Program’s policies on these matters are routinely updated in the Master of Public Health Program Student Handbook when new policies are developed or old ones clarified.

1.5.a.vii Research and service expectations and policies:
Research expectations are set by MU and further specified by the MPH Program in cooperation with collaborating academic schools, colleges, and departments. Core faculty members in the MPH Program are held to a high standard of research and publication. Each of them is involved in research that is aimed at improving the health status of communities of people, often vulnerable populations. Two areas of particular note include public health research conducted in collaboration with partners at the University of Missouri’s sister university in South Africa, the University of the Western Cape, and a newly funded Department of Health and Human Services grant (Resource File 3.1.1), housed in the MPH Program, to assess and document the extent of human trafficking in mid-Missouri.

Student service to the community is encouraged through involvement in the student organization Mizzou Public Health (Resource File 3.2.3) and a myriad of community-based health promotion and disease prevention activities.
Table 1.5.a Summary Table of Governance Process

<table>
<thead>
<tr>
<th>Domain</th>
<th>Authority</th>
<th>Troubleshooting/Appeals</th>
<th>Students Involved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>Formula for cost and rate funds from MU Budget Office. The Program Director has the autonomy and responsibility to make program-related expenditures for day-to-day operations without further approval, including contracting with temporary faculty for specific course sections and supplies. Permanent hiring decisions must be approved by the Interim Dean of the Graduate School and the Deputy Provost.</td>
<td>The Program Director works with the Interim Dean of the Graduate School and the Director of the MU Budget Office to adjust budget projections to meet anticipated student enrollment and keep student/faculty ratios low.</td>
<td>Annual Student Surveys (Appendix 11), course evaluations, and Student Competencies Self-Assessments (Appendix 10) are taken into account when making budget requests for new resources and/or courses.</td>
</tr>
<tr>
<td>Promotion and Tenure</td>
<td>Faculty members in all categories are given annual reviews. The Program Director participates in reviews, and in tenure recommendations, of joint appointees. Recommendations on promotion and tenure go to the campus Promotion and Tenure Committee and then the chancellor, who makes the final decision.</td>
<td>Candidates for tenure or promotion have the right to a hearing for reconsideration by the appropriate administrative officer or committee making a negative decision at the department or college level. Candidates also have the right to appeal a negative recommendation at the department level to the campus Promotion and Tenure Committee and the dean.</td>
<td>Student course evaluations, involvement with students through advising, service, and research are all considered part of the review process.</td>
</tr>
<tr>
<td>Admissions</td>
<td>Set by the Executive Faculty Committee in accordance with Graduate School rules. The Admissions Committee makes the final determination with regard to each candidate. The Admissions Committee is empowered to accept, accept conditionally, or reject students (Resource File 4.4.5) and to allow course transfers for credit.</td>
<td>Emphasis Area Directors may propose policy changes with regard to admissions criteria to the Executive Faculty Committee.</td>
<td>There are currently no student members of the Admissions Committee. Alumni members are being considered.</td>
</tr>
<tr>
<td>Curriculum (Core)</td>
<td>Determined by the Executive Faculty Committee. The Curriculum Committee conducts an annual review of the core curriculum with regard to the MPH Program Competencies and may put proposed changes resulting from that review before a vote of the Executive Faculty Committee.</td>
<td>Issues with specific courses raised directly with Administrative Staff are discussed with course instructors. Contracts may be replaced/renegotiated by the Program Director. The Administrative Staff reviews Annual Student Surveys and course evaluations for emerging problems/areas of concern.</td>
<td>Student feedback on courses is solicited informally on a regular basis and formally through the Annual Student Survey and course evaluations. A nonvoting member of the student body sits on the Executive Faculty Committee.</td>
</tr>
</tbody>
</table>
Curriculum (Emphasis Area)

Emphasis Area Directors propose additional required courses for each Emphasis Area to the Executive Faculty Committee for a vote.

Gaps in specialty curriculum may result in the development of new courses or Memoranda of Understanding (Appendix 3) with collaborating departments. Emphasis Area Directors and Administrative Staff propose changes to the Executive Faculty Committee.

Student feedback on courses is solicited informally on a regular basis and formally through the Annual Student Survey and course evaluations. A voting member of the student body sits on the Curriculum Committee.

Curriculum (Electives)

Emphasis Area Directors may approve elective courses on a case-by-case basis for individual Plans of Study. Curriculum Committee reviews and approves or deletes electives.

Electives may be removed from the generally approved list following the annual review of course evaluations and the Annual Student Survey.

Avoting member of the student body, selected to serve by the Master of Public Health Graduate Student Association, sits on the Curriculum Committee.

Academic Probation Issues

The Graduate School places on academic probation all students whose combined grade point average falls below 3.0. Additionally, the MPH Program will place on probation any student whose MPH coursework grade point average falls below 3.0.

The MPH Program may appeal to the Graduate School to extend probation for a student whose MPH coursework grade point average is above 3.0 but whose cumulative grade point average is not.

It is MPH Program policy to require a student earning a C or below in any course to meet with a Faculty Advisor.

Research Program

Faculty members are encouraged in their research activities by the university, tenure home, and the MPH Program. Research success and focus is considered in both promotion and tenure recommendations and in the decision to offer courtesy appointments to faculty members.

Courses are negotiated with regard to time demands required by research, particularly among junior faculty.

Students are involved in faculty research in the classroom (through examples and, in some cases, course topics) and as Graduate Research Assistants.

1.5.b A copy of the constitution, bylaws or other policy document that determines the rights and obligations of administrators, faculty and students in governance of the program.

The MPH Program follows the practices of MU and of the Graduate School. University faculty rules and bylaws can be found on the University System website:

http://www.umsystem.edu/ums/departments/gc/rules/bylaws/300/010.shtml

The MPH Program holds a formal Student Orientation for newly admitted students each semester, at which they are familiarized with MU policies and are introduced to the Master of Public Health Program Student Handbook (Appendix 8). Students ready to begin internships attend an Internship Orientation and are made aware of the Master of Public Health Program Internship Handbook (Appendix 9).

Faculty, student, and administrator rights and obligations are further detailed in a
comprehensive list of policy documents that includes:

1) The Mission, Goals, and Objectives of the MPH Program. Created with input from faculty, students, and administrators, the Mission, Goals, and Objectives are the primary planning documents used to evaluate the success of the program with regard to the training, support, and involvement of students in governance and their ultimate successful entry into the field of public health.

2) Formal Memoranda of Understanding that exist between the MPH Program and all collaborating departments (Appendix 3). These memoranda outline in detail the obligations of the MPH Program and its partners, and address issues such as the advising of students, the teaching of specific courses in the MPH curriculum, and service to the program.

3) The Record of Decisions for the MPH Program. The Administrative Associate maintains a notebook that includes all policy decisions formulated by the Executive Faculty Committee, the Faculty Subcommittees (two of which include student representation), the Board of Directors, and the Administrative Staff. Policies relate to admissions, academic probation, approval of electives, and so on. These policies are included in the Record of Decisions, which is available for review, and, where appropriate, copied into the Master of Public Health Program Student Handbook.

1.5.c A list of standing and important ad hoc committees, with a statement of charge, composition, and current membership for each.

Full Curriculum Vitae for each of the faculty members in the following list will be made available under Resource File 4.1.

Executive Faculty Committee
The Executive Faculty Committee includes core faculty members and other faculty who represent important knowledge domains in public health (for example, Paul Speckman of the Department of Statistics). It is charged with policy development and approval, curriculum oversight, competency development and management, budget development, short and long-range strategic planning, and the direction of the CEPH self-study document. It includes one student representative, chosen by the Master of Public Health Graduate Student Association. Meetings are held bimonthly.

Members:
Kristofer Hagglund, PhD, ABPP, Professor
Lise Saffran, MPH, MFA, Instructor
Deb Hume, PhD, MA, Assistant Teaching Professor
Lynelle Phillips, MPH, RN, Field Placement Coordinator
Kay Libbus, DrPH, RN, Professor
Loren Schultz, DVM, MS, Associate Teaching Professor
Brenda Beerntsen, PhD, MS, Associate Professor
Michael Diamond, PhD, MA, Professor
Michael Hosokawa, EdD, MEd, Professor
Julie Kapp, PhD, Assistant Professor
Vickie Osborne, PhD, MSW, Assistant Professor
Patrick Pithua, PhD, Assistant Professor
Margie Sable, DrPH, MPH, MSW, Professor
Paul Speckman, PhD, MA, Professor
ManSoo Yu, PhD, MSW, Assistant Professor
Lindsay Parsons, MPH student

Note: Dr. Beerntsen is serving as temporary core faculty for the Veterinary Public Health Emphasis Area following the death of Jeffrey Tyler and while awaiting the hiring of his replacement.

Admissions Committee
The Admissions Committee is charged with deciding on individual candidates, while following guidelines set forth by the Executive Faculty Committee. Decisions are made according to the majority opinion. The committee may offer full or conditional admittance.

Members:
Brenda Beerntsen, PhD, MS, Associate Professor
Kristofer Hagglund, PhD, ABPP, Professor
Kay Libbus, DrPH, RN, Professor

Curriculum Committee
The Curriculum Committee has primary responsibility for proposing, evaluating, and recommending approved elective courses. It is further charged with reviewing current course offerings and requirements, proposing evaluation procedures, guiding revision to courses and requirements, guiding the development of core MPH Program Competencies for the program, and collaborating with the Internship and Capstone Committee to integrate theory with practice. The Curriculum Committee is comprised of instructors of core and/or approved elective courses. It also includes Dr. Michael Diamond, who serves on the Executive Faculty Committee as the representative from the Truman School of Public Affairs. There is one student member, chosen by the Master of Public Health Graduate Student Association.

Members:
Lise Saffran, MPH, MFA, Instructor
Deb Hume, PhD, MA, Assistant Teaching Professor
Lynelle Phillips, MPH, RN, Field Placement Coordinator
Kay Libbus, DrPH, RN, Professor
Michael Diamond, PhD, MA, Professor
Julie Kapp, PhD, MPH, Assistant Professor
Patrick Pithua, PhD, Assistant Professor
Paul Speckman, PhD, MA, Professor
Internship and Capstone Committee
The Internship and Capstone Committee is charged with reviewing the processes for assessing progress toward the MPH Program Competencies among students involved in internships. It provides guidance to the Field Placement Coordinator and Public Health Capstone (P_HLTH 8970, Resource File 2.1.18) and Veterinary Public Health Capstone (P_HLTH 8971, Resource File 2.1.19) instructors in developing guidelines for integrating those experiences with the capstone courses. It reviews the Master of Public Health Program Internship Handbook and related materials, assists with the development of Student Competencies Self-Assessments, and is available to troubleshoot problems with the processor specific internships, should the need arise. This committee includes one student representative chosen by the Master of Public Health Graduate Student Association.

Members:
- Lise Saffran, MPH, MFA, Instructor
- Lynelle Phillips, MPH, RN, Field Placement Coordinator
- Loren Schultz, DVM, MS, Associate Teaching Professor
- Vickie Osborne, PhD, MSW, Assistant Professor
- Sharmini Rogers, MBBS, MPH, Adjunct Instructor
- Margie Sable, DrPH, MPH, MSW, Professor Christopher
- Irvin, MPH student

External Advisory Council
The External Advisory Council provides feedback on overall program direction, adequacy of student preparation for the workforce, outreach, and fundraising. Comprised of representatives of state and local government and the nonprofit public health practice community, the External Advisory Council was also consulted extensively during the early phase of program development and in the development of the Mission, Goals, and Objectives of the program, as well as the list of MPH Program Competencies.

Members:
- Lindsay Butcher, YouZeum
- Linda Cooperstock, Public Health Planner, Columbia/Boone County Department of Public Health and Human Services
- Michael Cooperstock, Professor, University of Missouri Department of Child Health
- Eduardo Crespi, Executive Director, Centro Latino
- Gloria Crull, Director, Family Health Center
- Jenny Dills, MPH Program Alumna
- Malaika Gallimore, MPH Program Alumna
- Darwin Hindman, Mayor, City of Columbia, Missouri
- Mary Hoskins, Chief, Office of Human Resources, Missouri Department of
Health and Senior Services
Bert Malone, Interim Deputy Director, Kansas City Health Department
Nancie McAnauugh, Deputy Director, Missouri Department of Health and Senior Services
Bryan Norman, Missouri Department of Health and Senior Services
Sarah Patrick, State Epidemiologist, Missouri Department of Health and Senior Services
Mahree Skala, Missouri Association of Local Public Health Agencies
Taylor Woods, Acting State Veterinarian, Missouri Department of Agriculture

1.5.d Identification of program faculty who hold membership on university committees, through which faculty contribute to the activities of the university.

MPH faculty contribute to the governance of MU in numerous and varied ways. Included among the committees on which MPH faculty currently serve are the Strategic Planning and Resource Advisory Council (Kristofer Hagglund), the Council of Research Administrators (Kristofer Hagglund), the Center for Healthcare Quality Governance Cabinet (Kristofer Hagglund), the MU Human Rights Commission (Deb Hume), the MU Council on Violence Against Women (Deb Hume), the Institutional Biosafety Committee (Brenda Beerntsen), the Life Sciences Fellowship Program Committee (Brenda Beerntsen), the Campus Mediation Oversight Board (Michael Diamond), the University of Missouri System-wide Task Force on On-line and Distance Learning (Michael Hosokawa), and the Center for Family Policy and Research (Kay Libbus). Please refer to the faculty CVs in Resource File 4.1 for more specific details on university service.

1.5.e Description of student roles in governance, including any formal student organizations, and student roles in evaluation of program functioning.

Student involvement and participation is an integral part of the MPH Program. Based on their interest and experience, students have formed two separate but related student organizations, the Master of Public Health Graduate Student Association and Mizzou Public Health.

The Master of Public Health Graduate Student Association (MPHGSA, Resource File 1.5.2) has identified the following as its focus areas:

1) Stimulate and express ideas in a professional setting, which helps to promote and better the MPH Program.

2) Become active participants in the Council on Education for Public Health (CEPH) accreditation process.

3) Build a strong community of graduates who continually promote the MPH Program to prospective students.

It is through the MPHGSA that student representatives on Faculty Subcommittees
are identified. Major programmatic changes and/or initiatives are accompanied by an informational meeting of the MPHGSA.

**Mizzou Public Health** (Resource File 3.2.3) is a service-oriented group that includes both graduate students in the MPH Program and undergraduates with an interest in public health. Mizzou Public Health activities are designed to improve public health literacy among the university community and spread information about the MPH Program to prospective students. Activities of Mizzou Public Health include the planning and organization of National Public Health Week 2009 events, coordinated with a variety of campus organizations, including Sustain Mizzou, Sexual Health Advocate Peer Education (SHAPE), and Nutrition and Fitness (Resource File 3.2.4).

Both groups are advised by faculty and staff of the MPH Program. These groups are given material support by the program through help with room scheduling, event publicity, presentation and discussion facilitators, and financial support.

**Annual Student Survey**
At the end of each academic year, students are asked to evaluate their classroom, practical, and program-related experiences in the Annual Student Survey (Appendix 11). This survey is administered each spring to all graduating and continuing students.

Surveys ask for feedback on a wide range of topics and encourage students to think about how program staff, faculty, and the students themselves might work together to make improvements in the graduate public health experience at MU. As student involvement in committees and in student groups becomes increasingly institutionalized, the information provided on surveys will be translated into active discussion and concrete program improvement. In 2009, the Annual Student Survey was converted to an online format in order to allow students to comment easily and anonymously on the following topics: the quality of academic and career advising, access to resources such as computer labs, staff/student interactions, graduate faculty, curriculum, five core knowledge areas, the field placement process, and opportunities for community service. The 2009 Master of Public Health Program Annual Report (Appendix 1) to stakeholders highlighted student responses to the service question, in which over half of the 19 respondents (55%) indicated that opportunities for community involvement were outstanding, strong, or good.

**1.5.f Assessment of the extent to which this criterion is met.**

This criterion is met.

**Strengths:** The MPH Program has solicited the involvement of a broad representation of stakeholders, including community members and students. It has established a functional and transparent decision-making system that is flexible and uses feedback loops to improve quality. Thoroughly institutionalized collaborative relationships have been developed with on-campus partners. Finally, the MPH Program has a growing and active service component.
Challenges: There are overlapping lines of governance because of the MPH Program’s uniquely collaborative Area Program structure. For example, tuition and fees are different for graduate school and professional school courses. Determining the appropriate tuition and fee assessment for students enrolled in coursework from both types of programs simultaneously has required multiple meetings and resulted in several revisions of policies. As the program matures, the decision-making authority will become more clearly delineated.

Plans: In January 2010, the External Advisory Council met under the new leadership of Chair Bert Malone of the Kansas City Health Department. Three newly-formed subcommittees (Development, Internship and Job Placement, and Recruitment) also met to draft a scope of work. The Master of Public Health Graduate Student Association continues to send representatives to MPH Program committee meetings, and through their increasing membership and activities (including a regular newsletter), they are able to communicate program issues to students. MPHGSA elections to replace the graduating student representatives on the Executive Faculty Committee and Internship and Capstone Committee took place in early Spring 2010.
1.6 Resources
The program shall have resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

1.6.a A description of the budgetary and allocation processes, sufficient to understand all sources of funds that support the teaching, research and service activities of the program. This should include, as appropriate, discussion about legislative appropriations, formula for funds distribution, tuition generation and retention, gifts, grants and contracts, indirect cost recovery, taxes or levies imposed by the university or other entity within the university, and other policies that impact on the resources available to the program.

Background and Overview
The University of Missouri created the MPH Program with an initial commitment of $543,924 in institutional funds over five years, beginning in Fiscal Year 2007. The five-year budget is administered by the Program Director and includes funds for the recruitment of both core and adjunct faculty to meet the administrative, teaching, research, and service needs of the program.

Total revenue from tuition and fees generated by the MPH Program are determined and credited to the program. From its revenue, the costs of the program are subtracted. The net revenue remains with the university and is not returned to the program automatically. Instead, the Program Director, in consultation with the Interim Dean of the Graduate School, makes requests for additional revenue to be distributed to the program to cover planned costs, such as adding faculty or staff positions, administrative needs, equipment, and marketing and promotion.

Because the MPH Program is new, this amount is negotiated on an annual schedule, using a five-year forward projection. Negotiations include the MPH Program Director, the Interim Dean of the Graduate School, and the Director of the MU Budget Office, and take into account revenue estimates drawn from student tuition and fees and enrollments. With regard to all of the above measures (enrolled students, credit hour generations and fees), the MPH Program has exceeded its initial projections for the first three years of the program. Nonetheless, the MPH Program is expected to operate on this budget model at least through 2011 before converting to the standard budget model used by the university (as described under Criterion 1.3.c). This conversion will occur when the program is no longer operating as a new program and is able to reliably predict income and costs, along with incremental adjustments for raises, new hires, and other expenses.

As described previously, there are generally no direct allocations to the program based on student tuition and fees. The exception involves MPH courses offered in a distance-mediated format through the MU Direct office on campus. In the case of MU Direct courses, the MPH Program receives a direct apportionment of funds (55% to program, 45% to the Office of the Provost) based on the number of distance and nontraditional students enrolled. The income shown on Table 1.6.b represents income above and
beyond the initial enrollment projections.

The MPH Program transfers funds to collaborative units (for example, the Department of Psychological Sciences) for whole courses or course sections that are central to the MPH curriculum and taught above and beyond the usual course offerings. These agreements are formalized through Memoranda of Understanding (Appendix 3).

The Administrative Staff has begun to formulate a development plan for the MPH Program. Starting in Fall 2009, a new expanded External Advisory Council will be charged with identifying potential development prospects within Missouri and elsewhere. The MPH Program is also exploring ideas with development potential by cultivating new partners on campus, including MU’s literary magazine, The Missouri Review, which is helping to develop a prize in health-related writing.

Both the provost and the budget director for the University of Missouri work closely with the MPH Program Director to ensure that there are sufficient financial resources for the program to be successful and to expand according to the needs of both the students and the wider community.

**Grant/Contract Direct and Indirect Costs**

Indirect cost-sharing arrangements with the MPH Program follow the University of Missouri formula. Research Incentive Funds (RIF) are distributed at 25% of the total Facilities and Administrative amounts recovered. The campus Office of Research retains 75%. Of that 25%, the first 15% goes to the PI’s department for administering the project. The remaining 85% of the 25% distribution is divided according to shared credit percentages determined prior to project proposal submission.

Major budgeting decisions are made by the Program Director, with input from the Administrative Staff and Executive Faculty Committee and under the guidance of the Interim Dean of the Graduate School, George Justice.

**1.6.b A clearly formulated program budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, which is longer. If the program does not have a separate budget, it must present an estimate of available funds and expenditures by major category and explain the basis of the estimate. This information must be presented in table format as appropriate to the program. See CEPH Data Template A.**
### Table 1.6.b
**Sources of Funds and Expenditures by Major Category, Fiscal Years 2007 to 2010**

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10 (Projections)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$28,930.60</td>
<td>$42,000.00</td>
<td>$294,435.00</td>
<td>$294,435.00</td>
</tr>
<tr>
<td>State Appropriation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Funds</td>
<td>$114,377.00</td>
<td>$407,574.00</td>
<td>$294,435.00</td>
<td>$294,435.00</td>
</tr>
<tr>
<td>Grants/Contracts</td>
<td>$12,329.00</td>
<td>$21,136.00</td>
<td>$12,329.00</td>
<td>$21,136.00</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endowment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenditures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Salaries &amp; Benefits</td>
<td>$9,835.25</td>
<td>$72,541.92</td>
<td>$126,723.09</td>
<td>$259,568.99</td>
</tr>
<tr>
<td>Staff Salaries &amp; Benefits</td>
<td>$33,338.62</td>
<td>$124,645.44</td>
<td>$134,035.90</td>
<td>$133,304.55</td>
</tr>
<tr>
<td>Operations</td>
<td>$11,118.41</td>
<td>$25,098.15</td>
<td>$31,339.17</td>
<td>$33,950.00</td>
</tr>
<tr>
<td>Travel</td>
<td>$2,677.36</td>
<td>$7,983.60</td>
<td>$5,498.00</td>
<td></td>
</tr>
<tr>
<td>Student Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Tax</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At the time of this writing, the ongoing budget includes salary support for the Program Director, Associate Director, Field Placement Coordinator, Academic Advisor, Administrative Associate, a Graduate Research Assistant, the full salary of one full-time faculty member and a portion of the FTEs of three additional core teaching faculty members. In addition, the MPH Program pays a small stipend to the Emphasis Area Directors. The budget also includes operational expenses for supplies, student activities, publicity and outreach, accreditation expenses, office expenses, and program or community events such as the Annual Stakeholder’s Meeting. As noted in the description of core and secondary faculty, significant in-kind support is generated through the program’s collaborative partners, including the Schools of Health Professions, Medicine, Nursing, Public Affairs, Social Work, the College of Veterinary Medicine, and the Department of Statistics. Faculty members who have those units as their academic homes serve the program as teachers and advisors of both students and program leadership, and their ongoing research projects offer opportunities in both scholarship and service to MPH students.
### Funding Table for Core Faculty

#### Health Promotion and Policy

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>MU FTE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hagglund, Kristofer</td>
<td>1.0 MU FTE</td>
<td>Dr. Hagglund's salary is paid by the School of Health Professions; a yearly stipend is paid by the MPH Program as compensation for his work as MPH Program Director.</td>
</tr>
<tr>
<td>Hume, Deb</td>
<td>1.0 MU FTE</td>
<td>Dr. Hume's salary is paid by the MPH Program. 75% is paid from MPH Program funds; 25% is paid from grant funds overseen in the MPH Program.</td>
</tr>
<tr>
<td>Kapp, Julie</td>
<td>1.0 MU FTE</td>
<td>Dr. Kapp's salary is paid by the Department of Family and Community Medicine.</td>
</tr>
<tr>
<td>Libbus, Kay</td>
<td>1.0 MU FTE</td>
<td>Dr. Libbus' salary is paid by the School of Nursing; a yearly stipend of $1000 is paid by the MPH Program as compensation for her work as Director of the Health Promotion and Policy Emphasis Area.</td>
</tr>
<tr>
<td>Osborne, Vickie</td>
<td>1.0 MU FTE</td>
<td>Dr. Osborne's salary is paid jointly by the School of Social Work and the MPH Program. 75% is paid by the School of Social Work and 25% is paid by the MPH Program.</td>
</tr>
<tr>
<td>Phillips, Lynelle</td>
<td>0.75 MU FTE</td>
<td>Ms. Phillips' salary is paid jointly by the MPH Program and the School of Nursing. 56% is paid by the MPH Program and 44% is paid by the School of Nursing.</td>
</tr>
<tr>
<td>Yu, ManSoo</td>
<td>1.0 MU FTE</td>
<td>Dr. Yu's salary is paid jointly by the School of Social Work and the MPH Program. 75% is paid by the School of Social Work and 25% is paid by the MPH Program.</td>
</tr>
</tbody>
</table>

#### Veterinary Public Health

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>MU FTE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beerntsen, Brenda</td>
<td>1.0 MU FTE</td>
<td>Dr. Beerntsen's salary is paid by the College of Veterinary Medicine.</td>
</tr>
<tr>
<td>Pithua, Patrick</td>
<td>1.0 MU FTE</td>
<td>Dr. Pithua's salary is paid jointly by the College of Veterinary Medicine and the MPH Program. 60% is paid by the College of Veterinary Medicine and 40% is paid by the MPH Program.</td>
</tr>
<tr>
<td>Schultz, Loren</td>
<td>1.0 MU FTE</td>
<td>Dr. Schultz's salary is paid by the College of Veterinary Medicine; a yearly stipend of $1000 is paid by the MPH Program as compensation for his work as Director of the Veterinary Public Health Emphasis Area.</td>
</tr>
</tbody>
</table>

1.6.c If the program is a collaborative one sponsored by two or more universities, the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget. This should be accompanied by a description of how tuition and other income is shared, including indirect cost returns for research generated by public health program faculty who may have their primary appointment elsewhere.

Not applicable.

1.6.d A concise statement or chart concerning the number (headcount) of core faculty employed by the program as of fall for each of the last three years.

Individuals counted as core faculty for the MPH Program may teach a course required for either one or both of the Emphasis Areas, serve on the Executive Faculty Committee and at least one of the Faculty Subcommittees, advise students, and conduct public health-related research. In the case of newly hired faculty, a portion of their total FTE is
paid out of the MPH Program budget and the Program Director is directly involved in recruitment, hiring, and promotion and tenure decisions. In the case of individuals who were MU faculty in advance of the creation of the MPH Program, their appointment remains wholly in their original department but they have accepted courtesy appointments with the program (Resource File 4.1.30). In 2009-2010, the combined commitment of core faculty to MPH Program administration, teaching, and public health research in each case reaches or exceeds 50% of their FTE at MU (Appendix 14).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis, Wade</td>
<td>(X)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DeGraaff, Robert</td>
<td>(X)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hagglund, Kristofer</td>
<td>(X)</td>
<td>(X)</td>
<td>(X)</td>
</tr>
<tr>
<td>Hume, Deb</td>
<td></td>
<td>(X)</td>
<td>(X)</td>
</tr>
<tr>
<td>Kapp, Julie</td>
<td>(X)</td>
<td>(X)</td>
<td>(X)</td>
</tr>
<tr>
<td>Libbus, Kay</td>
<td>(X)</td>
<td>(X)</td>
<td>(X)</td>
</tr>
<tr>
<td>Osborne, Vickie</td>
<td></td>
<td>(X)</td>
<td></td>
</tr>
<tr>
<td>Phillips, Lynelle</td>
<td>(X)</td>
<td>(X)</td>
<td>(X)</td>
</tr>
<tr>
<td>Sable, Margie</td>
<td>(X)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speckman, Paul</td>
<td>(X)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sun, Tony</td>
<td>(X)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yu, ManSoop</td>
<td></td>
<td>(X)</td>
<td>(X)</td>
</tr>
<tr>
<td><strong>Veterinary Public Health</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beerntsen, Brenda</td>
<td></td>
<td>(X)</td>
<td>(X)</td>
</tr>
<tr>
<td>Pithua, Patrick</td>
<td></td>
<td></td>
<td>(X)</td>
</tr>
<tr>
<td>Schultz, Loren</td>
<td></td>
<td></td>
<td>(X)</td>
</tr>
<tr>
<td>Tyler, Jeffrey</td>
<td>(X)</td>
<td></td>
<td>(X)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

1.6.e A table showing faculty, students, and student/faculty ratios, organized by specialty area, for each of the last three years. These data must be presented in table format and include at least: a) headcount of primary faculty who support the teaching programs, b) FTE conversion of faculty based on % time or % salary support devoted to the instructional programs, c) headcount of other faculty involved in the teaching programs (adjunct, part-time, secondary appointments, etc), d) FTE conversion of other faculty based on estimate of % time commitment, e) total headcount of core faculty plus other faculty, f) total FTE of core and other faculty, g) headcount of students in department or program area, h) FTE conversion of students, based on 9 or more credits per semester as full-time, i) student FTE divided by regular faculty FTE and j) student FTE divided
by total faculty FTE, including other. All programs must provide data for a), b) and i) and may provide data for c), d) and j) depending on whether the program intends to include the contributions of other faculty in its FTE calculations. Note: CEPH does not specify the manner in which FTE faculty must be calculated, so the program should explain its method in a footnote to this table. In addition, FTE data in this table must match FTE data presented in 4.1.a. and 4.1.b. See CEPH Data Template B.

Table 1.6.e

<table>
<thead>
<tr>
<th>Faculty, Students and Student/Faculty Ratios by Department or Specialty Area</th>
<th>HC Core Faculty</th>
<th>FTEF Core</th>
<th>HC Other Faculty</th>
<th>FTEF Other</th>
<th>Total Faculty HC</th>
<th>Total FTEF</th>
<th>HC Students</th>
<th>FTE Students</th>
<th>SFR by Core FTEF</th>
<th>SFR by Total FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Promotion and Policy 2007-8</td>
<td>9</td>
<td>3.85</td>
<td>7</td>
<td>1.65</td>
<td>16</td>
<td>5.50</td>
<td>38</td>
<td>29</td>
<td>7.53</td>
<td>5.27</td>
</tr>
<tr>
<td>Veterinary Public Health 2007-8</td>
<td>1</td>
<td>0.85</td>
<td>3</td>
<td>0.45</td>
<td>4</td>
<td>1.30</td>
<td>13</td>
<td>6</td>
<td>7.06</td>
<td>4.62</td>
</tr>
<tr>
<td>Health Promotion and Policy 2008-9</td>
<td>7</td>
<td>5.55</td>
<td>11</td>
<td>3.75</td>
<td>18</td>
<td>9.30</td>
<td>57</td>
<td>49</td>
<td>8.83</td>
<td>5.27</td>
</tr>
<tr>
<td>Veterinary Public Health 2008-9</td>
<td>2</td>
<td>1.00</td>
<td>3</td>
<td>0.70</td>
<td>5</td>
<td>1.70</td>
<td>16</td>
<td>14</td>
<td>14</td>
<td>8.24</td>
</tr>
<tr>
<td>Health Promotion and Policy 2009-10</td>
<td>7</td>
<td>6.00</td>
<td>13</td>
<td>2.85</td>
<td>20</td>
<td>8.85</td>
<td>82</td>
<td>67</td>
<td>11.17</td>
<td>7.57</td>
</tr>
<tr>
<td>Veterinary Public Health 2009-10</td>
<td>3</td>
<td>2.55</td>
<td>2</td>
<td>0.55</td>
<td>5</td>
<td>3.10</td>
<td>14</td>
<td>10</td>
<td>3.92</td>
<td>3.23</td>
</tr>
</tbody>
</table>

Faculty FTEs were calculated assigning 0.15 FTE to the teaching of each core MPH course, 0.1 FTE to participation on the Executive Faculty Committee, 0.05 FTE to participation on a Faculty Subcommittee, 0.1 FTE to service as an Emphasis Area Director, and 0.05 to service as a Faculty Advisor. Research FTEs are also included in the totals based on individual faculty estimations. A complete accounting of each faculty member’s FTE is attached as Appendix 14.

The student FTE for each academic year is calculated by dividing the total number of credit hours (full-time and part-time) by 18. Courses taken in the Summer semester are not counted toward the total.
Refer to Criterion 1.6.e. for further explanation of template categories.

Key:
HC = Head Count
Core = full-time faculty who support the teaching programs
FTE = Full-time-equivalent
FTEF = Full-time-equivalent faculty
Other = adjunct, part-time and secondary faculty
Total = Core + Other
SFR = Student/Faculty Ratio

1.6.f A concise statement or chart concerning the availability of other personnel (administration and staff).

The MPH Program has three dedicated and two shared administrative and support staff.

Master of Public Health Program Dedicated Personnel

Associate Director (0.5 FTE)
Associate Director Lise Saffran (Resource File 4.1.13) assists the Program Director in managing the day-to-day operations of the MPH Program, which includes supervising the Field Placement Coordinator, Academic Advisor, and Administrative Associate, writing and guiding the development of outreach materials, directing communication with students and involved faculty, reviewing processes for admitting and tracking students (including reviewing each application before sending it to the Admissions Committee), facilitating the development of curricula, addressing ongoing budget questions, and ensuring that the program achieves its goals for program development, recruitment, and accreditation. The Associate Director serves on the Executive Faculty Committee, advises graduate students, facilitates career mentoring and guidance, and administers two of the Faculty Subcommittees: Curriculum and Internship and Capstone. Finally, the Associate Director is involved in both strategic planning and development efforts for the program.

Academic Advisor (1.0 FTE)
Academic Advisor Eliana Jeanetta serves as primary contact for all prospective students with regard to admissions requirements for the MPH Program, job outlook, and application procedures. She ensures that open communications are maintained with collaborating departments so that information regarding curriculum changes can be disseminated properly. She serves as a resource to the department faculty and staff regarding University of Missouri policies and procedures and assists students with administrative matters, including but not limited to registration and enrollment, withdrawing, and revision of records. Ms. Jeanetta represents the MPH Program at recruiting activities at undergraduate colleges and organizes on-campus activities to enhance campus visits of each recruit and/or college. Finally, the Academic Advisor is responsible for maintaining all academic student records including applications, transcripts, and grade change reports.
Administrative Associate (1.0 FTE)
Administrative Associate Katherine Kirkpatrick provides fiscal support for the MPH Program including preparing travel vouchers and other accounting forms, reconciling purchasing card statements, monitoring accounts and expenses for the program, and preparing reports related to budgets for the program. In addition, she schedules public health courses and appointments or conferences for faculty and staff, prepares and distributes meeting materials and records minutes of meetings, answers phones, screens mail, and greets and provides assistance to office visitors. Her duties further include composing reports, correspondence, and other materials and making travel arrangements for faculty and staff. Finally, she orders supplies as needed by the program.

Master of Public Health Program Shared Personnel

Program Director
Program Director Kristofer Hagglund (Resource File 4.1.5) also serves as the Associate Dean of the School of Health Professions, one of the MPH Program’s primary collaborative partners. Until Fall 2009, he served as Co-Director of the Center for Health Policy, a position he resigned when asked to assume the MPH Program directorship in a permanent capacity. As Program Director, Dr. Hagglund provides overall leadership for the program. He is responsible for material and personnel resources; faculty recruitment, retention, and development; formal collaborative agreements; and academic performance standards, among numerous other duties. Dr. Hagglund’s course Health Care in the U.S. (HTH_PR 7300, Resource File 2.1.11) is a required course for all MPH students. He chairs the Executive Faculty Committee, serves on the Admissions Committee, and serves as a Faculty Advisor to several MPH students.

Field Placement Coordinator/Instructor
Field Placement Coordinator Lynelle Phillips (Resource File 4.1.12) manages the requirements of placing all MPH students in community internships. In this capacity, Ms. Phillips is responsible for developing procedures to identify and screen potential internship sites, conducting outreach to preceptors, evaluating sites and student performance and assessing progress achieved through field placements toward required MPH Program Competencies (Appendix 4). She is further responsible for ensuring that administrative requirements of internships (also called field placements) are met, including the processing of interagency agreements. In addition, Ms. Phillips teaches the required MPH/Graduate Certificate course Principles of Public Health (P_HLTH 7150, Resource File 2.1.1) in each of three semesters and one section of the required MPH course Community-Based Public Health Interventions (NURSE 8120, Resource File 2.1.12). Ms. Phillips serves on the Executive Faculty Committee and two Faculty Subcommittees: Curriculum and Internship and Capstone. Finally, in the area of public health service, Ms. Phillips serves on the City/County Board of Health and represents both the Board and the MPH Program on the Healthy Environment Policy Initiative committee (HEPI, Resource File 3.2.5). She is a preceptor for interns at the MedZou student-run community health clinic at the MU School of Medicine (http://medzou.missouri.edu/, Resource File 3.2.6) and the Heartland National TB Center in San
Executive Staff Assistant I
Dr. Hagglund’s assistant, Nicole Whyte, provides additional administrative support to the MPH Program in a variety of ways including scheduling of meetings and drafting and editing of correspondence.

1.6.g A concise statement or chart concerning amount of space available to the program by purpose (offices, classrooms, common space for student use, etc.), by program and location.

The current space available to the MPH Program includes:

1) Offices for shared faculty in each of their home departments;
2) An office for the MPH Program Director on the fifth floor of Lewis Hall;
3) Shared use of the conference room on the fifth floor of Lewis Hall;
4) A dedicated conference/seminar room on the eighth floor of Lewis Hall;
5) Four staff/faculty offices on the eighth floor of Lewis Hall;
6) A large reception area/office on the eighth floor of Lewis Hall for the Administrative Associate;
7) A large student work space across the hall from the MPH reception area, with three computer workstations available for student or Graduate Research Assistant use;
8) An auxiliary office available for the MPH Graduate Research Assistant;
9) Use of campus-wide classroom and meeting resources.

Finally, fundraising has begun for a new, dedicated building for the combined use of the Schools of Nursing and Health Professions. Planning is in its early stages, but MPH Program needs have been formally incorporated into the strategic plan for the building. The MPH Program will move with those collaborative programs and receive additional space, commensurate with enrollment, at the time of the projected groundbreaking, which is expected to be in eight to ten years (Resource File 1.6.1).

1.6.h A concise statement or floor plan concerning laboratory space, including kind, quantity and special features or special equipment.

There are no laboratory spaces on the eighth floor of Lewis Hall, where the administrative offices of the MPH Program are housed. Wet laboratory spaces at the
1.6.i A concise statement concerning the amount, location and types of computer facilities and resources for students, faculty, administration and staff.

Staff computer resources include a desktop personal computer and printer for each staff member, as well as campus-wide internet access and shared software. The MPH Program has purchased one laptop that is shared among staff on an as-needed basis.

Both MPH and Graduate Certificate students are given the necessary PawPrint (electronic identification) to access computing resources across campus. Within Lewis Hall, MPH students may use the School of Health Professions Computer Lab, which includes a PC scanner and black-and-white printer. Additional lab space is available in Ellis Library (103 state-of-the-art computer workstations), Memorial Union (25 personal computers, six Apple intel iMacs with Super Drives and printers), Pershing Hall (44 personal computers, four Apple intel iMacs, two black-and-white printers, and one color printer), along with similar resources within the Arts and Sciences Building, the Gaines/Oldham Black Culture Center, the Engineering Building, the Stanley Multimedia Center, and Thomas and Nell Lafferre Hall. The IT Help Desk (helpdesk@missouri.edu) is available to assist students with technical questions from anywhere on campus.

On the eighth floor of Lewis Hall, across from the administrative offices of the MPH Program, there is a student workroom shared by the MPH Program and the Center for Health Policy. This room contains three computers for Graduate Research Assistant and MPH student use; one of these computers was purchased through MPH Program funds.

1.6.j A concise statement of library/information resources available for program use, including description of library capabilities in providing digital (electronic) content, access mechanisms and guidance in using them, and document delivery services.

Ellis Library, the main library on the MU campus, contains the principal resources for research in the humanities, the social sciences, and the basic sciences. Six additional branch libraries hold most of the material pertaining to health sciences, veterinary medicine, geology, engineering, math, and journalism. University Archives is the depository for official MU records, as well as of the administrative records of the University of Missouri System. Two off-site storage facilities (the UM Libraries Depository 1 and 2) hold the bulk of the libraries’ older volumes. All together, the holdings of the main library, branches, and off-site storage facilities amount to over three million volumes and six million microforms.

The MU Libraries provide access to Internet or electronic journal articles via a proxy
server. MU students or faculty members are able to access Internet journals, eBooks, and databases from anywhere in the world. It is university policy to subscribe to Internet rather than print editions, as this corresponds to the preference of MU users. Library staff members are available to help students regarding the choice of resource, as well as offer assistance with any technical issues. Users are able to get articles in journals to which MU does not subscribe via Interlibrary Loan. Most articles borrowed this way are delivered digitally in the form of a PDF document delivered by email.

1.6.k A concise statement describing community resources available for instruction, research and service, indicating those where formal agreements exist.

The MPH Program has benefited from the collaborative approach that was adopted in the initial planning phase and continues through its current implementation in each Emphasis Area. Cooperation across university departments has been documented through formalized Memoranda of Understanding. The MPH Program received initial strong letters of support from both the Columbia/Boone County Health Department (CBCHD) and the state Department of Health and Senior Services (DHSS), which is located just 30 minutes away in Jefferson City. Both agencies, along with a variety of nonprofit and other governmental entities, have provided field placements (internships) for MPH students. Interns and preceptors complete a Field Practicum Placement Agreement at the beginning of an internship; this document is formally approved at the MU Business Services Office. Professionals from both CBCHD and DHSS have served as instructors for Principles of Public Health (P_HLTH 7150, Resource File 2.1.1) and for the Public Health Capstone (P_HLTH 8970, Resource File 2.1.18).

The collaborative structure of the MPH Program has also allowed MPH students to benefit from faculty expertise in each of the participating units and to take advantage of public health service and research opportunities in collaborative departments. For example, MPH students have been hired as Research Assistants on grant-funded public health projects in Nursing, in Veterinary Medicine, and at the Truman School of Public Affairs, among others.

1.6.l A concise statement of the amount and source of “in-kind” academic contributions available for instruction, research and service, indicating where formal agreements exist.

The formal collaborative partners of the MPH Program offer in-kind contributions in the form of the following:

1) Courses taught to and, in many cases, adapted for MPH and Graduate Certificate students;

2) Service on MPH Program committees;

3) Involvement of students in faculty research;
4) Involvement in public health service projects, under the direction of the MPH Program;

5) Advising of MPH students;

6) When appropriate, serving as preceptors to MPH students on field placement.

1.6.m Identification of outcome measures by which the program may judge the adequacy of its resources, along with data regarding the program’s performance against those measures for each of the last three years. At a minimum, the program must provide data on institutional expenditures per full-time-equivalent student, research dollars per full-time-equivalent faculty, and extramural funding (service or training) as a percent of the total budget.

Core Faculty
As of Spring 2010, the MPH Program has ten core faculty members in two Emphasis Areas and a total student population of 88 students. An additional 52 students are currently taking courses toward the Graduate Certificate in Public Health. Budget projections for the MPH Program have the population of MPH students growing to 136 by 2011-2012. The MPH Program is on track to meet or exceed this target. In the interest of maintaining high-quality interactions between students and instructors, budget projections also allow for a corresponding expansion of core faculty. This growth will be accomplished either through the hiring or joint-hiring of new faculty to MU or by expanding the number of current faculty who assume core MPH Program faculty responsibilities.

The MPH Program expects to increase the number of core MPH faculty to a total of 11 by the year 2011-2012 as outlined below:

<table>
<thead>
<tr>
<th>Year</th>
<th>2007-8</th>
<th>2008-9</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Faculty</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

Secondary and Adjunct Faculty
In addition to the core MPH faculty, the major collaborating units such as the Schools of Health Professions, Medicine, Nursing, Public Affairs, Social Work, and the College of Veterinary Medicine provide faculty who carry responsibilities for teaching and advising students and who serve on Faculty Subcommittees and/or involve students in their research activities. Finally, under the guidance of core faculty and in accordance with their professional expertise and training, a small number of expert adjunct instructors have been hired to teach additional sections of required courses, in order to maintain appropriate faculty/student ratios.

Space
The Program Director is housed on the fifth floor of Lewis Hall, in accordance with his concurrent position as Associate Dean of the School of Health Professions. Faculty members who have academic homes outside of the MPH Program, regardless
of whether or not they have joint appointments with the MPH Program, have their primary offices in the buildings where their academic homes are located. For the initial two years of the program, the MPH Program occupied three offices on the eighth floor of Lewis Hall, including a large reception area, and shared the use of a student work room. The MPH Program also shared the use of a conference room on the fifth floor of Lewis Hall, and, along with other University of Missouri programs and departments, has access to classroom space on an as-needed basis throughout the MU campus.

Beginning in Summer 2009, MPH Program space on the eighth floor of Lewis has been expanded to encompass five faculty and staff offices, a student office, full use of the student work room along with additional work stations, and a dedicated seminar/conference room.

Financial Resources
The MPH Program enjoyed strong initial institutional support in the form of a commitment of $543,924 over five years. Though the program’s first few years have taken place during a budget crisis in this university and in universities around the country, this support has been buoyed by the fact that enrollment in the program is strong. Indeed, enrollment in the MPH Program and in the Graduate Certificate in Public Health program has already exceeded projections. The University of Missouri’s administration has promised, and provided, sufficient financial support to allow the MPH Program to grow and succeed. The Program Director has direct access to University Budget Director Tim Rooney.

The MPH Program’s revenues have exceeded expenses every year since the second year of the program, and the program promises to continue to be revenue positive. The budget will increase with the student enrollment growth until a “steady state” is reached, at which point the program’s financial support will be converted to the “historical model” of funding that is used for all other academic units. When the program is in need of additional financial resources, the Program Director and the Interim Dean of the Graduate School submit a request to the Provost for an increase in institutional support. To date, all such requests have been approved.

Institutional Expenditure per FTE Student
Defining a target for institutional expenditure per FTE student is impossible given the lack of definition for this criterion. Nevertheless, based on a formula of institutional expenditure divided by total student FTE, the program has been averaging about $5500. This figure does not, however, include tuition and fee waivers. If tuition and fee waivers are included, then the expenditure per student is approximately $8900. This figure also does not include financial contributions associated with administrative support, physical plant, insurance, etc. Nevertheless, in order to maintain a low student/faculty ratio and provide adequate administrative support, the target for the program is to maintain institutional expenditures at or above $5500.

In Fall 2009, approximately 23% of the MPH Program’s students had fellowships, scholarships, or graduate assistantships that provided stipends and tuition and fee
waivers. The MPH Program goal is to increase that percentage to 30% by 2013. The Administrative Staff is working on developing donor networks to assist with the financial support of graduate students.

**Research Dollars per FTE Faculty**
Research and scholarship is important to the MPH Program and encouraged at all levels of administration. The MPH Program budget, however, is not based on the generation of external funding for research or service projects. All MPH faculty members are encouraged to participate in research and scholarship and the data indicate that most are having tremendous success in research. The program’s Administrative Staff provides technical and administrative assistance to faculty members submitting grant proposals for internal and external funding. In Spring 2009, the MPH Program provided technical assistance to Dr. Deb Hume, who proposed, and was subsequently awarded, a grant from the Department of Health and Human Services to reduce human trafficking (Resource File 3.1.1).

As noted elsewhere, most MPH Program faculty members have academic homes in other units. Therefore, proposals for grant projects are typically submitted through, and implemented by, the faculty members’ home departments. The MPH Program has no established goal for research dollars per FTE faculty. Nevertheless, in 2008-2009, 56% of core faculty members had external funding for research and 89% of core faculty members had at least one peer-reviewed publication. MPH Program targets are that 75% of core faculty members will have external funding for research, and 90% of core faculty members will have at least one peer-reviewed publication each year.

**Extramural Funding as Percentage of Total Budget**
The MPH Program budget does not include extramural funding in its expectations of revenue generation. The overriding majority of MPH faculty members have academic homes in other units and, therefore, extramural funding will credit to these units. As a result, the MPH Program budget is protected from the natural ebbs and flows of extramural funding. Dr. Hume’s grant addressing human trafficking is credited to the MPH Program and has allowed the program to provide her with a course load reduction and research incentive funds. The program is hopeful of securing additional extramural funding through collaborative research. The target for extramural funding as a percentage of total budget will remain modest at 5% through 2013. If this target is not achieved, the Administrative Staff and Executive Faculty Committee will develop strategies and initiatives to increase extramural funding. However, failing to make this target will have no negative effect on the program’s budget.

1.6.n **Assessment of the extent to which this criterion is met.**

This criterion is met.

**Strengths:** The MPH Program has been provided with substantial resources, in spite of the economic recession, and indications are that enrollment will continue to increase. Furthermore, a unique revenue arrangement with MU Direct, the unit responsible
for organizing online courses, promises to provide the MPH Program with additional support even as it makes course offerings more accessible to members of the public health workforce. The award of the MPH Program–based human trafficking prevention grant, “Identification, Intervention, and Service Provision for Victims of Human Trafficking in Central Missouri” (Resource File 3.1.1), and an initial contract with the Missouri Department of Health and Senior Services for pandemic flu planning, unfortunately cancelled due to resources needed to combat the H1N1 crisis, bode well for the ability of MPH faculty to bring indirect support to the MPH Program through research and service efforts.

In sum, the MPH Program has been able to offer high-quality instruction in the core areas of public health knowledge and provide individual attention to students at a very high level, including the support for a Field Placement Coordinator and MPH Program Graduate Research Assistant. The students have also benefited from an unusually high rate of assistantship-related tuition waivers.

Finally, in matters of the hiring of adjunct and/or contract faculty and in outreach and recruitment, the MPH Program has a high degree of administrative autonomy within the University of Missouri, which has enabled Administrative Staff to draw on important resources in the field. For example, in order to teach an off-sequence Public Health Capstone (P_HLTH 8970) in Fall 2009, the MPH Program was able to contract with Sharmini Rogers, MBBS, MPH (Resource File 4.1.29), a Bureau Chief in Genetics and Healthy Childhood at the Missouri Department of Health and Senior Services.

**Challenges and Plans:**
As a new unit, the University of Missouri Master of Public Health Program will work closely with the MU Budget Office to convert the initial formula of revenue and institutional support into a sustainable budget model that allows the program to grow in infrastructure in accordance with increasing enrollment. Encouraging grant-based research among MPH faculty and pursuing contracts with state agencies will be integral to this effort, as will be growing an alumni association and exploring other constituencies for development.

A new Veterinary Public Health faculty search will focus on candidates with teaching, research, and service experience in the domain of environmental health. New electives will continue to be added to the program in important content areas, including a Mental Health Policy in Public Health course being taught for the first time in Spring 2010, in a distance-mediated format. The instructor is Danny Wedding, PhD, Director of the Missouri Institute of Mental Health.
2.1 Instructional Programs

2.2 Master of Public Health Degree
The program shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional masters degree. The program may offer a generalist MPH degree or an MPH with areas of specialization. The program, depending upon how it defines the unit of accreditation, may offer other degrees, professional and academic, if consistent with its mission and resources.

2.2.a An instructional matrix (See CEPH Data Template C) presenting all of the program’s degree programs and areas of specialization, including undergraduate, masters and doctoral degrees, as appropriate. If multiple areas of specialization are available, 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.

Table 2.1.a

<table>
<thead>
<tr>
<th>Instructional Matrix – Degree/Specialization</th>
<th>Academic</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Masters Degrees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Public Health – Health Promotion and Policy</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Master of Public Health – Veterinary Public Health</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Joint Degrees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DVM/MPH</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MPH/MPA</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

NOTE: Degree conferred refers to MPH, MS, PhD, DrPH, BS, etc. Specialization refers to biostatistics, epidemiology, health education, etc.

Emphasis Areas
The Master of Public Health Program at the University of Missouri offers the MPH degree only, in two Emphasis Areas: Health Promotion and Policy and Veterinary Public Health. Until Fall 2009, the program offered three Emphasis Areas: Health Promotion and Disease Prevention, Public Health Policy and Administration, and Veterinary Public Health. In the second academic year of the program, the MPH Program made a formal request to merge Health Promotion and Disease Prevention and Public Health Policy and Administration into the Health Promotion and Policy Emphasis Area. Once this change was approved, students already enrolled in the Health Promotion and Disease Prevention and Public Health Policy and Administration Emphasis Areas were given a choice between remaining in their old Emphasis Area and switching to the new Health Promotion and Policy Emphasis Area (Resource File 2.1.22). The change was proposed
for the following reasons:

1) The strong collaboration of the Schools of Nursing, Public Affairs, and Social Work, and the Center for Health Policy allows the MPH Program to emphasize its unique strengths in health promotion and policy development. The program’s proximity to the state capital (Jefferson City is 30 minutes away by car) allows for a number of policy-related field placements, which further enhance the curricular focus. As of Fall 2009, ten MPH students have completed field placements (internships) in Jefferson City and eleven MPH students have served as Graduate Research Assistants with the Center for Health Policy.

2) The Emphasis Area change avoids duplicating the focus of the Master of Hospital Administration offered by the Department of Health Management and Informatics. MPH students will still have access to coursework in management and administration, both in the Truman School of Public Affairs and in the Department of Health Management and Informatics, as electives.

3) The MPH Program has adequate faculty for two Emphasis Areas and can more comfortably support them with low student/faculty ratios in each of two, rather than three, Emphasis Areas.

Upon the merge of the Health Promotion and Disease Prevention and Public Health Policy and Administration Emphasis Areas, 15 students chose to remain under their original Emphasis Area designations. Eleven of these students will have graduated by Fall 2011; the graduation dates of the remaining four students have not yet been determined.

Additional note: For the purposes of this self-study document, data concerning demographic characteristics, graduation rates, grades earned, postgraduation employment, and so on, will be compiled in accordance with the new structure and will reflect two Emphasis Areas.

Plans of Study
MPH students may begin their studies in the Summer, Fall, or Spring semesters, though the majority begin in Fall. The Academic Advisor works with each student on an individual basis to identify core requirements, help students choose their electives, and build their Plans of Study (Resource File 2.2.1). After their second semester in the program, students are required to meet with their Faculty Advisors to further individualize their Plans of Study, discuss internship opportunities, and address future career goals. Internships may be completed over the course of one or two semesters, concurrent with coursework, or in a block during a Summer semester.

Dual Degrees
The MPH Program also offers a combined Doctor of Veterinary Medicine/Master of Public Health (DVM/MPH) Dual Degree and a combined Master of Public Health/Master of Public Affairs (MPH/MPA) Dual Degree (Appendix 7). The dual degrees are outlined more fully under Criterion 2.10. The MPH Program does not offer a PhD or
DrPH.

2.2.b The bulletin or other official publication, which describes all curricula offered by the program. If the university does not publish a bulletin or other official publication, the program must provide for each degree and area of specialization identified in the instructional matrix a printed description of the curriculum, including a list of required courses and their course descriptions.

**Graduate School Catalog**
The Graduate School Catalog is available on the Graduate School’s website (http://gradschool.missouri.edu/policies/graduate-catalog/archive/20092010Catalog_archivedcopy.pdf). The Graduate School Catalog contains information about Graduate School policies and procedures along with descriptions of graduate programs and their curricula, including the MPH Program.

**Master of Public Health Program Website**
The MPH Program’s website (http://publichealth.missouri.edu) contains a Curriculum tab on which the curriculum for each Emphasis Area and Dual Degree is listed. Changes to any part of the curriculum are communicated to the students by the Academic Advisor and the website is updated with these changes as promptly as possible.

**Master of Public Health Program Student Handbook**
The *Master of Public Health Program Student Handbook* (Appendix 8) is available on the Students tab of the MPH Program’s website. Program requirements as well as a description of each MPH course are contained in the handbook. Due to budget constraints, hard copies of the handbook are no longer printed for students; however, any changes throughout the year are routinely updated to the website and the students are made aware that a new version of the handbook is available when changes take place.

**Master of Public Health Program Internship Handbook**
The *Master of Public Health Program Internship Handbook* (Appendix 9) is available on the Students tab of the MPH Program’s website. This document describes in detail the requirements and processes involved in the completion of an MPH Program internship. Changes to any part of these requirements and processes are updated in the handbook and students are promptly made aware of the changes.

2.2.c Assessment of the extent to which this criterion is met.

This criterion is met.

**Strengths:** The consolidation of two Emphasis Areas into one avoids duplication in the curriculum while emphasizing the strengths of the MPH Program in the remaining two. Further, each Emphasis Area is bolstered by a solid generalist curriculum addressing all core public health areas.
Challenges: As the program is new, formal linkages with complementary departments still need to be made, particularly toward expanding the elective offerings. Further, the program does not yet offer the depth of coursework in epidemiology that a number of students would like to see.

Plans: In addition to expanding core faculty in accordance with growing enrollment, the MPH Program is investigating new collaborations as a way to efficiently and effectively expand the curriculum. These include a new course with the Missouri Institute of Mental Health and exploration of a reciprocal agreement with the University of Missouri-Kansas City School of Nursing. (The Program Director and Associate Director traveled to Kansas City on November 20, 2009 to meet with the Dean of the UMKC School of Nursing.) The Curriculum Committee will continue to refine the process for approving on-campus electives, including collecting student course evaluations relating to approved courses.
2.3 Program Length
An MPH degree program or equivalent professional masters degree must be at least 42 semester credit units in length.

2.3.a Definition of a credit with regard to classroom/contact hours.

The Missouri Department of Higher Education defines a credit hour in the following way:

“A permanently transcribed instructional activity in which one semester credit hour shall consist of a minimum of seven hundred fifty (750) minutes (for example, 15 weeks x 50 minutes per week) of classroom experiences such as lecture, discussion, or similar instructional approaches, or a minimum of one thousand five hundred (1,500) minutes of such experiences as laboratory, studio, or equivalent experiences. Both of the above are exclusive of registration and final examination time. Greater amounts of practicum or internship instruction are normally required to be the equivalent of one credit hour. In vocational education laboratories, more clock hours per credit hour are usually required” (http://www.dhe.mo.gov/credittransfer.shtml).

The vast majority of courses counting toward the MPH degree are three-credit-hour courses. Students fulfill these contact hour requirements in one three-hour classroom course weekly, or in several shorter classroom sessions. Online courses offer both a comparable amount of student/professor interaction and online discussion with fellow students.

2.2.b Information about the minimum degree requirements for all professional degree curricula shown in the instructional matrix. If the program 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.

Students earning an MPH from MU will have completed 42-45 credit hours of approved public health coursework (including the internship). Applicants may petition to have up to eight hours of course credits transferred to the MPH Program from another institution. Both the Program Director and the appropriate Emphasis Area Director review any syllabi and course grades and must approve any transfer of credits. The Program Director and/or Emphasis Area Director may solicit input from faculty in other disciplines in order to assess the appropriateness and rigor of the course.

Students earning concurrent degrees at MU along with the MPH, whether or not these are part of formal dual degree programs, may petition to share courses between the two programs. Regardless of the amount of shared credit or subsequent academic waivers, the total number of approved MPH courses taken by the student must meet or exceed 42 hours in all cases.

To ensure that all students meet the requirements of 42-45 credit hours in the five
core areas of public health knowledge, practical experience, and approved electives, the Academic Advisor builds a detailed Plan of Study (Resource File 2.2.1) with the student during his or her first semester. While this Plan of Study takes into account a student’s individual needs, elements of the curriculum have been standardized in order to ensure student success. (For example, the MPH Program requires students to complete the course in biostatistics before enrolling in epidemiology). Electives may be selected from a list of courses previously approved for all MPH students by the Curriculum Committee and the Executive Faculty Committee (Appendix 6). Students may also ask their Faculty Advisors to approve unlisted electives on a case-by-case basis, according to individual interests and career goals.

2.2.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.

No students who have completed less than the required 42-45 credit hours of coursework and practical experience required by the program have been awarded MPH degrees from MU. Waiver letters included in Appendix 15 relate to the two students for whom administrative rules prohibit the Graduate School from counting some public health courses toward the MPH (for example, in cases where an approved MPH course is also counted toward the completion of another degree, or when a course that is now part of the required MPH curriculum was completed shortly before the program was approved).

2.2.d Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths: The MPH Program was initiated with the expectation that all incoming students, including those pursuing a dual degree, would complete 42-45 credit hours of required coursework, in all the core areas of public health. Furthermore, the expectation was that no waivers would be offered for the practical experience segment and that six internship credit hours would be required for each student. Due to the extensive clinical experience required of DVM/MPH students, they are required to take four internship credit hours.

Plans: Course requirements and sequencing are reviewed by the Academic Advisor and Curriculum Committee. Changes to either may be presented to the Executive Faculty Committee for a vote by either Administrative Staff or Faculty Subcommittee. Faculty Advisors will continue to have authority to approve changes to individual students’ Plans of Study as long as they conform to the general credit-hour and knowledge area requirements.
2.3 Public Health Core Knowledge
All professional degree students must demonstrate an understanding of the public
health core knowledge.

2.3.a Identification of the means by which the program 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 program,
it need be described only once. If it varies by degree or specialty area, sufficient
information must be provided to assess compliance by each.

Required Courses
All MU MPH students are required to take courses to give them a basic foundation
in biostatistics, epidemiology, environmental health sciences, health services
administration, and social and behavioral sciences (Appendix 5).

Biostatistics
MPH students are required to take one course in basic biostatistics. They may choose
among the following courses to fulfill the biostatistics requirement:

- Statistical Methods in the Health Sciences (STAT 7020, Resource File 2.1.2)
- Statistical Methods for Research (STAT 7070, Resource File 2.1.3) – VPH only
- Biostatistics I (STAT 7410, Resource File 2.1.4).

MPH students must also take at least one course in research methods. Health Promotion
and Policy students must take the following course to fulfill this requirement:

- Research Methods in Public Health (P_HLTH 7952, Resource File 2.1.5).

Veterinary Public Health students must take the following courses to fulfill this
requirement:

- Research Methods and Data Analysis (V_M_S 8431, Resource File 2.1.6)
- One additional statistics course.

Epidemiology
MPH students are required to take one course in epidemiology. Health Promotion and
Policy students must take the following course to fulfill this requirement:

- Principles of Epidemiology (F_C_MD 8420, Resource File 2.1.7).

Veterinary Public Health students must take the following course to fulfill this
requirement:

- Veterinary Epidemiology (V_PBIO 8455, Resource File 2.1.8).
**Environmental Health Sciences**

MPH students are required to take at least one course in environmental health sciences. All MPH students are required to take the following course:

Human Health and the Environment (P_HLTH 8150, Resource File 2.1.9).

Veterinary Public Health students must take the following additional course to fulfill this requirement:

Veterinary Public Health (V_PBIO 8458, Resource File 2.1.10).

**Health Services Administration**

Health Promotion and Policy students are required to take four courses to fulfill the health services administration requirement. These three courses are required:

- Health Care in the U.S. (HTH_PR 7300, Resource File 2.1.11)
- Community-Based Public Health Interventions (NURSE 8120, Resource File 2.1.12)
- Public Policy Processes and Strategies (PUB_AF 8170, Resource File 2.1.13).

Students must choose one of the following courses for their fourth course in this area:

- Developing and Evaluating Public Health Programs (NURSE 8130, Resource File 2.1.14)

Veterinary Public Health students are required to take three courses to fulfill the health services administration requirement:

- Health Care in the U.S. (HTH_PR 7300, Resource File 2.1.11)
- Epidemiology of Zoonoses and Emerging Infections (P_HLTH 8620).

They may choose between the following courses for their third course in this area:

- Community-Based Public Health Interventions (NURSE 8120, Resource File 2.1.12)
- Developing and Evaluating Public Health Programs (NURSE 8130, Resource File 2.1.14)

**Social and Behavioral Sciences in Public Health**

All MPH students are required to take the following course:

Social and Behavioral Sciences in Public Health (P_HLTH 8920, Resource File 2.1.16).
Principles and Practice of Public Health
MPH students are required to take three courses in this area. All MPH students take the following courses:

- Principles of Public Health (P_HLTH 7150, Resource File 2.1.1)
- Public Health Internship (P_HLTH 8980, Resource File 2.1.17)
- Public Health Capstone (P_HLTH 8970, Resource File 2.1.18) – HPP only
- Veterinary Public Health Capstone (P_HLTH 8971, Resource File 2.1.19) – VPH only.

Specialty Area Courses
The MPH Program allows students to specialize in either Health Promotion and Policy or Veterinary Public Health. Each Emphasis Area has an additional list of competencies that must be achieved by graduating students. Training in Emphasis Area Competencies is offered through additional required coursework, approved electives, and through targeted field placements and Emphasis Area-specific capstone courses. An Emphasis Area-specific Course-Competencies Matrix has also been developed (Appendix 4).

Biostatistics
As mentioned above, Veterinary Public Health students are required to take an additional, advanced biostatistics course. For this additional requirement, they may choose among the following courses:

- Statistical Software and Data Analysis (STAT 7110)
- Applied Nonparametric Methods (STAT 7210)
- Applied Survival Analysis (STAT 7420)
- Regression and Correlation Analysis (STAT 7510)
- Analysis of Variance (STAT 7530)
- Categorical Data Analysis (STAT 7830)
- Time Series Analysis (STAT 7870).

Epidemiology
As mentioned above, Health Promotion and Policy students must take the following course:

- Principles of Epidemiology (F_C_MD 8420, Resource File 2.1.7).

Veterinary Public Health students must take the following, more specialized course:

- Veterinary Epidemiology (V_PBIO 8455, Resource File 2.1.8).

Environmental Health Sciences
Veterinary Public Health students are required to take an additional course in this area:

- Veterinary Public Health (V_PBIO 8458, Resource File 2.1.10).
Beginning in Fall 2010, Veterinary Public Health students will also be required to take a new course in zoonotic diseases, taught by incoming core MPH faculty member Dr. Patrick Pithua.

**Health Services Administration**
Health Promotion and Policy students are required to take the following courses:

- Community-Based Public Health Interventions (NURSE 8120, Resource File 2.1.12)

- Public Policy Processes and Strategies (PUB_AF 8170, Resource File 2.1.13).

Taught by faculty at the Truman School of Public Affairs, Public Policy Processes and Strategies offers an introduction to the practice of public policy-making and the theories that explain the policy process.

**Integrative and Practical Experience**
A significant portion of Emphasis Area-specific learning occurs in the targeted Public Health Internship (P_HLTH 8980, Resource File 2.1.17) and Public Health Capstone (P_HLTH 8970/8971, Resource File 2.1.18 and 2.1.19). In developing internship learning goals, a student works with the Field Placement Coordinator and a Faculty Advisor to identify two to four Emphasis Area Competencies that the placement will address. Progress toward achieving goals and in meeting the identified competencies is evaluated by the internship preceptor and reviewed by the Faculty Advisor.

The majority of students in each Emphasis Area enroll in a targeted capstone course during their final semester in the program. A small number of students are allowed to complete supervised capstone projects independently, subject to review and approval by the appropriate Emphasis Area Director. These courses are specifically designed to address higher level skills in each Emphasis Area and to allow for the integration of knowledge gained through the core curriculum, electives, and internship.

**Electives**
In addition to the core requirements, all MPH students are allowed to take two elective courses. There is a general list of approved electives for all MPH students, along with an additional list of electives approved only by Emphasis Area (Appendix 6). Further, students may request approval from the appropriate Emphasis Area Director to enroll in courses not included in the formal list of electives. The Emphasis Area Directors will take into account the student’s interests and career goals and the relevancy of the course to public health when deciding whether to approve such a request.

**2.3.b Assessment of the extent to which this criterion is met.**

This criterion is met.

**Strengths:** All MPH students are required to complete coursework in each of the five core knowledge areas of public health. Further, the existence of strong institutional
and community partners (the College of Veterinary Medicine, the Center for Health Policy, and the Schools of Nursing, Public Affairs, and Social Work) and the proximity of Jefferson City, the state's capital, to the Columbia campus, allow for two unique and rewarding specialty areas.

**Challenges:** The MPH Program continues to coordinate course sequencing and prerequisites in order to make Plans of Study seamless and integrated.

**Plans:** The University of Missouri’s new initiative, Mizzou Advantage, includes a One Health, One Medicine track that will be directly related to the MPH Program. Working with the Interim Dean of the Graduate School, the Administrative Staff (more specifically, the Program Director and Associate Director) will look for opportunities to expand the public health curriculum as well as incorporate public health content into collaborative programs’ courses, where appropriate. For example, courses introduced into the Veterinary Public Health Emphasis Area, including emerging zoonotic diseases and advanced epidemiology, will be good candidates for inclusion in an interdisciplinary One Health, One Medicine certificate.
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.

2.4.a Description of the program’s policies and procedures regarding practice placements, including selection of sites, methods for approving preceptors, approaches for faculty supervision of students, means of evaluating practice placement sites, preceptor qualifications and criteria for waiving the experience.

Internship Policies and Procedures
All MPH students are required to complete an internship as part of the program curriculum. Waivers are not granted for students entering the program with advanced degrees or for students in dual degree programs. Students currently engaged in public health work as part of regular employment or a Graduate Research Assistantship must identify a separate internship project, with specific learning goals, in order to receive internship credit.

Internships are designed to practically apply knowledge gained through didactic classroom work to real world public health settings. Interns also contribute to the public health mission of the participating organizations, often making progress in public health projects that would not otherwise have been possible. Through internships, partnerships have been forged between the MPH Program and other public health agencies in Missouri, nationally, and internationally.

For students in both Emphasis Areas, the internship requirement is six credit hours, which translates into 360 contact hours. DVM/MPH students are required to complete a four-credit-hour internship, which translates into 240 contact hours.

General Orientation
The practical experience requirement is introduced to all entering students at the Student Orientation during the semester in which they begin the program. At this time they have an opportunity to meet the Field Placement Coordinator and learn about the prerequisites, expectations, and processes associated with the internship. They are encouraged to review the Master of Public Health Program Internship Handbook (Appendix 9), also available and regularly updated on the MPH Program’s website, and to begin thinking about internship ideas and goals. As the Field Placement Coordinator is also lead faculty for Principles of Public Health (P_HLTH 7150, Resource File 2.1.1), students new to the program have an early opportunity to ask about potential internship placements and to meet prospective preceptors when they visit the course as guest lecturers.

Internship Prerequisites
Students are required to complete 21 credit hours in the MPH Program before they are eligible to begin an internship. The required prerequisite courses include Principles of Public Health, Social and Behavioral Sciences in Public Health (P_HLTH 8920,
Resource File 2.1.16), and additional coursework in biostatistics and research methods. In rare cases, a student with advanced clinical and/or public health work experience may request to begin an internship before completing these 21 credit hours.

**Internship Orientation**
Students must complete five required courses before beginning their internships. For most students, this sequence results in the completion of the internship in the summer after the first year of the program. Consequently, an Internship Orientation to prepare students for the internship experience is held early each spring. Specific information on the purpose of the internship, the internship process (e.g., selecting a site, identifying a preceptor, outlining goals, and selecting MPH Program Competencies to be addressed), internship requirements, and potential internship opportunities are provided at this time. The *Master of Public Health Program Internship Handbook* is routinely updated in advance of the orientation and the students are oriented to the guidance provided in it. At this time, students also complete the Student Competencies Self-Assessment (Appendix 10) for the second time in the program. This assessment is used by the student, the Field Placement Coordinator, and the Faculty Advisor to develop the student’s Statement of Purpose for the internship.

**Advisor Roles**
The Academic Advisor incorporates the internship into the student’s Plan of Study at the beginning of the first semester. If the student has a justifiable reason for beginning an internship prior to completion of the 21-credit-hour requirement, a potential waiver is considered at this time.

A Faculty Advisor is assigned to the MPH student during the first semester and provides advice and guidance regarding potential internship sites. The Faculty Advisor also incorporates information from the Student Competencies Self-Assessment in an effort to help the student identify MPH Program Competencies (Appendix 4) on which to focus during the internship.

Students must receive a Faculty Advisor’s signed approval of the Statement of Purpose including specific objectives of the internship, competencies to be addressed, and timeline. This gives Faculty Advisors the opportunity to assure that students will complete an internship at the graduate level and that emphasizes MPH Program Competencies. Faculty Advisors may also provide direction on technical issues or IRB approval at this time. Faculty Advisors are also responsible for approving any requests to begin internships early, if appropriate.

The Field Placement Coordinator meets with potential interns either during the Internship Orientation or individually as needed. Students are encouraged to take initiative in identifying MPH Program Competencies they would like to address during an internship along with potential sites for their experiences. Internship opportunities are described in detail to the students at the orientation or in individual meetings, and opportunity announcements are routinely updated on the MPH Program website and emailed to students individually thereafter. The Field Placement Coordinator works
closely with a student’s Faculty Advisor and the Academic Advisor in coordinating an internship.

**Internship Opportunities**
The Field Placement Coordinator recruits potential internship opportunities year-round, with particular emphasis on summer opportunities in Missouri. Contacts with local public health agencies, community-based organizations, grant-funded projects, campus public health activities, the Missouri Department of Health and Senior Services, and other agencies are common. For example, a request for internship opportunities is coordinated through the Missouri Department of Health and Senior Services Center for Local Public Health through a widely circulated weekly newsletter called “The Friday Facts.” Open internship opportunities are also made available to students via the MPH Program website.

Internships are identified by the Field Placement Coordinator and students are also encouraged to seek internships independently, particularly if they have a specific interest area. The Field Placement Coordinator and Faculty Advisors ensure that internship experiences will enable students to meet MPH Program Competencies and allow students to gain experience and direction toward career goals. Preceptors are key in facilitating the internship requirements and meeting MPH Program Competencies. Preceptors and students work closely with the Field Placement Coordinator and Faculty Advisors in drafting objectives and identifying competencies during the internship selection. At this time, the Field Placement Coordinator has an opportunity to interact either directly or indirectly with potential preceptors to ensure that they have the experience and/or academic training to provide guidance and oversight for an internship at the graduate level. As there are a wide variety of academic preparations and experiences among the public health personnel in Missouri, the MPH Program is generally flexible in considering preceptor qualifications; however, the Field Placement Coordinator ensures that preceptors have both the position in the agency and the experience in public health to offer supervisory and mentoring guidance to any student placed under them.

**Student Learning Goals**
MPH Program Competencies are specifically incorporated into the student internship learning goals through the use of the Internship Statement of Purpose, which is available in the *Master of Public Health Program Internship Handbook*. These learning goals are then linked to specific projects to be completed by the student within the agency. Each Internship Statement of Purpose is signed by the student, the preceptor, and the Faculty Advisor before the internship begins. The competencies, goals, and objectives are revisited in the middle of the internship and tracked with an update of the Internship Statement of Purpose, which must be turned in at the midterm of the internship. Upon final review, the Internship Statement of Purpose serves to document that the student has completed the assigned projects and met the learning goals. The preceptor further evaluates the student on multiple performance areas and in the MPH Program Competencies as outlined on the Internship Statement of Purpose.
On a 1-5 scale (5 being the highest), MPH students have routinely been rated by their preceptors as earning a score of 4 or above on reliability, initiative, organizational skills, enthusiasm for project(s), time management, independence in project(s), team skills, and exercise of appropriate judgment.

**Preceptor Evaluation Means 2008**

<table>
<thead>
<tr>
<th>Skill</th>
<th>2008 Score</th>
</tr>
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<tbody>
<tr>
<td>Reliability</td>
<td>4.64</td>
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<tr>
<td>Initiative</td>
<td>4.86</td>
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<tr>
<td>Organizational Skills</td>
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<tr>
<td>Enthusiasm for Projects</td>
<td>4.89</td>
</tr>
<tr>
<td>Time Management</td>
<td>4.61</td>
</tr>
<tr>
<td>Independence in Project</td>
<td>4.86</td>
</tr>
<tr>
<td>Team Skills</td>
<td>4.89</td>
</tr>
</tbody>
</table>

24 respondents

**Preceptor Evaluation Means 2009**

<table>
<thead>
<tr>
<th>Skill</th>
<th>2009 Score</th>
</tr>
</thead>
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<tr>
<td>Reliability</td>
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</tr>
<tr>
<td>Initiative</td>
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<td>Organizational Skills</td>
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<tr>
<td>Enthusiasm for Projects</td>
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<tr>
<td>Time Management</td>
<td>4.00</td>
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<tr>
<td>Independence in Project</td>
<td>4.30</td>
</tr>
<tr>
<td>Team Skills</td>
<td>4.00</td>
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</tbody>
</table>

25 respondents
The practical experience also offers the student a unique opportunity to develop cross-cutting competencies that are vital to success in the workplace, including leadership, teamwork, cultural competence, and professional ethics. The final assignment for the internship is an essay in which the student is asked to reflect on the practical experience in light of these expectations (Resource File 2.4.1).

**Student Feedback**

Finally, student feedback on internship sites is useful in the ongoing planning and evaluation processes of the MPH Program. Each student evaluates the experience as a whole and the preceptor in particular, using the Student Final Internship Evaluation form found in the *Master of Public Health Program Internship Handbook* (Appendix 9.) This information is considered by the Field Placement Coordinator in establishing future internship sites and preceptors. Unless there are extenuating circumstances, preceptors or sites that receive poor evaluations will not likely be sought in the future.

**Troubleshooting**

The MPH Program has several procedures in place to resolve problems during internships. Rapport with both students and preceptors is critical to all of these procedures so that problems are found and addressed early. The Field Placement Coordinator teaches most sections of the Principles of Public Health course and so, by the time of the internship, most students are well acquainted with her. All activities of the internship are summarized on the Internship Statement of Purpose to keep a record of the entire experience.

**2.4.b Identification of agencies and preceptors used for practice experiences for students, by specialty area, for the last two academic years.**

<table>
<thead>
<tr>
<th>Student</th>
<th>Internship Location</th>
<th>Preceptor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health Promotion and Policy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alsharif, Sarene</td>
<td>Columbia/Boone County Department of Public Health and Human Services</td>
<td>Erin Harris</td>
</tr>
<tr>
<td>Blair, Kathryn Lee</td>
<td>MU Rape Education Office</td>
<td>Kendra Yoder</td>
</tr>
<tr>
<td>Bonet Vasquez, Militza</td>
<td>MU Relationship and Sexual Violence Prevention Center</td>
<td>Heather Eastman-Mueller</td>
</tr>
<tr>
<td>Gallimore, Malaika R.</td>
<td>MU Hospital Department of Infection Control</td>
<td>Linda Johnson</td>
</tr>
<tr>
<td>Haslag, Erin Michelle</td>
<td>Missouri Coalition Against Domestic and Sexual Violence</td>
<td>Emily van Schenkhof</td>
</tr>
<tr>
<td>Ingram, Akara Diann</td>
<td>RAIN Central Missouri, Inc.</td>
<td>Dustin Hampton</td>
</tr>
<tr>
<td>Johanning, Jennifer L.</td>
<td>MU Center on Adolescent Sexuality, Pregnancy and Parenting</td>
<td>Yvonne Anthony</td>
</tr>
<tr>
<td>Kriull, Ryan Taylor</td>
<td>Participation in PhD research, Columbia and Kansas City, MO</td>
<td>Veronica Stovall</td>
</tr>
<tr>
<td>McCall, Jordan G.</td>
<td>MU MedZou Clinic</td>
<td>Debra Howenstine</td>
</tr>
<tr>
<td>Oestreicher, Alaina Mc-Cuine</td>
<td>Centers for Medicare and Medicaid Services Office of Legislation</td>
<td>Donald Johnson</td>
</tr>
<tr>
<td></td>
<td>State of Missouri, MoHealthNetDivision</td>
<td>Rhonda Driver</td>
</tr>
<tr>
<td>Student</td>
<td>Internship Location</td>
<td>Preceptor</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Abu Seif, Nessim Adel</td>
<td>Medical Reserve Corps of Greater Kansas City Mid-America Regional Council</td>
<td>Charlie Bryan</td>
</tr>
<tr>
<td>Al Mardini, Nameer</td>
<td>Ellis Fischel Cancer Center</td>
<td>Carl Freter</td>
</tr>
<tr>
<td>Allen, April J.</td>
<td>Columbia/Boone County Department of Public Health and Human Services</td>
<td>Beth Vossler</td>
</tr>
<tr>
<td>Ball, Katharine Ann</td>
<td>PedNet Coalition</td>
<td>Ian Thomas</td>
</tr>
<tr>
<td>Canfield, Shannon M.</td>
<td>Boone County Council on Aging</td>
<td>Jessica Macy</td>
</tr>
<tr>
<td>Gerhart, Deborah</td>
<td>Missouri Department of Health and Senior Services</td>
<td>Jeannie Ruth</td>
</tr>
<tr>
<td>Guo, Jennifer J.</td>
<td>MU Health Care</td>
<td>Vamsi Guntur</td>
</tr>
<tr>
<td>Hartman, Hailey Brooke</td>
<td>Physicians Committee for Responsible Medicine</td>
<td>Susan Levin</td>
</tr>
<tr>
<td>Hotmer, Brittany M.</td>
<td>MURelationship and Sexual Violence Prevention Center</td>
<td>Sharon Giles</td>
</tr>
<tr>
<td>Jallow, Fatou</td>
<td>Hepatitis C/HIV Ministry Outreach</td>
<td>Johanna Blanding-Koskinen</td>
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<tr>
<td>Kientz, Renee D.</td>
<td>MU MedZou Clinic</td>
<td>Debra Howenstine</td>
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<td>Kottewar, Saket</td>
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<td>Kraus, Karen Denise</td>
<td>Department of State</td>
<td>Ed Brown</td>
</tr>
<tr>
<td>Makhkamov, Alisher</td>
<td>Susan G. Komen For the Cure Mid-Missouri Affiliate</td>
<td>Jane McElroy</td>
</tr>
</tbody>
</table>
2.4.c Data on the number of students receiving a waiver of the practice experience for each of the last three years.

No waivers have been granted at this time.

2.4.d Data on the number of preventive medicine, occupational medicine, aerospace medicine, and public health and general preventive medicine residents completing the academic program for each of the last three years, along with information on their practicum rotations.

Not applicable.

2.4.e Assessment of the extent to which this criterion is met.

This criterion is met.

**Strengths:** The internship program has benefited enormously from the fact that the MPH Program has a dedicated Field Placement Coordinator who is also an instructor for Principles of Public Health, which most students take in their first semester. Guidelines for the internship are clear and accessible and there are comprehensive systems in place to assist students in formulating and reaching their learning goals.

**Challenges:** Though each student is required to address MPH Program Competencies, there is a great deal of variation in competencies addressed from student to student.

**Plans:** The expansion of the External Advisory Council in 2009-2010 should have a direct impact on the opportunities for interaction with the public health practice community that are available to students. One of the three subcommittees (Internship and Job Placement) will focus its efforts on expanding internship opportunities and exploring ways to further prepare graduates for public health jobs. The Development
Subcommittee will focus its initial fundraising efforts in part on expanding support for student participation in the annual Missouri Public Health Association professional meeting. Further, the Associate Director has been recruited to serve on the committee organizing the Center for Health Policy’s annual summit to be held in the fall of 2010.
2.5 Culminating Experience

All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

2.5.a Identification of the culminating experience required for each degree program. If this is common across the program’s professional degree programs, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

The vast majority of MPH students will culminate their MPH experience with capstone courses targeted specifically toward their Emphasis Areas. In each case, students will be required to perform practical tasks under the supervision of Faculty Advisors. While supplemented with lectures and readings, these capstone courses place additional responsibility on the students themselves to prepare, present, evaluate, and analyze material on a professional level.

The Public Health Capstone (P_HLTH 8970, Resource File 2.1.18) is taught by faculty with expertise in both policy and health promotion. In Spring 2009, the course was team-taught by Drs. Vickie Osborne and Diane Smith and in Fall 2009, it was taught by Dr. Sharmini Rogers, Chief of the Bureau of Genetics and Healthy Childhood at the Missouri Department of Health and Senior Services. Under Drs. Osborne and Smith, the course provided students with a foundation in grant-writing and program design and culminated in teams of students developing and writing a grant that was appropriate for submission to an identified funding agency. In Fall 2009, Dr. Rogers maintained the grant-writing focus but added an additional policy element.

Like the Veterinary Public Health Capstone, the Public Health Capstone requires students to employ skills and content acquired in core courses in designing an evidence-based intervention for a pressing public health issue. Elements of biostatistics, epidemiology, social and behavioral sciences, and budgeting, administration, and evaluation are all emphasized in the development of their project proposal. Further, the opportunity to work in teams allows students to build on the professional and interdisciplinary skills they developed through their field placement experience. In Fall 2009, the Executive Faculty Committee approved guidelines for an independent Public Health Capstone (Resource File 2.1.18).

As part of the Veterinary Public Health Capstone (P_HLTH 8971, Resource File 2.1.19) experience, students undertake a project, either independently or in small groups, that draws upon what they have learned in Veterinary Epidemiology (V_PBIO 8455, Resource File 2.1.8), Principles of Public Health (P_HLTH 7150, Resource File 2.1.1), Social and Behavioral Sciences in Public Health (P_HLTH 8920, Resource File 2.1.16), or any of the biostatistics or health services administration courses they have taken. Projects might include a comprehensive evaluation of a veterinary public health intervention, a proposal for a new intervention, an analysis of policy efforts related to veterinary public health, or related topics. Students must have their final capstone
projects approved in advance by the instructor and present their works-in-progress to their classmates during weekly meetings. At the end of the semester, students must present their final projects to their classmates in a poster session. Opportunities include participation in a professional development group with other students who are practicing in a variety of veterinary public health settings, carrying a variety of roles, encountering different organizational issues, and developing special competencies in the use of particular public health strategies.

Occasionally, strongly self-motivated students with appropriate project ideas may apply to complete an independent capstone under the supervision of a Faculty Advisor. As of Fall 2009, one student has chosen this option (Resource File 3.1.2).

2.5.b Assessment of the extent to which this criterion is met.

This criterion is met.

**Strengths:** The MPH Program has two very distinct Emphasis Areas and each one of them is served by a capstone course designed to enhance student competency in the chosen focus. In both cases, university faculty are joined by members of the public health practice community to help students recognize and meet professional standards, integrate course and practical work, and develop the ability to work in teams with other preprofessionals.

**Challenges:** The MPH Program has not yet had a student interested in substituting an analytical thesis for the capstone requirement, although this option is available. MPH Program faculty and staff will develop additional materials to explain the advantages and challenges of a thesis.

**Plans:** The Program Director will extend the contract with Dr. Sharmini Rogers for the Public Health Capstone course in Fall 2010. Dr. Loren Schultz will continue to teach the Veterinary Public Health Capstone as needed, and Dr. Vickie Osborne will continue to teach the Public Health Capstone in Spring. The Internship and Capstone Committee has offered a welcome opportunity for capstone instructors to compare notes and syllabi. Student progress toward competencies in the capstone will be the focus of at least one additional Faculty Subcommittee meeting in the coming year.
2.6 Required Competencies
For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of educational programs.

2.6.a Identification of core public health competencies that all MPH or equivalent professional masters degree students are expected to achieve through their courses of study.

Core Competencies for the Master of Public Health Program at the University of Missouri are shown below. The Executive Faculty Committee has endeavored to ensure that the combined experience of the MPH Program (curriculum, internship, and capstone) brings students to a high level of performance for all selected competencies. The MPH Program Competencies were developed to reflect the values of the public health practice community and the particular values of MU. Toward that end, the competencies are divided into four domains that align with the program’s Statement of Values and that were inspired by the stated values for MU as a whole (Respect, Responsibility, Discovery, and Excellence). Generally, Respect encompasses ethics and cultural competence, Responsibility relates to community engagement and the application of knowledge, Discovery connects to research, and Excellence correlates with a commitment to knowledge and skill development.

MPH Program General Competencies
Biostatistics
Excellence
1. Describe the roles biostatistics serves in the discipline of public health.
2. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
3. Describe basic concepts of probability, random variation, and commonly used statistical probability distributions.
4. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.

Discovery
1. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
2. Apply descriptive techniques commonly used to summarize public health data.
3. Apply common statistical methods for inference.
4. Apply statistical techniques in the analysis of secondary data.

Respect
1. Apply ethical principles to the collection, maintenance, use, and dissemination of data and information.

Responsibility
1. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.
2. Partner with communities to attach meaning to collected data.
Epidemiology

Excellence

1. Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues.
2. Describe a public health problem in terms of magnitude, person, time, and place.
3. Apply the basic terminology and definitions of epidemiology.
4. Understand the elements of survey design.

Discovery

1. Calculate basic epidemiology measures.
2. Identify key sources of data for epidemiologic purposes.
3. Evaluate the integrity and comparability of data and identify gaps in data sources.
4. Determine appropriate uses and limitations of both quantitative and qualitative data.
5. Select and define variables relevant to defined public health problems.
6. Make relevant inferences from quantitative and qualitative data.

Respect

1. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiologic data.
2. Apply the principles of community-based participatory research to improve health in diverse populations.

Responsibility

1. Communicate epidemiologic information to lay and professional audiences.
2. Identify the implications and limitations of public health screening programs.
3. Obtain and interpret information regarding risks and benefits to the community.
4. Recognize how the data illuminates ethical, political, scientific, economic, and overall public health issues.

Health Policy and Management

Excellence

1. Understand the emerging thinking regarding systems within the field of public health.
2. Identify the main components and issues of the organization, financing, and delivery of health services and public health systems in the U.S.
3. Discuss the policy process for improving the health status of populations.
4. Identify unintended consequences produced by changes made to a public health system.
5. Understand the historical development, structure, and interaction of public health and health care systems.
6. Understand the social determinants of health status.

Discovery

1. Analyze interrelations among the determinants that influence the quality of life and health of people in their communities.
2. Analyze the effects of political, social, and economic policies on public health...
systems at the local, state, national, and international levels.
3. Use information technology to access, evaluate, and interpret data and influence public health policy.

Respect
1. Describe the roles of history, power, privilege, culture, and structural inequality in producing health disparities.
2. Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
3. Develop and adapt approaches to problems that take into account cultural differences.

Responsibility
1. Apply quality and performance improvement concepts to address organizational performance issues.
2. Develop and present a budget.
3. Identify internal and external issues that may impact delivery of essential public health services (i.e., strategic planning).
4. Solicit input from individuals and organizations.

Social and Behavioral Science in Public Health

Excellence
1. Describe the role of social and community factors in both the onset and solution of public health problems.
2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
3. Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.
4. Describe the merits of social and behavioral science interventions and policies.
5. Describe public health interventions at the primary, secondary, and tertiary level.

Discovery
1. Apply qualitative and quantitative approaches in the development of evidence-based public health interventions.

Respect
1. Apply ethical principles to public health program planning, implementation, and evaluation.
2. Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.
3. Understand the dynamic forces contributing to cultural diversity.

Responsibility
1. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
2. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

Environmental Health

Excellence
1. Specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.
2. Understand the global context of environmental public health threats and interventions.
3. Describe the direct and indirect human, ecological, and safety effects of major environmental and occupational agents.
4. Specify current environmental risk assessment methods.
5. Describe genetic, physiologic, and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
6. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
7. Describe federal and state regulatory programs, guidelines, and authorities that control environmental health issues.
8. Specify the role of the immune system in population health.
9. Explain the biological and molecular basis of public health.
10. Explain the role of biology in the ecologic model of population-based health.
11. Explain how genetics and genomics affect disease processes and public health policy and practice.
12. Understand the impact of climate change on health programs and status.

**Discovery**

1. Develop a testable model of environmental insult.
2. Outline a health impact assessment of a public policy proposal or infrastructure development proposal.

**Respect**

1. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
2. Discuss the process through which environmental interventions take into account the balance of individual and community risks, rights, and benefits.

**Responsibility**

1. Demonstrate written and oral communication skills related to the environment within a public health context.
2. Apply biological principles to the development and implementation of disease prevention, control, and management programs.
3. Apply evidence-based biological and molecular concepts to inform public health laws, policies, and regulations.
4. Integrate general biological and molecular concepts into public health.

**Communication**

**Excellence**

1. Describe how societal, organizational, and individual factors influence health and are influenced by public health communications.
2. Discuss the influences of social, organizational, and individual factors on the use of information technology by end users.
3. Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.

**Discovery**
1. Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs.

Respect
1. Apply legal and ethical principles to the use of information technology and resources in public health settings.
2. Demonstrate written and oral communication skills that express sensitivity to diverse socioeconomic, cultural, and demographic subgroups.

Responsibility
1. Apply theory and strategy-based communication principles across different settings and audiences.
2. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
3. Use the media, advanced technologies, and community networks to communicate information.
4. Use informatics and communication methods to advocate clearly and effectively for community public health programs and policies.

MPH Program Emphasis Area Competencies
Health Promotion and Policy
1. Identify individual, organizational, and community concerns, resources, and needs for community-based interventions.
2. Describe steps and procedures for the planning, implementation, and evaluation of public health programs, policies, and interventions.
3. Understand the legal and ethical dilemmas posed by public health policy implementation.
4. State policy options and write clear and concise policy statements.
5. Identify, interpret, and understand the process for implementing public health laws, regulations, and policies related to specific programs.
6. Demonstrate the skills necessary to build partnerships and work as an effective member of a diverse and/or interdisciplinary team.
7. Be prepared to be a key participant in the development and implementation of emergency response plans.

Veterinary Public Health
1. Understand the key role that veterinarians play in the physical, mental, and social well-being of humans.
2. Define and understand the term “zoonosis.”
3. Define the key concepts in zoonotic disease diagnosis, control, and prevention.
4. Evaluate a surveillance system for important zoonosis.
5. Clearly identify veterinarians’ legal responsibilities in reporting zoonotic disease outbreaks and their interaction with the broader U.S. public health system.
6. Define bioterrorism.
7. Describe a veterinarian’s role in mitigation, disaster preparedness, response, and recovery as it relates to a bioterrorism event and be prepared to be a key
participant in the development and implementation of an emergency response plan.
8. Describe a veterinarian’s role in food safety.

2.6.b A matrix that identifies the learning experiences by which the core public health competencies are met. If this is common across the program, a single matrix will suffice. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

The MPH Program Course-Competencies Matrix is included as Appendix 4. Instructors of core courses were asked to identify the degree to which MPH Program Competencies are addressed in their courses. The following tables summarize the extent to which the MPH Program Competencies are Introduced (I), Reinforced (R), or Emphasized (E) in the core curriculum.
2.6.c Identification of a set of competencies for each specialty area identified in the instructional matrix, including professional and academic degree curricula.

The Emphasis Area Competencies are addressed on a separate matrix following the Course-Competencies Matrix in Appendix 4.

2.6.d A description of the manner in which competencies are developed, used and made available to students.

General Competencies
The Executive Faculty Committee and Administrative Staff conducted two half-day planning retreats in August and September of 2008. The goal of these retreats was to draft the Mission, Goals, and Objectives for the MPH Program, to develop a Statement of Values, and to draft a list of MPH Program Competencies. The competencies listed through the ASPH Competency Project and the Council on Linkages provided the foundational documents used to develop the list for the MPH Program. Many of the MPH Program Competencies were either selected or adapted from one of these two lists, with each of them chosen based on their appropriateness to the MU program, curriculum, and values.
The first step in the planning process was the creation of a framework to ensure that students’ familiarity with the five core domains of public health knowledge encompassed a variety of skill levels. Once the initial list was drafted, it was emailed, along with the proposed Mission, Goals, and Objectives, for suggested revisions, to a wider group of stakeholders including the Board of Directors, the External Advisory Council, current students, members of Faculty Subcommittees not represented on the Executive Faculty Committee, and the graduate student association.

The final list of MPH Program Competencies was posted on the MPH Program website (http://publichealth.missouri.edu) and is included in both the Master of Public Health Program Student Handbook (Appendix 8) and the Master of Public Health Program Internship Handbook (Appendix 9). The final list of competencies was also incorporated into the Course-Competencies Matrix which was then emailed to each instructor of a required course. Faculty members were asked to assess the extent to which their course addressed the competencies and on what level (introduced, reinforced, or emphasized).

**Emphasis Area Competencies**

Emphasis Area Competencies were developed by the Emphasis Area Directors in consultation with additional faculty and the Administrative Staff. A separate matrix was designed, comprised of the specialty courses that students are required to take above and beyond the core curriculum, and completed by those instructors. Field placement (internship) learning goals are required to address a mix of general and Emphasis Area Competencies.

**Crosscutting Competencies**

The MPH curriculum stresses professionalism, cultural competence, and ethics throughout its coursework, research, field work, and service. However, the Internship and Capstone Committee, together with the Field Placement Coordinator and Associate Director, identified the field placement as a unique opportunity for a student to reflect upon these crosscutting skills and individual professional development. Toward that end, a student completing a field placement is required to submit a paper (Resource File 2.4.1) reflecting on how the internship experience informed the individual development of one or more of the following crosscutting competencies:

1) Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.

2) Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.

3) Describe the attributes of leadership in public health.

4) Apply social justice and human rights principles when addressing community needs.

5) Embrace a definition of public health that captures the unique characteristics
of the field (e.g., population focused, community oriented, prevention motivated, rooted in social justice, and so on) and how these characteristics contribute to professional practice.

6) Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.

7) In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.

8) Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.

9) Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels.

Use of Competencies
Competencies information is used by the MPH Program in a variety of ways:

1) The Curriculum Committee reviews both the overall list of MPH Program Competencies and the results of the Student Competencies Self-Assessments (Appendix 10) to aid in identifying and approving electives or recommending changes to the core curriculum.

2) The Field Placement Coordinator, student intern, preceptor, and Faculty Advisor incorporate information related to MPH Program Competencies both in the development of internship learning goals and in preceptor reviews of intern performance. Experience with crosscutting competencies are addressed in the intern’s required final paper.

3) The Internship and Capstone Committee reviews the general and Emphasis Area Competencies Matrices, Student Competencies Self-Assessments, and preceptor feedback in making recommendations for the capstone and in refining internship requirements.

2.6.e A description of the manner in which the program periodically assesses the changing needs of public health practice and uses this information to establish the competencies for its educational programs.

The External Advisory Council, which includes representatives from public health agencies in Kansas City, Columbia, and Jefferson City, was instrumental in developing the first round of MPH Program Competencies. The ongoing review of them in light of changing public health practice needs includes:

1) An annual review by the Curriculum Committee, which incorporates results from Student Competencies Self-Assessments and the Annual Student Survey
(Appendix 11), preceptor evaluations, and course-specific information on competencies addressed.

2) An annual discussion with the External Advisory Council, in conjunction with the Annual Stakeholder’s Meeting and the presentation of the Master of Public Health Program Annual Report (Appendix 1).

3) Continuous feedback from internship preceptors regarding the level of preparation of MPH students with regard to the MPH Program Competencies and, specifically, feedback on areas that are not currently addressed by the MPH curriculum.

4) An Annual Alumni Survey (Appendix 12), which is administered to program graduates six months following graduation and that investigates both success in finding employment and the adequacy of their graduate training for public health practice.

In Spring 2009, the semester in which the MPH Program graduated its first large cohort of students, the program also hosted its first Annual Career Panel, which featured area public health practice professionals. The panel included representatives from the federal, state, and local levels of government, as well as the private sector (Resource File 4.6.1). In addition to offering practical advice on how to apply to their particular agencies, guests discussed the changing needs of public health employers and emphasized skills sought by employers. Approximately 30 students, staff, and faculty members attended.

2.6.f Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths: The MPH Program has a thoroughly constructed matrix that aligns with its Mission, Goals, and Objectives and those of MU and is responsive to the demands of the public health practice environment. The general and Emphasis Area Competencies Matrices are regularly compared against required courses and assessed in evaluations from faculty, current students, alumni, and field placement preceptors.

Challenges: The MPH Program must balance a core curriculum that prepares students for general public health practice while building on the specific strengths of MU within Health Promotion and Policy, Veterinary Public Health, and communications.

Plans: The MPH Program has now collected baselines for all three scheduled points of data collection in the Student Competencies Self-Assessment (program entry, pre-internship, and pre-graduation) and will incorporate regular analysis into the Annual Report given to stakeholders and administrators. The MPH Program Competencies (both general and Emphasis Area) are subjected to regular, semi-formal review by the Curriculum Committee, in response to feedback on student preparedness. This feedback may come from a variety of sources, including MPH core and secondary faculty
Veterinary Public Health Emphasis Area Director Loren Schultz proposed adding an additional Emphasis Area competency midway through his teaching of the Veterinary Public Health Capstone) and field placement reviews by preceptors. In 2010, the MPH Program will augment this information with data collected through focus groups and/or key informant interviews with area public health employers.
2.7 Assessment Procedures

There shall be procedures for assessing and documenting the extent to which each student has demonstrated competence in the required areas of performance.

2.7.a Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies.

Student progress toward achieving MPH Program Competencies (Appendix 4) is evaluated from a variety of perspectives: faculty evaluations of students, preceptor evaluations of students during field placements, and student self-evaluations.

Both core faculty and those teaching approved electives are asked to specifically identify which competencies are addressed in their courses and at what level of detail (introduced, reinforced, or emphasized). Students are assigned coursework and tested on their mastery of this course information and in addition, several examples of assignments that demonstrate specific competencies are listed on the program website as items to be included in a portfolio of student work. (Currently this portfolio is voluntary; however the faculty is considering making this a required element of the program.) The Curriculum Committee reviews this information (in the Course-Competencies Matrix) before deciding on new electives and/or suggesting additions to current courses.

Competency-related objectives are also addressed in each student’s field placement learning goals. Preceptors are asked to assess student progress toward those goals as part of their overall evaluation of the internship experience using the Preceptor Final Internship Evaluation form found in the Master of Public Health Program Internship Handbook (Appendix 9).

Students are first introduced to the MPH Program Competencies at the mandatory Student Orientation. The full lists of general and Emphasis Area Competencies are available for review on the MPH Program website (http://publichealth.missouri.edu) and in the Master of Public Health Program Student Handbook (Appendix 8) and are incorporated (as previously described) into courses and field work. A summary of the full list is used in the Student Competencies Self-Assessment (Appendix 10) that is completed three times over the course of the program by each student. Students first complete the Self-Assessment in the initial semester in the program, again at the Internship Orientation, and for the third time as part of the capstone shortly before graduation.

Early familiarization with the MPH Program Competencies allows students to build their individual Plans of Study toward filling specific gaps in knowledge and experience. The mid-program Self-Assessment is used by the student, Field Placement Coordinator, and Faculty Advisor to develop internship learning objectives. Finally, the MPH Program reviews the Self-Assessment results in aggregate in order to track the results over time and measure them against the other competency information in the program (including instructor reports of what is covered in courses, preceptor evaluations, and so on).
The Student Competencies Self-Assessment tool was developed according to the following steps:

1) General competencies were condensed into 17 broad-based questions.

2) The Self-Assessment tool was reviewed by the Executive Faculty Committee.

3) The Self-Assessment was pre-tested at the Spring 2009 Internship Orientation.

4) The Self-Assessment was revised for clarity, and a section on ethics was added.

5) The Self-Assessment was administered to the May 2009 graduating class and to entry-level students in Summer 2009.

The first year of Self-Assessment results indicate a clear increase in self-described competency among students in the five core subject areas at each of the three measurement points. The following table shows aggregate results for students in the first year of collected data. Students rated themselves in terms of the following categories: no experience, aware, knowledge and proficient.
In addition, competency goals are incorporated explicitly into field placement learning objectives and, once the internship is completed, both the student and the student’s preceptor evaluate progress toward meeting those goals. Preceptors are further asked to identify competencies that are required for work in their specific agencies, a tool which is used to inform the overall competencies refinement process.

2.7.b **Identification of outcomes that serve as measures by which the program will evaluate student achievement in each degree program, and presentation of data assessing the program’s performance against those measures for each of the last three years.**

The Academic Advisor begins working with students to build their Plans of Study in the first semester of their enrollment in the program. Each student is assigned a Faculty Advisor during the second semester in the program. The primary quantitative measure for assessing the progress of students consists of their grades in both required and elective MPH courses. Program measures of student assessment include these goals:

1) Less than 10% of grades earned in the MPH Program will be Cs. Progress toward this target is included in the Master of Public Health Program Annual Report (Appendix 1). A number of procedures are in place to ensure that a student earning a C in an MPH course receives advising from both faculty and Administrative Staff in a timely manner (Resource File 2.7.2).
Table 2.7.b

<table>
<thead>
<tr>
<th>Academic Performance in the MPH Program</th>
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<tbody>
<tr>
<td><strong>Outcome Measure</strong></td>
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<tr>
<td><strong>Target</strong></td>
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<tr>
<td>2007-8</td>
</tr>
<tr>
<td>5%</td>
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</table>

2) 100% of students transferring to the MPH Program with a Graduate Certificate in Public Health will have achieved a B or better in each course taken toward the certificate. The Academic Advisor reviews the academic achievement of each Graduate Certificate student before recommending admission to the MPH Program.

The MPH Program has taken steps to proactively increase the likelihood of student success in specific courses by implementing a system of prerequisites. For example, it is now required that students take biostatistics before they take epidemiology, as this has proved to be the sequence that promotes success in the latter course. Also, students must complete 21 hours of coursework in the MPH Program (including courses in the core knowledge areas of public health) before they begin their internships.

The following table illustrates grade point averages for both MPH and Graduate Certificate students for the first two years of the program and until Fall 2009.

![Average GPA by Semester](image)

2.7.c If the outcome measures selected by the program do not include degree completion rates and job placement experience, then data for these two additional indicators must be provided, including experiential data for each of the three years. If degree completion rates, in the normal time period for degree
completion, are less than 80%, an explanation must be provided. If job placement, within 12 months following award of the degree, is less than 80% of the graduates, an explanation must be provided.

Table 2.7.c

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students Enrolled</th>
<th>Percentage of Students Eligible for Graduation</th>
<th>Number of Graduates</th>
<th>Number of Students Who Withdrew from the MPH Program</th>
<th>Percentage of Eligible Students Who Have Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-8</td>
<td>58</td>
<td>2%</td>
<td>1</td>
<td>7</td>
<td>100%</td>
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<tr>
<td>2008-9</td>
<td>48</td>
<td>41%</td>
<td>17</td>
<td>6</td>
<td>85%</td>
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<tr>
<td>2009-10*</td>
<td>62</td>
<td>37%</td>
<td>20</td>
<td>0</td>
<td>87%</td>
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</table>

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Graduates</th>
<th>Number Employed</th>
<th>Number Not Employed</th>
<th>Percentage Not Employed</th>
<th>Percentage Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-8</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>2008-9</td>
<td>17</td>
<td>14</td>
<td>3</td>
<td>17.6%</td>
<td>82.4%</td>
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<tr>
<td>2009-10*</td>
<td>20</td>
<td>TBD</td>
<td>TBD</td>
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*Projections based on current Plans of Study.

The MPH Program began admitting students in Summer 2007 and is currently in its third year of operation. While it is possible to complete the degree in two years, the program has made the recruitment of working and nontraditional students a priority. To allow for some variation, the MPH Program considers the normal time between matriculation and graduation to be between two and three years. Of the students who entered the MPH Program in the 2007-2008 academic year, 38% have graduated already and 12% have withdrawn or are on leave from the program. The Plans of Study of the remaining 50% of students admitted in 2007-2008 predict that they will finish their coursework within three years of beginning the program. In sum, current data indicate that 88% of the initial class will graduate during the expected time period (between two and three years from matriculation to graduation).

MU gives students eight years to complete a degree and this duration is the main measure used to judge the progress of MPH students, with a goal that 95% of admitted students will graduate within eight years of matriculation.

2.7.d A table showing the destination of graduates for each of the last three years. The table must include at least the number and percentage of graduates by program area each year going to a) government (state, local, federal), b) nonprofit organization, c) hospital or health care delivery facility, d) private
practice, e) university or research institute, f) proprietary organization (industry, pharmaceutical company, consulting), g) further education, h) non-health related employment, or i) not employed. See CEPH Data Template D.

Of the 22 students who had graduated from the MPH Program as of Fall 2009, 77% have successfully found employment in public health-related jobs or are engaged in further education. Further data will be collected on these graduates using the Annual Alumni Survey (Appendix 12) once they have been out of the program for a period of six months.

Table 2.7.d

<table>
<thead>
<tr>
<th>Destination of Graduates by Program Area in 2007-8</th>
<th>Government</th>
<th>Nonprofit</th>
<th>Health Care</th>
<th>Private Practice</th>
<th>University/Research</th>
<th>Proprietary</th>
<th>Further Education</th>
<th>Non-Health Related</th>
<th>Not Employed</th>
<th>#</th>
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<tr>
<td>Health Promotion &amp; Policy</td>
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<th>Destination of Graduates by Program Area in 2008-9</th>
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<th>Health Care</th>
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<th>Destination of Graduates by Program Area in 2009-10</th>
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<th>Nonprofit</th>
<th>Health Care</th>
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<td>Veterinary Public Health</td>
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2.7.e In public health fields where there is certification of professional competence, data on the performance of the program’s graduates on these
national examinations for each of the last three years.

Not applicable.

2.7.f Data describing results from periodic assessments of alumni and employers of graduates regarding the ability of the program’s graduates to effectively perform the competencies in a practice setting.

The success of the MPH Program in evaluating the preparation of its students is assessed in the following ways:

1) The MPH Program tracks employment statistics for each graduate of the program.

2) Six months following graduation, alumni are asked to complete the Annual Alumni Survey (Appendix 12) which includes questions relating to student preparation for the job market and success in finding employment.

3) One year following graduation, alumni are asked to fill out a final version of the Student Competencies Self-Assessment (Appendix 10).

In December 2009, the MPH Program administered the Annual Alumni Survey to its first significant graduating class and received a response rate of over 50% with a total of 13 graduates responding. The majority (77%) were employed within six months of graduation and most (58%) were either employed or pursuing a higher degree within the state of Missouri. The overall rating given to the MPH Program’s role in career development by alumni was 3.69 on a scale of 1-5. Finally, more than half expressed a willingness to assist the program in the future as an alumni mentor, guest speaker, mock interviewer, or eventual employer (Resource File 1.5.1).

2.7.g Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths: The system for assessing achievement of the MPH Program Competencies includes a variety of sources, including student, instructor, and preceptor feedback. The process also allows for early detection of potential difficulties in individual students’ Plans of Study.

Challenges: The MPH Program is still young and has a relatively small number of alumni.

Plans: Courses approved for the core or elective curriculum must address numerous MPH Program Competencies. Faculty members are asked to identify those areas before a course is submitted to the Curriculum Committee for review. Learning goals directly related to competencies are also included in the contract between interns and
preceptors. Progress toward achieving these goals is assessed by preceptors following each field placement, using a uniform tool. This data is aggregated annually and included in the Annual Report given to stakeholders. Finally, students in the MPH Program are required to complete their course of study with no less than a 3.0 grade point average.

In addition to completing the Course-Competencies Matrix as it relates to their courses, instructors were asked to identify sample assignments that could be included in a portfolio of student work. The MPH Program is considering replacing this voluntary portfolio system, in which students are introduced to the portfolio concept at the Student Orientation and the list of sample assignments is identified on the website, with a portfolio requirement.

Administrative Staff will work with the External Advisory Council to develop a series of focus groups with agencies that have employed, or may employ, graduates of the MPH Program.
2.8 Academic Degrees
If the program also offers curricula for academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

2.8.a Identification of all academic degree programs, by degree and area of specialization. The instructional matrix may be referenced for this purpose.

Not applicable.

2.8.b Identification of the means by which the program assures that students in research curricula acquire a public health orientation. If this means is common across the program, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

Not applicable.

2.8.c Identification of the culminating experience required for each degree program. If this is common across the program’s academic degree programs, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

Not applicable.

2.8.d Assessment of the extent to which this criterion is met.

Not applicable.
2.9 Doctoral Degrees
The program may offer doctoral degree programs, if consistent with its mission and resources.

2.9.a Identification of all doctoral programs offered by the program, by degree and area of specialization. The instructional matrix may be referenced for this purpose.

Not applicable.

2.9.b Data on the number of active students in each doctoral degree program as well as applications, acceptances, enrollments and graduates for the last three years.

Not applicable.

2.9.c Assessment of the extent to which this criterion is met.

Not applicable.
2.10 Joint Degrees
If the program offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

2.10.a Identification of joint degree programs offered by the program and a description of the requirements for each.

The University of Missouri Master of Public Health Program offers two joint degree options: a Doctor of Veterinary Medicine/Master of Public Health (DVM/MPH) and a Master of Public Health/Master of Public Affairs (MPH/MPA). Tables detailing the curriculum for each of these dual degrees are included as Appendix 7.

Doctor of Veterinary Medicine/Master of Public Health
The DVM/MPH Dual Degree allows students studying in MU’s College of Veterinary Medicine to complete an MPH within the Veterinary Public Health Emphasis Area. Students wishing to complete the DVM/MPH must apply to the MPH Program independently and complete the following courses in public health:

**Public Health Courses (19 credit hours)**
- Health Care in the U.S. (HTH_PR 7300, Resource File 2.1.11)
- Principles of Public Health (P_HLTH 7150, Resource File 2.1.1)
- Human Health and the Environment (P_HLTH 8150, Resource File 2.1.9)
- Social and Behavioral Sciences in Public Health (P_HLTH 8920, Resource File 2.1.16)
- Public Health Internship (P_HLTH 8980, Resource File 2.1.17)

- Statistical Methods in the Health Sciences (STAT 7020, Resource File 2.1.2) OR
- Biostatistics I (STAT 7410, Resource File 2.1.4)

**Shared Courses (23 credit hours)**
- Veterinary Public Health Capstone (P_HLTH 8971, Resource File 2.1.19)
- Veterinary Toxicology (V_BSCI 8509, Resource File 2.1.4)
- Research Methods and Data Analysis (V_M_S 8431, Resource File 2.1.6)
- Veterinary Virology (V_PBIO 8454, Resource File 2.1.5)
- Veterinary Epidemiology (V_PBIO 8455, Resource File 2.1.8)
- Veterinary Parasitology (V_PBIO 8457, Resource File 2.1.6)
- Veterinary Public Health (V_PBIO 8458, Resource File 2.1.10)
- Veterinary Bacteriology I (V_PBIO 8552, Resource File 2.1.7)
- Veterinary Bacteriology II (V_PBIO 8553, Resource File 2.1.8)

Master of Public Health/Master of Public Affairs
The MPH/MPA Dual Degree is designed specifically to integrate advanced public affairs and administrative practice with population-based public health knowledge and skills. Students completing this option earn their MPH degrees within the Health Promotion and Policy Emphasis Area. Students wishing to complete the MPH/MPA must apply to the MPH
Program independently and complete the following courses in public health:

**Public Health Courses (18 credit hours)**
- Principles of Epidemiology (F_C_MD 8420, Resource File 2.1.7)
- Community-Based Public Health Interventions (NURSE 8120, Resource File 2.1.12)
- Principles of Public Health (P_HLTH 7150, Resource File 2.1.1)
- Human Health and the Environment (P_HLTH 8150, Resource File 2.1.9)
- Social and Behavioral Sciences in Public Health (P_HLTH 8920, Resource File 2.1.16)
- Statistical Methods in the Health Sciences (STAT 7020, Resource File 2.1.2) **OR** Biostatistics I (STAT 7410, Resource File 2.1.4)

**Shared Courses (24 credit hours)**
- Health Care in the U.S. (HTH_PR 7300, Resource File 2.1.11)
- Public Health Capstone (P_HLTH 8970, Resource File 2.1.18)
- Public Health Internship (P_HLTH 8980, Resource File 2.1.17)
- Research Methods and Inquiry in Public Affairs II (PUB_AF 8181, Resource File 2.10.9)
- Ethics, Democracy and the Public Service (PUB_AF 8210, Resource File 2.10.10)

- Public Program Evaluation (PUB_AF 8420, Resource File 2.10.11) **AND** Public Policy Analysis (PUB_AF 8430, Resource File 2.10.12) **OR** (two out of three):
  - Human Resources Management and Development in Public and Nonprofit Sector (PUB_AF 8520, Resource File 2.10.13)
  - Strategic Planning and Performance Measurement (PUB_AF 8530, Resource File 2.10.14)
  - Financial Management in the Public and Nonprofit Sector (PUB_AF 8720, Resource File 2.10.15)

While students in each of the above degree programs must complete all the required courses, as well as the Public Health Internship (P_HLTH 8980, Resource File 2.1.17) and Public Health Capstone (P_HLTH 8970/8971, Resource Files 2.1.18 and 2.1.19), there is some flexibility with regard to the sequencing of the coursework. Students may begin both programs at once and take the coursework required for both concurrently, or they may choose to do their MPH coursework in blocks. Once admitted to the program with the intention of pursuing a dual degree, a student works carefully with the Academic Advisor and a Faculty Advisor to develop a Plan of Study.

**2.10.b Assessment of the extent to which this criterion is met.**

This criterion is met.

**Strengths:** Both dual degree programs require students to complete 42 hours of public
health coursework, including a Public Health Internship and a Public Health Capstone. Students are admitted to the MPH Program based on internal criteria and are advised and evaluated based on MPH Program criteria, as well.

**Challenges:** While offering an opportunity to share some key courses, completing a dual degree requires a substantial commitment of time and effort. The MPH Program expects both programs to grow slowly in the early years.

**Plans:** A number of students have expressed interest in combining medical school with the MPH Program. A proposal for a dual MD/MPH degree option will likely be developed within the next two years. The MPH Program has successfully created a DVM/MPH Dual Degree, and based on that experience, the following administrators will need to approve the proposed curriculum: the MPH Program Director, the Dean of the School of Medicine, the Chair of the Department of Family and Community Medicine, and the Interim Dean of the Graduate School.
2.11 Distance Education or Executive Degree Programs

If the program offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these degree programs must a) be consistent with the mission of the program and within the program’s established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the program offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication, and student services. The program must have an ongoing program to evaluate the academic effectiveness of the format, to assess teaching and learning methodologies and to systematically use this information to stimulate program improvements.

2.11.a Identification of all degree programs that are offered in a format other than regular, on-site course sessions spread over a standard term, including those offered in full or in part through distance education in which the instructor and student are separated in time or place or both. The instructional matrix may be referenced for this purpose.

Not applicable.

2.11.b Description of the distance education or executive degree programs, including an explanation of the model or methods used, the program’s rationale for offering these programs, the manner in which it provides necessary administrative and student support services, the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the program, and the manner in which it evaluates the educational outcomes, as well as the format and methodologies.

Not applicable.

2.11.c Assessment of the extent to which this criterion is met.

Not applicable.
3.1 Creation, Application and Advancement of Knowledge

3.2 Research
The program shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

3.2.a A description of the program’s research activities, including policies, procedures and practices that support research and scholarly activities.

University of Missouri
Faculty members’ teaching, research, and service obligations vary according to their “track” and their home department and college. Faculty members on the tenure track provide teaching, research, and service regardless of their academic unit because these are required by the university's promotion and tenure criteria. The typical division of FTE for such a faculty member is 40% teaching, 40% research, and 20% service, but there is significant variability across academic units. The MPH faculty members with joint appointments follow these assignments, approximately.

Faculty members holding non-tenure-track appointments typically have a primary assignment to either teaching or research and then perform modest service. For example, in the School of Health Professions, ranked non-tenure-track faculty members follow either the “Clinical/Education” or “Research” promotion track.

It is possible for faculty members holding non-tenure-track appointments to teach, conduct research, and provide service. For these faculty members, the teaching or research assignment is quite modest (10% or less). Almost all faculty members provide service of some kind. Most of the faculty members affiliated with the MPH Program provide service to the program.

The University of Missouri supports research in a variety of ways. Both junior and senior faculty members are eligible to apply for research leave and financial support through the University of Missouri System Research Board and the MU Research Council. In addition, most tenure-home departments of MPH faculty (including the School of Health Professions) offer seed grants to support faculty research projects.

Master of Public Health Program
The development of the MU MPH Program was spearheaded by an interdisciplinary team of faculty members whose research interests and experience were squarely within the domain of public health. An estimate of the FTE percentage for each faculty member counted as core or secondary faculty in the MPH Program is included as Appendix 14.

3.2.b A description of current community-based research activities and/or those undertaken in collaboration with health agencies and community-based
A number of MPH Program core and secondary faculty have externally funded research projects that directly relate to public health practice. For example, Drs. Libbus and Sable (core and secondary MPH faculty respectively) are working together on a grant, funded by the Missouri Foundation for Health, to assess health status and needs of rural women over age 50 in Missouri. Dr. Wade Davis (secondary faculty and instructor for biostatistics) is currently Co-Investigator on a grant aimed at developing a pragmatic approach for clinic use of MedlinePlus-selected websites via “health information prescriptions.”

Veterinary Public Health student Craig Lewis worked with Veterinary Public Health core faculty member Dr. Loren Schultz’s research on cats infected with FeLV/FIV (Feline immunodeficiency virus and feline leukemia virus) and whether or not they are carriers of Mycobacterium avium subsp. paratuberculosis (MAP). Funded by the USDA, this research could have public health implications, as some people believe MAP is responsible for Crohn’s Disease in humans. Additionally, if there turns out to be a link between FELV/FIV cats and MAP, cats may be able to be used as models for HIV and TB in humans.

Dr. Kristofer Hagglund served as a consultant to the Student Health Center on the Residence Hall Sexual Health and Safety Products Program during academic year 2008-2009. The program randomly sampled students living in MU residence halls both before and after the introduction of condom machines in order to measure the intervention’s impact on sexual attitudes and behavior.

In April 2009, Dr. Deb Hume received approval and funding for her grant, “Identification, Intervention, and Service Provision for Victims of Human Trafficking in Central Missouri,” from the Department of Health and Human Services (Resource File 3.1.1). The objectives of the project are as follows: 1) to increase the detection of victims of human trafficking, 2) to increase the rescue of identified victims, 3) to build relationships between local agencies and the United States Conference of Catholic Bishops (USCCB) for provision of case management and services for victims, and 4) to gather baseline information on trafficking in central Missouri and develop a model for adapting best practices of urban coalitions to the specific needs of rural, underserved areas.

These objectives will be accomplished by specialized training for law enforcement, social services, and health care personnel; by raising awareness among businesses, labor groups, and communities; by providing resources for surveillance and investigation; by providing information to shelters and other agencies to facilitate cooperative agreements with the USCCB for service provision; and by replicating exemplary practices of antitrafficking coalitions in the United States.

3.2.c A list of current research activity of all primary and secondary faculty
identified in 4.1.a and 4.1.b., including amount and source of funds, for each of the last three years. This data must be presented in table format and include at least the following: a) principal investigator, b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year’s award, g) whether research is community based, and h) whether research provides for student involvement. Only research funding should be reported here; extramural funding for service or training grants should be reported elsewhere. See CEPH Data Template E.

**Table 3.1.c**

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Principal Investigator and Department</th>
<th>Funding Source</th>
<th>Funding Period Start/End</th>
<th>Amount Total Award</th>
<th>Amount Current Year</th>
<th>Community-Based Y/N</th>
<th>Student Participation Y/N</th>
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<tbody>
<tr>
<td>Healthy and Active Communities - Model Practice Building</td>
<td>Linda Cooperstock, Columbia/Boone County Department of Public Health and Human Services</td>
<td>Missouri Foundation for Health</td>
<td>12/1/2007 - 11/1/2010</td>
<td>$302,668.00</td>
<td>$105,540.00</td>
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<td>Improving Quality and Controlling Cost in Missouri’s Medicaid Program</td>
<td>Kristofer Hagglund (Co-PI with Karen Edison and William Elder), School of Health Professions</td>
<td>Missouri Department of Social Services, Division of Medical Services</td>
<td>9/1/2007 - 8/31/2008</td>
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<td>Missouri Health Equity Collaborative</td>
<td>Kristofer Hagglund (Co-PI with Karen Edison), School of Health Professions</td>
<td>Missouri Foundation for Health</td>
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<td>Missouri Health Literacy Enhancement (MHLE Resource Center)</td>
<td>Kristofer Hagglund (Co-PI with Karen Edison), School of Health Professions</td>
<td>Missouri Foundation for Health</td>
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<td>Health Equity Collaborative Network</td>
<td>Kristofer Hagglund (Co-PI with Karen Edison and Gwen Ratermann), School of Health Professions</td>
<td>HealthCare Foundation of Greater Kansas City</td>
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<th>Project Name</th>
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<th>Funding Period Start/End</th>
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<th>Amount Current Year</th>
<th>Community-Based Y/N</th>
<th>Student Participation Y/N</th>
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<tr>
<td>Pregnancy Intention Among HIV-Positive South Africans</td>
<td>Margie Sable, School of Social Work</td>
<td>Research Board, University of Missouri</td>
<td>1/1/2007 - 12/31/2007</td>
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<td>Statistical Methods for Interval-Censored AIDS Data</td>
<td>Tony Sun, Statistics</td>
<td>National Institutes of Health</td>
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<td>Plasmodium Sporozoites and the Mosquito</td>
<td>Brenda Beerntsen, Veterinary Pathobiology</td>
<td>National Institutes of Health/National Institute of Allergy and Infectious Diseases</td>
<td>2/1/2005 - 1/31/2010</td>
<td>$1,391,399.00</td>
<td>$259,541.00</td>
<td>NO</td>
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<td>Mosquito Immunity and the Initial Characterization of Two Peptidoglycan Recognition Proteins</td>
<td>Brenda Beerntsen, Veterinary Pathobiology</td>
<td>USDA Animal Health Formula Funds/University of Missouri College of Veterinary Medicine</td>
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<td>$15,000.00</td>
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<td>Improving Quality and Controlling Cost in Missouri’s Medicaid Program</td>
<td>Kristofer Hagglund (Co-PI with Karen Edison and William Elder), School of Health Professions</td>
<td>Missouri Department of Social Services, Division of Medical Services</td>
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<td>Missouri Health Literacy Enhancement (MHLE) Resource Center</td>
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<td>Mammography Utilization Among a Cohort of Women Under 40, by Race and Ethnicity</td>
<td>Julie Kapp, Family and Community Medicine</td>
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<td>6/1/2008 - 5/31/2010</td>
<td>$164,955.00</td>
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<td>Health Assesment of Rural Women in Missouri 50-65</td>
<td>Kay Libbus, Nursing</td>
<td>Missouri Foundation for Health</td>
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<td>Diabetes Self-Management Survey</td>
<td>Jane McElroy, Family and Community Medicine</td>
<td>Family and Community Medicine</td>
<td>5/16/2008-5/15/2009</td>
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<td>FQHC/C MHC Integrated Service Initiative</td>
<td>Louise Miller, Nursing</td>
<td>Missouri Department of Mental Health</td>
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<td>Diabetes Mellitus Guidelines Curriculum Development Project</td>
<td>Louise Miller, Nursing</td>
<td>Missouri Department of Health and Senior Services, Chronic Diseases</td>
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<td>Community Nursing: Utilizing Information in Practice</td>
<td>Louise Miller, Nursing</td>
<td>National Institutes of Health, National Library of Medicine</td>
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<td>$453,337.00</td>
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<td>The Antagonism of Oxidative Stress Induced by Aflatoxin B1 in Weanling Swine by Curcuminoids, the Plant Polyphenols in Turmeric (Curcuma longa)</td>
<td>Chada Reddy, Biomedical Sciences</td>
<td>USDA Animal Health Formula Funds/University of Missouri College of Veterinary Medicine</td>
<td>9/1/2008-8/31/2009</td>
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<td>Unintentional Injury in Young Children: Exploring the Role of Adult Supervision</td>
<td>Patricia Schnitzer, Nursing</td>
<td>National Institute of Child Health and Human Development, NIH</td>
<td>5/1/2008-3/1/2010</td>
<td>$415,986.00</td>
<td>$187,774.00</td>
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<td>Prevalence of Mycobacterium avium paratuberculosis in farm cats and the role of retroviral co-infection</td>
<td>Loren Schultz, Veterinary Medicine and Surgery</td>
<td>USDA Animal Health Formula Funds/University of Missouri College of Veterinary Medicine</td>
<td>10/1/2008-9/30/2009</td>
<td>$8,000.00</td>
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continued on next page
<table>
<thead>
<tr>
<th>Project Name</th>
<th>Principal Investigator and Department</th>
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<th>Funding Period Start/End</th>
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<th>Student Participation Y/N</th>
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<tr>
<td>Plasmodium Sporozoites and the Mosquito</td>
<td>Brenda Beerntsen, Veterinary Pathobiology</td>
<td>National Institutes of Health/National Institute of Allergy and Infectious Diseases</td>
<td>2/1/2005-1/31/2010</td>
<td>$1,391,399.00</td>
<td>$259,541.00</td>
<td>NO</td>
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<td>Brenda Beerntsen, Veterinary Pathobiology</td>
<td>USDA Animal Health Formula Funds/University of Missouri College of Veterinary Medicine</td>
<td>12/1/2008-11/1/2009</td>
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<tr>
<td>Identification, Intervention and Service Prevention for Victims of Human Trafficking in Central Missouri</td>
<td>Deb Hume, Public Health</td>
<td>Department of Health and Human Services</td>
<td>4/30/2009-4/29/2010</td>
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<tr>
<td>Mammography Utilization Among a Cohort of Women Under 40, by Race and Ethnicity</td>
<td>Julie Kapp, Family and Community Medicine</td>
<td>National Institutes of Health</td>
<td>6/1/2008-5/31/2010</td>
<td>$164,955.00</td>
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<td>Health Assessment of Rural Women in Missouri 50-65</td>
<td>Kay Libbus, Nursing</td>
<td>Missouri Foundation for Health</td>
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<td>Pilot Study: Metallothelin (MT2A) Prevalence</td>
<td>Jane McElroy, Family and Community Medicine</td>
<td>Family and Community Medicine Chronic Care Grant</td>
<td>11/1/2008-10/31/2009</td>
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<td>Women's Breast Care Outreach Program</td>
<td>Jane McElroy, Family and Community Medicine</td>
<td>Mid-Missouri Affiliate Susan G. Komen for the Cure</td>
<td>7/1/2009-6/30/2010</td>
<td>$15,150.00</td>
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</table>
3.2.d Identification of measures by which the program may evaluate the success of its research activities, along with data regarding the program’s performance against those measures for each of the last three years. For example, programs may track dollar amounts of research funding, significance of findings (eg, citation references), extent of research translation (eg, adoption by policy or statute), dissemination (eg, publications in peer-reviewed publications, presentations at professional meetings), and other indicators.

The MPH Program measures its research program according to both quantity and quality. The program encourages interdisciplinary activities as much as possible. This focus is supported by MU, which promotes interdisciplinary research as a way for students to “utilize the unique attributes of multiple departments,” and notes that “through cooperative research programs, students participate in studies that combine the best resources from across the University” (http://gradschool.missouri.edu/programs/interdisciplinary-research/).

Specific measures related to research include the following:

1) 75% of core faculty members have external funding for research;

2) 25% of funded research projects should be interdisciplinary and/or involve participation of nonacademic public health units in the state;

3) 50% of core faculty members involve MPH graduate students in their research, either as paid research assistants or through topical classroom discussion;

4) 90% of core faculty members have at least one peer-reviewed publication each year.

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Table 3.1.d

<table>
<thead>
<tr>
<th>Faculty Research Activities</th>
<th>Outcome Measure</th>
<th>Target</th>
<th>2007-8</th>
<th>2008-9</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that faculty members are involved in relevant public health research.</td>
<td>75% of core faculty members have external funding for research.</td>
<td>2007-8</td>
<td>40%</td>
<td>2008-9</td>
<td>56%</td>
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<tr>
<td>Ensure that faculty members are involved in relevant public health research.</td>
<td>50% of core faculty members involve MPH graduate students in their research, either as paid research assistants or through topical classroom discussion.</td>
<td>2007-8</td>
<td>40%</td>
<td>2008-9</td>
<td>67%</td>
</tr>
<tr>
<td>Ensure that faculty members are involved in relevant public health research.</td>
<td>90% of core faculty members have at least one peer-reviewed publication each year.</td>
<td>2007-8</td>
<td>80%</td>
<td>2008-9</td>
<td>89%</td>
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</table>

Research expectations are made clear to incoming faculty throughout the hiring process and as a formal component of annual reviews. The MPH Program collects information on faculty research activities annually through the Annual Faculty Form (Appendix 13).

Finally, the MPH Program seeks to increase the number of academic or student conferences with the professional practice community on emerging public health topics of interest in the state in order to translate research findings into practice. Progress toward these goals is included in the Master of Public Health Program Annual Report (Appendix 1).

3.2.e A description of student involvement in research.

Faculty Research in Course Instruction

Faculty research consistently informs the courses taught within the MPH Program. In Fall 2008, the MPH Program initiated a seminar series based on faculty research areas. In that semester, Dr. ManSoo Yu taught a seminar on Equity and Disparities in Health (P_HLTH 8250, Resource File 2.1.20). In Fall 2009, Dr. Deb Hume taught a seminar on Immigrant Health (P_HLTH 8001, Resource File 2.1.21), in large part based on her Department of Health and Human Services grant, “Identification, Intervention, and Service Provision for Victims of Human Trafficking in Central Missouri” (Resource File 3.1.1). Based on the experience of these first two years, the MPH Program hopes to offer a regular, annual seminar in which a faculty member teaches a course based on individual current public health research interests.

Student Participation in Faculty Research

Faculty research projects that have directly involved MPH students as research assistants and/or interns include the following: translation and focus group research on a grant assessing the health of rural Missouri women (Kay Libbus), mapping and data organization for research with the mid-Missouri affiliate of Susan G. Komen for the Cure (Jane
McElroy), a study looking at the presence of retro viral infections in cats and the effect on Mycobacterium avian subspecies paratuberculosis (MAP) shedding with possible implications for TB and AIDS (Loren Schultz), and managing organizational/administrative aspects of training programs on human trafficking for law enforcement, social services, and health care professionals (Deb Hume).

**Internship-Driven Student Research**
Research in public health is a core component of the MPH Program’s Goals and Objectives and students are involved in a variety of ways. Student field placements frequently include participation in research, and a number of students have written research papers as an outgrowth of their internship experiences. For example, Spring 2009 Veterinary Public Health graduate Clemence Chako’s internship focused on the prevention of cryptosporidiosis and his capstone paper, written under the mentorship of Drs. Tyler and Beerntsen, was subtitled “It’s not just about the cows” (Resource File 3.1.2). Spring 2009 Health Promotion and Disease Prevention graduate Melanie Schneider conducted her internship in South Africa, which included interviewing traditional healers about their knowledge and management of breast cancer-related lymphedema. Her preceptor was Dr. Jane Armer in the Sinclair School of Nursing. This work led to an independent study capstone and ultimately a paid position postgraduation.

**Center for Health Policy**
As of Fall 2009, 11 MPH students have served as Graduate Research Assistants with the Center for Health Policy. Center for Health Policy strategies include education initiatives and research in health literacy, health disparities, health care workforce, health insurance coverage in both the private and public sectors, rural and urban access to services, childhood obesity, and the quality and efficiency of MO HealthNet, Missouri’s Medicaid program.

**3.2.f Assessment of the extent to which this criterion is met.**

This criterion is met.

**Strengths:** The MPH Program began with a team of faculty members who had an excellent track record of research success in public health. Additional faculty members have since been added to the program, using research area and potential as a primary criteria for hiring. Dr. Hume, one of the program’s core faculty members, recently received a community-based research grant with the MPH Program as the home department for the grant.

**Challenges:** Without proactive steps to promote collaboration, the interdisciplinary structure of the MPH Program may allow for a fragmented research program.

**Plans:** The MPH Program is encouraging research collaboration between faculty with different tenure homes wherever possible. For example, in Fall 2009, the MPH Program provided a letter in support of a grant-funded project to increase public
health education among school nurses, submitted by faculty in the Sinclair School of Nursing and involving MPH Program Field Placement Coordinator Lynelle Phillips. Budget permitting, the MPH Program will consider offering small grants to promote interdisciplinary proposal development in Fiscal Year 2011.
3.3 Service
The program shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

3.3.a A description of the program’s service activities, including policies, procedures and practices that support service. If the program has formal contracts or agreements with external agencies, these should be noted.

The inauguration of the only public MPH program in mid-Missouri opened exceptional opportunities for faculty and students to contribute meaningfully to public health practice in the state of Missouri and beyond. The linkages that public health-oriented faculty have previously established with state government agencies (only 30 minutes away by car), such as the Missouri Department of Health and Senior Services and the Missouri Department of Social Services, now constitute a mechanism through which students can be involved with these agencies through coursework and internships or as research assistants.

As previously noted, faculty members’ service obligations are determined by their “track” and their home academic unit. All of the faculty members with joint appointments with the MPH Program are on the tenure track, and therefore are required to provide some service to the program and department, university, and/or community (broadly defined). These faculty members have service assignments as part of their contracts and are funded to perform service. The MPH Program expects these faculty members to perform service to the program in proportion to their FTE assignment to the program. For example, Dr. ManSoo Yu has a 25% appointment in the MPH Program. Therefore, his service is primarily limited to his participation as a member of the Executive Faculty Committee and to student advising.

In general, the MPH Program encourages service by faculty members, especially to community organizations. Field Placement Coordinator Lynelle Phillips, for example, is a member of the Board of Health of the Columbia/Boone County Department of Public Health and Human Services. Conversely, the MPH Program remains cognizant of the negative effects excessive service provision can have on promotion and/or tenure. Therefore, the Program Director counsels faculty members to make sure they have adequately protected their time for their teaching and research obligations.

The MPH Program approaches each service opportunity from a variety of levels, which include efforts to link community practitioners to relevant faculty research projects and to explore areas where community needs overlap with student learning goals. For example, the MPH Program is involved with the local Robert Wood Johnson funded effort, Healthy Environment Policy Initiative (HEPI, Resource File 3.2.5), to address local policies to promote a healthy environment on both the faculty level and the student level. The Field Placement Coordinator advises the project as a board member, while currently one (and in future likely more) MPH student works with the project as an intern. A HEPI conference in Fall 2009 offered further possibilities for linkages, as the
student service group Mizzou Public Health was involved in planning activities.

MU’s partnership with the South African University of the Western Cape has further resulted in student and faculty service on a variety of levels. MPH students Melanie Schneider and Learnmore Chiguma have both worked closely with faculty completing community-based research projects with important implications for practice both here and abroad.

**Evaluation of Faculty Service Activities**
The MPH Program asks faculty members for an updated report of service and research activities each year. In Spring 2009, Program Director Kristofer Hagglund conducted a series of individual meetings with core faculty in order to compile this information. Beginning in the 2009-2010 academic year, this information will be collected annually from each faculty member via the online Annual Faculty Form (Appendix 13). Information on faculty service will be included in the Master of Public Health Program Annual Report (Appendix 1) presented to university and community stakeholders at the Annual Stakeholder’s Meeting each fall. Service information is included in the annual review of each faculty member with a joint appointment in the MPH Program. Service commitment and activities are also used by the Program Director as a criterion in faculty selection.

**3.3.b A list of the program’s current service activities, including identification of the community groups and nature of the activity, over the last three years.**

**MedZou Clinic** (http://medzou.missouri.edu/, Resource File 3.2.6)
The MPH Program has supported the development of a student-run health clinic, sponsored by the University of Missouri School of Medicine, from the planning stage and on an ongoing basis. MPH students have completed internships with MedZou, working to assess the environmental safety of the clinic and promoting the development of health education. MPH Program Field Placement Coordinator Lynelle Phillips serves as a Faculty Advisor for the MedZou Clinic.

**Community Forums on Research and Public Health Trends**
MPH faculty participated as invited panelists in the February 6, 2009 “One World, One Health, One Medicine” forum, sponsored by the Provost’s Office of Research, that explored the intersection of public health, medicine, and veterinary medicine for a varied audience of community members, faculty, and students (Resource File 3.2.7).

On March 6, 2008, the MPH Program sponsored a multidisciplinary discussion of a recent cluster of cryptosporidium infections in Clay County. The discussion included Dr. Ximena Somoza, epidemiologist from the Clay County Health Department, then Veterinary Public Health Emphasis Area Director Jeffrey Tyler, and students from the Veterinary Public Health and Health Promotion and Disease Prevention Emphasis Areas.

MPH faculty and students are regularly involved, both as organizers and attendees, in
the annual Health Policy Summit sponsored by the Center for Health Policy. In 2008, the summit focused on childhood obesity and health literacy, and the 2009 summit focused on health care reform and public health in Missouri (Resource File 3.2.1).

Collaboration with the Missouri Association of Local Public Health Agencies (MoALPHA)
Two active members of the Missouri Association of Local Public Health Agencies serve on the External Advisory Council. The MPH Program has, in turn, been an active supporter of the organization, through contributions to the annual meeting sponsored by both MoALPHA and the Missouri Public Health Association (Resource File 3.2.2). The program encourages students to become involved in the organization as members and as poster presenters at the annual meeting.

One Read Program at the Columbia Public Library
Associate Director Lise Saffran and Field Placement Coordinator Lynelle Phillips represented the MPH Program as discussion leaders at the Columbia Public Library on September 15, 2009, as part of the city-wide One Read program. Andrea Barrett’s novel about a community of tuberculosis patients, The Air We Breathe, was selected as the 2009 One Read book.

Healthy Environment Policy Initiative (HEPI)
Field Placement Coordinator Lynelle Phillips serves as a member of the Healthy Environment Policy Board of Columbia’s Robert Wood Johnson-funded Healthy Environment Policy Initiative (HEPI, Resource File 3.2.5). The goal of the project is to advocate for local policy changes that promote healthy behavior. During Summer 2009, an MPH student completed a field placement with the HEPI project as well.

Individual Faculty Service
MPH core and secondary faculty serve on a variety of commissions and boards including the Research Committee of the Allied Health Research Institute and MU President’s Health Care Initiative Task Force, 2007-2008 (Dr. Kristofer Hagglund), the MU Center for Family Policy and Research and the Columbia-Boone County Emergency Medical Corps (Dr. Kay Libbus), and the Regional AIDS Interfaith Network (Dr. Margie Sable). Dr. Julie Kapp serves as a Military Public Health Officer in the Air National Guard. In the coming year, Dr. Hagglund will serve as a consultant to the Missouri Senate Interim Committee on Health and Dr. Sable will begin serving on the Governing Council of the American Public Health Association. Her term lasts from 2009 until 2011.

3.3.c Identification of the measures by which the program may evaluate the success of its service efforts, along with data regarding the program’s performance against those measures for each of the last three years.

The MPH Program has institutionalized a system for tracking annual service by faculty on the Annual Faculty Form (Appendix 13), and will measure those activities against the program’s stated goal that “80% of core faculty members will be contributing to public health through service at the local, state, and/or regional level through volunteer work,
service on boards, translation of research into public health practice, and other service activities.”

**Table 3.2.c**

<table>
<thead>
<tr>
<th>Faculty Service Activities</th>
<th>Outcome Measure</th>
<th>Target</th>
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<tbody>
<tr>
<td></td>
<td>Ensure that faculty members are involved in relevant public health service</td>
<td>80% of core faculty members will be contributing to public health through service at the local, state, and/or regional level through volunteer work, service on boards, translation of research into public health practice, and other service activities.</td>
</tr>
<tr>
<td>2007-8</td>
<td>60%</td>
<td>2008-9</td>
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<tr>
<td></td>
<td>2009-10</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td>2010-11</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**3.2.d A description of student involvement in service.**

All MPH students are required to complete an internship within a public health agency on the local, state, federal, or international level. Each internship allows the student an opportunity to exercise practical skills and contribute meaningfully to the work of the agency. Additionally, students are encouraged to engage in voluntary community service either as individuals or in groups. Individual student community service activities are tracked in the Annual Student Survey (Appendix 11). Students responding to the survey in Spring 2009 indicated that they had been involved with the Relay for Life, the Missouri Food Bank, the Hospital Hill Run, and Walking the Walk in conjunction with Rape Awareness Week at MU, among other activities.

The Annual Student Survey administered to students at the end of each academic year specifically asks students to identify their service activities and evaluate opportunities for service within the MPH Program. Results from the 2008-2009 academic year are presented in the following chart.
Outstanding Graduating Student Awards
At the close of each academic year, the MPH Program acknowledges an outstanding graduate in each Emphasis Area, as well as one student from the program as a whole, who has demonstrated overall excellence. Winning students are chosen from faculty nominations and criteria include academic success, professionalism, and service. Each Emphasis Area winner is given a gift certificate to the campus bookstore. The student chosen for overall excellence is awarded one year's professional membership in the American Public Health Association.

Mizzou Public Health
Associate Director Lise Saffran serves as Faculty Advisor to the student-led Mizzou Public Health club. Mizzou Public Health (Resource File 3.2.3) includes both graduate and undergraduate students interested in promoting awareness of public health issues on campus. During the 2008-2009 academic year, Mizzou Public Health organized or collaborated with other student groups on the following activities:

Flu Vaccination Awareness Campaign
Representatives from Mizzou Public Health met with staff at the University of Missouri Student Health Center about their highest health education priorities. As a result of the meeting, Mizzou Public Health initiated an outreach and education campaign in student dormitories promoting vaccination against the seasonal flu.

Health and Wellness Gathering and Information Fair
On March 5, 2009, Mizzou Public Health students staffed a table at a women's health fair sponsored by the Chancellor's Diversity Initiative at MU. At the event, they shared information about women's health issues and the MPH Program.

Public Health Week Activities
Mizzou Public Health worked with a variety of campus and community organizations, including RAIN (the Regional AIDS Interfaith Network), Sustain Mizzou, and SHAPE (Sexual Health Advocate Peer Education), to host a series of events for National Public Health Week in April 2009 (Resource File 3.2.4).

3.2.e Assessment of the extent to which this criterion is met.
This criterion is met.

Strengths: MPH faculty members have a long history of community service and engagement within the profession. Over the years they have built strong practice and research links to state and local agencies. The student body is enthusiastic about service and the program has worked to foster a culture in which public health service is regarded as an integral part of developing as a professional.

Challenges: New and untenured faculty may struggle to balance service with the demands of research and teaching.
**Plans:** The Faculty Subcommittees have proven to be good forums for discussion of a number of issues between experienced and new public health faculty members, including service projects and current research. The MPH Program will continue to staff these committees with faculty balanced for experience, Emphasis Area, and research interest. Faculty service expectations will be identified as a specific agenda item for at least one Executive Faculty Committee meeting in Spring 2010. At the close of each academic year, faculty members will be required to report on service activities on the Annual Faculty Form. Administrative Staff will analyze faculty progress toward targets and that information will be reported at both the Executive Faculty Committee’s annual strategic planning retreat and the Annual Stakeholder’s Meeting each fall. Service will continue to be incorporated as a component of the annual faculty evaluation the Program Director conducts with those faculty who have a joint or sole appointment in the MPH Program.
3.4 Workforce Development
The program shall engage in activities that support the professional development of the public health workforce.

3.4.a A description of the program’s continuing education activities, including policies, needs assessment, procedures, practices, and evaluation that support continuing education and workforce development strategies.

Formal continuing education has not been a focus of the initial three years of program development. Faculty, staff, and students participate in the Center for Health Policy’s annual Health Policy Summit (Resource File 3.2.1) as attendees, advisors, and research assistants. In October 2008, the summit offered Continued Medical Education credits to 67 people who took part in the event. A wide variety of health professionals were represented at the summit, including, but not limited to, nurses, social workers, nutritionists, psychologists, representatives from health departments from around the state of Missouri, and representatives from private health care concerns and the pharmaceutical industry.

3.3.b Description of certificate programs or other non-degree offerings of the program, including enrollment data for each of the last three years.

Graduate Certificate in Public Health
The dearth of graduate-trained public health professionals throughout the state was a major argument in favor of creating the MU MPH Program. Program administrators recognized early on that public health professionals outside the city limits of Columbia might hesitate to enroll in a two-year, 45-credit-hour program on campus, and that offering the MPH as the only option would create obstacles to training the public health workforce in an effective and accessible way. Consequently, MU initiated a Graduate Certificate in Public Health (formerly the Dean’s Certificate, Resource File 3.3.1) concurrent with the initiation of the MPH Program. The Graduate Certificate is aimed squarely at working and nontraditional students. Program features that make the Graduate Certificate particularly accessible to nontraditional and working students include the following:

Emphasis on Evening and/or Online Courses
Core courses scheduled by the MPH Program, including Principles of Public Health (P_HLTH 7150, Resource File 2.1.1), Human Health and the Environment (P_HLTH 8150, Resource File 2.1.9), and Social and Behavioral Sciences in Public Health (P_HLTH 8920, Resource File 2.1.16), are all offered once a week in the late afternoon or evening. In Summer 2009, the MPH Program announced that it is possible to complete the Graduate Certificate in Public Health entirely online (Resource File 3.3.2).

Application System that Allows Students to Demonstrate Ability
Applicants to the Graduate Certificate in Public Health program are not required to take the GRE or submit essays and reference letters. However, students must achieve
a 3.0 grade point average overall to earn the Graduate Certificate. In order to be recommended for direct admission into the MPH Program after completion of the Graduate Certificate, applicants must earn at least a B in each of the four courses they take toward the Graduate Certificate. Course credits earned for the Graduate Certificate are credited toward the MPH degree.

Courses
The Graduate Certificate in Public Health includes four courses selected from the following:

- Principles of Public Health (P_HLTH 7150, Resource File 2.1.1)
  AND
- Statistical Methods in the Health Sciences (STAT 7020, Resource File 2.1.2) OR Biostatistics I (STAT 7410, Resource File 2.1.4)
  AND
- Principles of Epidemiology (F_C_MD 8420, Resource File 2.1.7) OR Epidemiology for Public Health Practice (NURSE 8100) OR Human Health and the Environment (P_HLTH 8150, Resource File 2.1.9) OR Social and Behavioral Sciences in Public Health (P_HLTH 8920, Resource File 2.1.16)
  AND
- One course selected from the list of Elective Courses (Appendix 6).

The Administrative Staff is working with county health department heads, as well as the Missouri Department of Health and Senior Services, to attach real-world value to the earning of a Graduate Certificate in Public Health, particularly in the areas of promotion and salary. The Columbia/Boone County Department of Public Health and Human Services, under the supervision of Director Stephanie Browning, recently incorporated the goal of recruiting staff with degrees or certificates from the MPH Program into their strategic plan (Resource File 3.3.3).

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<thead>
<tr>
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<th>SS07</th>
<th>FS07</th>
<th>SP08</th>
<th>SS08</th>
<th>FS08</th>
<th>SP09</th>
<th>SS09</th>
<th>FS09</th>
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<tr>
<td>Number of Students Enrolled in the Graduate Certificate Program by Semester</td>
<td>3</td>
<td>16</td>
<td>9</td>
<td>6</td>
<td>23</td>
<td>22</td>
<td>21</td>
<td>55</td>
<td>52</td>
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</table>

In evaluating student recruitment, the MPH Program has adopted two measures specifically addressing workforce. The first measure is that “by the year 2013, 15% of each entering class (including both MPH and Graduate Certificate students) will reside in underserved areas of the state of Missouri.” The second is that “by the year 2013, 50% of each entering class (including both MPH and Graduate Certificate students) will have had some professional experience in public health or will be currently employed in public health professions.” Progress toward these goals is included in the Master of Public Health Program Annual Report (Appendix 1) and are presented here under Criterion 4.5.d.

Using data from the Missouri Department of Health and Senior Services 2007 Local
Public Health Agency Infrastructure Survey Report, the MPH Program is also assessing the needs of the public health workforce in specific counties within a two-hour radius of Columbia. These counties will be the focus of targeted outreach efforts, specifically focused on the Graduate Certificate in Public Health (Appendix 16).

3.3.c A list of the continuing education programs offered by the program, including number of students served, for each of the last three years. Those that are offered in a distance learning format should be identified.

Not applicable.

3.3.d A list of other educational institutions or public health practice organizations, if any, with which the program collaborates to offer continuing education.

Not applicable.

3.3.e Assessment of the extent to which this criterion is met.

This criterion is partially met.

Strengths: The MPH Program has adopted a practical and focused strategy for making graduate education accessible to nontraditional students and employed health professionals. Program administrators are conscious of the need to work with employers to ensure that earning an MPH or Graduate Certificate is associated with opportunities for advancement on the job.

Challenges: The MPH Program has not yet sponsored any formal continuing education programs independently.

Plans: As of Spring 2010, the Associate Director has joined the Health Policy Summit planning committee. This will augment the involvement of MPH students and the Program Director, who is the former Co-Director of the Center for Health Policy. Through her involvement, the Associate Director will explore additional options for making the summit relevant to the needs of the public health workforce in Missouri.
4.1 Faculty, Staff and Students

4.2 Faculty Qualifications
The program shall have a clearly defined faculty which, by virtue of its
distribution, multidisciplinary nature, educational preparation, research and
teaching competence, and practice experience, is able to fully support the
program’s mission, goals and objectives.

4.2.a A table showing primary faculty who support the degree programs offered
by the program. It should present data effective at the beginning of the academic
year in which the self-study is submitted to CEPH and should be updated at the
beginning of the site visit. This information must be presented in table format
and include at least the following: a) name, b) title/academic rank, c) FTE or %
time, d) tenure status or classification*, e) gender, f) race, g) graduate degrees
earned, h) discipline in which degrees were earned, i) institutions from which
degrees were earned, j) current teaching areas, k) current research interests, and
l) current and past public health practice activities. *Note: classification refers to
alternative appointment categories that may be used at the institution. See CEPH
Data Template F.

Original Master of Public Health Faculty
MPH faculty members who were part of the original team and who still shape the
program through their service on the Executive Faculty Committee and as core or
secondary faculty include the following:

Dr. Kristofer Hagglund
Dr. Kristofer Hagglund is the MPH Program Director and the Associate Dean in the
School of Health Professions. He holds a PhD in Clinical (Medical) Psychology from
the University of Alabama at Birmingham. He was a 2000-2001 Robert Wood Johnson
Health Policy Fellow; as such, he worked on legislation addressing patients’ rights,
community health centers, the National Health Service Corps, and mental health parity
while in the office of Senator Tom Harkin (D-IA). Dr. Hagglund served as Co-Director
of the Center for Health Policy until Spring 2009, when he assumed the permanent
directorship of the MPH Program. At the Center for Health Policy, Dr. Hagglund
worked with the Missouri Department of Social Services, Division of Medical Services
on a research grant to improve quality and control cost in Missouri’s Medicaid program.
Another grant, supported by the Missouri Foundation for Health (2006-2008), focused
on equity and disparities in Missouri health care. His recent publications address health
care reform, personal assistant services, and health workforce. Dr. Hagglund teaches the
core MPH course Health Care in the U.S. (HTH_PR 7300, Resource File 2.1.11) and
serves on the Executive Faculty Committee (as Chair) and the Admissions Committee.
Dr. Hagglund’s full Curriculum Vitae can be found under Resource File 4.1.5.

Dr. Kay Libbus
Dr. Kay Libbus holds a DrPH from the University of Texas in Houston School of
Public Health and an MSPH from the University of Missouri-Columbia. She has
published widely in women’s health, access to care, and health perceptions of minority women. Dr. Libbus collaborates with Dr. Margie Sable on grant-funded research on pregnancy intention among HIV-positive South African women. Other recently funded research projects and publications relate to tuberculosis and hepatitis control and improving the quality of public health nursing. Dr. Libbus is the Director for the Health Promotion and Policy Emphasis Area and serves on the Executive Faculty Committee, the Admissions Committee, and the Curriculum Committee. In addition, she taught a section of the core MPH course Principles of Public Health (P_HLTH 7150, Resource File 2.1.1) in Summer 2009 and she regularly teaches a core Health Promotion and Policy course, Community-Based Public Health Interventions (NURSE 8120, Resource File 2.1.12). Dr. Libbus’ full Curriculum Vitae can be found under Resource File 4.1.8.

Dr. Margie Sable
Dr. Margie Sable holds a DrPH and MPH from the University of North Carolina in Chapel Hill School of Public Health and an MSW from Washington University in St. Louis. Dr. Sable’s primary research program focuses on women’s health, in both Missouri and abroad. In addition to pursuing the previously mentioned projects with Dr. Libbus, Dr. Sable has recently published articles on immigrant health, prevention of mother-to-child transmission of HIV in South Africa, and barriers to sexual assault reporting. Dr. Sable serves on the Executive Faculty Committee and the Internship and Capstone Committee. Dr. Sable’s full Curriculum Vitae can be found under Resource File 4.1.15.

Dr. Julie Kapp
Dr. Julie Kapp holds a PhD and MPH in Epidemiology from the Saint Louis University School of Public Health. Dr. Kapp’s research focus is primarily in cancer epidemiology. Recently funded projects include a grant investigating mammography utilization among women under 40. She is also interested in integrated genetic and epigenetic biomarkers for molecular epidemiology. Dr. Kapp teaches the core MPH course Principles of Epidemiology (F_C_MD 8420, Resource File 2.1.7) and she serves as a Faculty Advisor. In the 2008-2009 academic year, she was recognized as the MPH Program Instructor of the Year. Dr. Kapp’s full Curriculum Vitae can be found under Resource File 4.1.3.

Dr. Paul Speckman
Dr. Paul Speckman holds a PhD in Statistics from the University of California-Los Angeles and is an Elected Fellow of both the Institute of Mathematical Sciences and the American Statistical Association. Dr. Speckman serves on the Executive Faculty Committee and the Curriculum Committee. He teaches the required biostatistics course Statistical Methods in the Health Sciences (STAT 7020, Resource File 2.1.2) and was honored as MPH Program Instructor of the Year in academic year 2007-2008. Dr. Speckman’s full Curriculum Vitae can be found under Resource File 4.1.22.

Dr. Jeffrey Tyler
Dr. Jeffrey Tyler served as the Director for the Veterinary Public Health Emphasis Area until his death in May 2009. He also served on the Executive Faculty Committee, the Admissions Committee, and the Internship and Capstone Committee. Dr. Tyler’s full
Curriculum Vitae can be found under Resource File 4.1.28.

Dr. Loren Schultz
Dr. Loren Schultz holds a DVM and an MS in Clinical Sciences from Kansas State University. He has replaced Dr. Jeffrey Tyler as the Director for the Veterinary Public Health Emphasis Area and he serves on the Executive Faculty Committee and the Internship and Capstone Committee. Dr. Schultz’s recent research on feline carriers of Mycobacterium avium subsp. paratuberculosis (MAP) has potential implications for TB and HIV control. In addition, he teaches the core Veterinary Public Health courses Veterinary Epidemiology (V_PBIO 8455, Resource File 2.1.8) and Veterinary Public Health Capstone (P_HLTH 8971, Resource File 2.1.19). Dr. Schultz’s full Curriculum Vitae can be found under Resource File 4.1.26.

New Master of Public Health Faculty
As the MPH Program expands, public health research activity has remained one of the core criteria for evaluating potential new faculty members. Faculty members who have joined the MPH Program in 2008-2009 or 2009-2010 include the following:

Dr. Brenda Beerntsen
Dr. Brenda Beerntsen holds a PhD in Veterinary Science/Entomology from the University of Wisconsin, Madison. She teaches veterinary parasitology within the MPH Program and her research into cryptosporidium formed the basis for the capstone project of MPH graduate Clemence Chako, who worked under her mentorship. Dr. Beerntsen has also done research involving malaria and plague. Dr. Beerntsen’s full Curriculum Vitae can be found under Resource File 4.1.23.

Dr. Deborah Hume
Dr. Deb Hume holds a PhD and an MA in Social Psychology from the University of Missouri-Columbia. Her grant, “Identification, Intervention, and Service Provision for Victims of Human Trafficking in Central Missouri,” was funded to begin in April 2009 by the Department of Health and Human Services (Resource File 3.1.1); the MPH Program is the grant’s home department. Dr. Hume serves on the Executive Faculty Committee and the Curriculum Committee and is a Faculty Advisor. In addition, she teaches the core MPH courses Research Methods in Public Health (P_HLTH 7952, Resource File 2.1.5) and Social and Behavioral Sciences in Public Health (P_HLTH 8920, Resource File 2.1.16). In Fall 2009, she also taught a seminar course, Topics in Public Health: Immigrant Health (P_HLTH 8001, Resource File 2.1.21), which made findings associated with her Department of Health and Human Services grant available to students. Dr. Hume’s full Curriculum Vitae can be found under Resource File 4.1.11.

Dr. Vickie Osborne
Dr. Vickie Osborne holds a PhD in Social Work and an MSW from the Washington University George Warren Brown School of Social Work in St. Louis. She joined the MPH Program at 25% FTE in Fall 2008. Her research interests include the prevention of alcohol addiction among women. She serves on the Executive Faculty Committee and the Internship and Capstone Committee and is a Faculty Advisor. She also teaches
the core MPH courses Evaluative Research in Social Work (SOC_WK 8953, Resource File 2.1.15) and Public Health Capstone (P_HLTH 8970, Resource File 2.1.18). Dr. Osborne’s full Curriculum Vitae can be found under Resource File 4.1.14.

Dr. Patrick Pithua
Dr. Patrick Pithua joined the MPH Program as core faculty in Fall 2009 with an FTE appointment of 40%. He will teach advanced epidemiology and a required (for the Veterinary Public Health Emphasis Area) course in zoonotic disease beginning in Fall 2010. Dr. Pithua’s full Curriculum Vitae can be found under Resource File 4.1.24.

Dr. ManSoo Yu
Dr. ManSoo Yu holds a PhD in Social Work and an MSW from the Washington University George Warren Brown School of Social Work in St. Louis. He joined the MPH Program at 25% FTE in Fall 2008. Dr. Yu serves on the Executive Faculty Committee and the Curriculum Committee and he mentors students as a Faculty Advisor. Dr. Yu’s research interests focus on epidemiology, etiology, and prevention of health-risk behaviors. Recent publications have addressed child food security in vulnerable households and depression and gender as risk factors for smoking behavior in adolescents. Dr. Yu teaches the core MPH courses Principles of Epidemiology (F_C_MD 8420, Resource File 2.1.7) and Research Methods in Social Work (SOC_WK 7952, to be replaced after Fall 2009 by P_HLTH 7952, Resource File 2.1.5). In Fall 2008, he taught an MPH seminar, Equity and Disparities in Health (P_HLTH 8250, Resource File 2.1.20). In the 2008-2009 academic year, he was the recipient of the outstanding faculty award for teaching in the School of Social Work. Dr. Yu’s full Curriculum Vitae can be found under Resource File 4.1.16.
| Dept/ Specialty Area* | Name                     | Title/Academic Rank    | Tenure Status or Classification | FTE or % time | Gender | Race or Ethnicity | Graduate Degrees Earned | Institution                                    | Discipline                                      | Teaching Area                        | Research Interest                                      | Current/Past Public Health Activities                                                                 |
|----------------------|--------------------------|------------------------|---------------------------------|----------------|--------|------------------|------------------------|----------------------------------------------|----------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Health Promotion and Policy | Haggard, Kristofer   | Associate Dean         | Tenure                           | 0.65           | Male   | Caucasian         | PhD, MA                | University of Alabama-Birmingham (PhD, MA) | Clinical Psychology                         | Health Professions, health care equality   | Health policy                                     | Consultant, Residential Safety Products Task Force, MU Residential Life                                      |
| Health Promotion and Policy | Hume, Deb            | Assistant Teaching Professor | Non-Tenure Track                | 1.00           | Female | Caucasian         | PhD, MA                | University of Missouri-Columbia (PhD, MA) | Social Psychology                          | Public Health, Psychology                     | Health consequences of violence/exploitation, violence against women, social determinants of health, health disparities | Co-Chair - Central Missouri Stop Human Trafficking Coalition, Director - Voice Advocates and Women's Resource Center, Member-Sexual Violence Primary Prevention Planning Committee |
| Health Promotion and Policy | Kapp, Julie           | Assistant Professor    | Tenure Track                     | 0.95           | Female | Caucasian         | PhD, MPH               | Saint Louis University School of Public Health (PhD, MPH) | Family and Community Medicine               | Epidemiology                             | Breast cancerscreening, epigenetics                                | Military/Public Health Officer in the Air National Guard                                                   |
| Health Promotion and Policy | Libbus, Kay          | Professor              | Tenure                           | 0.90           | Female | Caucasian         | PhD, MSW               | Texas A&M University of Health Professions (PhD) | Nursing                             | Public Health                               | Public health, women's health, infectious and communicable diseases                                      | Public Health Nursing clinical practice, Home Health, student intern (grad/undergrad) supervision, Board of Health, public health didactic teaching |
| Health Promotion and Policy | Osborne, Vickie      | Assistant Professor    | Tenure Track                     | 0.90           | Female | Caucasian         | PhD, MSW               | Washington University (PhD, MSW)        | Social Work                               | Addictions, Women's Health                       | Substance abuse disorders in women, co-morbidity of substance abuse and mental illness                  |                                                                                                           |
| Health Promotion and Policy | Phillips, Lynelle    | Instructor/Field Placement Coordinator | Non-Tenure Track                | 0.70           | Female | Caucasian         | MPH                    | Emory University (MPH) | Public Health               | Nursing, Public Health                         | Healthy Environment Policy Board of Columbia's Robert Wood Johnson-funded Healthy Environment Policy Initiative |
| Health Promotion and Policy | Yu, MariSoO          | Assistant Professor    | Tenure Track                     | 0.90           | Male   | Asian/Pacific Islander | PhD, MSW, MA | Washington University (PhD, MSW), Yonsei University (MA) | Social Work and Health Research, Epidemiology, Health Disparities | Epidemiology, etiology and prevention of health risk behaviors, health disparities vulnerable/underserved populations |                                                                                                           |
| Veterinary Public Health | Beemtsen, Brenda     | Associate Professor    | Tenure                           | 0.95           | Female | Caucasian         | PhD, MS                | University of Wisconsin-Madison (PhD, MS) | Veterinary Pathobiology                      | Animal Parasitology                          | Zoonosis and infectious diseases                  | NIH/NIAD, Infectious Diseases and Microbiology Fellowship study section                                      |
| Veterinary Public Health | Pithua, Patrick      | Assistant Professor    | Tenure Track                     | 0.83           | Male   | African American | PhD, MS                | University of Minnesota (PhD), University of London (MS) | Veterinary Med and Surgery, Public Health | Epidemiology                               | Epidemiology methods, epidemiology of zoonotic and Mycobacterial infections in humans and cattle |                                                                                                           |
| Veterinary Public Health | Schultz, Loren       | Assistant Clinical Professor | Non-Tenure Track                | 0.77           | Male   | Caucasian         | MS, DVM                | Kansas State University (MS, DVM) | Veterinary Medicine and Surgery | Veterinary Epidemiology                       | FELV/FIV cats and Mycobacterium avium subsp. paratuberculosis (MAP)                                    |                                                                                                           |
Table 4.1.a illustrates the contribution of each of the ten core faculty members in the MPH Program. The chart includes demographic, academic, and research characteristics of each faculty member. Core faculty members contribute substantially beyond teaching, including serving on the Executive Faculty Committee, serving on at least one Faculty Subcommittee and advising students. Faculty members are considered core if those responsibilities, combined with public health-focused research and service amount to 50% or more of their effort at MU. Administrative Staff solicited input from CEPH in determining an appropriate standard for categorizing faculty into core and secondary positions within the program.

4.2.b If the program uses other faculty in its teaching programs (adjunct, part-time, secondary appointments, etc.), summary data on their qualifications should be provided in table format and include at least a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to teaching program, e) gender, f) race, g) graduate degrees earned, h) disciplines in which degrees were earned, and i) contributions to the teaching program. See CEPH Data Template G.
<table>
<thead>
<tr>
<th>Dept/ Speciality Area*</th>
<th>Name</th>
<th>Title/ Academic Rank</th>
<th>Title &amp; Current Employer</th>
<th>FTE or % time</th>
<th>Gender</th>
<th>Race or Ethnicity</th>
<th>Highest Degree Earned</th>
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</table>
Table 4.1.b illustrates the contribution of faculty in the secondary category. This list includes tenured or tenure-track faculty in collaborating departments and adjunct faculty who teach one or more core courses. Time committed to the MPH Program includes teaching, research, and service on Faculty Subcommittees but does not equal or exceed 50% of their total time at MU.

Dr. Jane McElroy attains full-time MPH Program status through a combination of research and teaching. However, the MPH Program only assigns “core faculty” status to public health faculty who also participate in the governance and administration of the program through membership in the Executive Faculty Committee and its subcommittees and who serve as Faculty Advisors to MPH students. Dr. McElroy may shift to core faculty status in the coming years, other responsibilities permitting.

**Faculty Appointments**
The MPH Program provides courtesy appointments to faculty members from University of Missouri departments who teach or conduct research for the MPH Program. Courtesy appointments are intended to provide a formal recognition of faculty members’ contributions to the program. These appointments are considered “no time” positions in that the MPH Program is not obligated to provide funding for any of the salary or benefits of the faculty members. The program does not participate in annual evaluations or promotion and tenure considerations for these faculty members. In some situations, the MPH Program contracts with the courtesy appointment faculty members’ home departments for instructional services through formal Memoranda of Understanding.

For example, the MPH Program has given courtesy appointments to Drs. Jane McElroy and Julie Kapp of the Department of Family and Community Medicine. The program makes an annual payment to Family and Community Medicine in exchange for Drs. McElroy and Kapp’s teaching of the required epidemiology course.

In contrast, a joint appointment is a formal sharing of a faculty member between the MPH Program and another MU department that provides the academic home. Joint appointments specify the percentage of FTE to be dedicated to the MPH Program and to the home department. The two units share in total costs of the salary, benefits, and associated expenses in proportion to the designated FTE. Typically, the split in FTE, the responsibilities associated with the FTE, and the funding obligations are described fully in the letter of offer to the faculty member.

For example, Dr. Vickie Osborne has a joint appointment that is shared by the MPH
Program (0.25 FTE) and the School of Social Work (0.75 FTE). As part of her 0.25 FTE appointment with the MPH Program, Dr. Osborne teaches two courses and provides limited student advising. For faculty members with joint appointments, the MPH Program participates in annual evaluations and faculty and tenure decisions.

**Tenured or Tenure Track**
There are currently 21 tenured or tenure-track faculty members (including both core and secondary faculty) within the MPH Program. These positions are governed by the tenure and promotion rules outlined through the Office of the Provost. Eighteen of these faculty members are housed and tenured within collaborating departments, with a formal courtesy appointment with the MPH Program (Resource File 4.1.30). Three faculty members have tenure homes in collaborating departments, with formal joint appointments with the MPH Program.

**Non-Tenure-Track**
Non-tenure-track faculty members are hired by the university with an individual focus on teaching, research, or clinical activities. They may have administrative responsibilities as well. The MPH Program currently has two core faculty members in this category. Lynelle Phillips (Resource File 4.1.12) and Dr. Deb Hume (Resource File 4.1.11) teach core courses in the MPH curriculum, serve on the Executive Faculty Committee and at least one Faculty Subcommittee, and advise students. Ms. Phillips has additional duties as the program’s Field Placement Coordinator.

**Adjunct**
Adjunct faculty members are hired on a course-by-course basis and may include individuals from the public health practice community. The MPH Program currently has two adjunct faculty members counted among secondary faculty. Dr. Sharmini Rogers (Resource File 4.1.29), Chief of the Bureau of Genetics and Healthy Childhood at the Missouri Department of Health and Senior Services, taught the Public Health Capstone (P_HLTH 8970, Resource File 2.1.18) in Fall 2009. Dana Hughes, MPH regularly teaches additional sections of core MPH courses, including Principles of Public Health and Social and Behavioral Sciences in Public Health.

**Faculty Background**
The MPH faculty brings a variety of academic and practical experiences to their work in the program. They represent disciplines that include, but are not limited to, health psychology, social psychology, nursing, social work, statistics, epidemiology, maternal and child health, environmental health, health policy, health education, veterinary medicine, and family medicine. One core and one secondary MPH faculty member holds a DrPH. All tenure-track and non-tenure-track faculty teaching in the MPH Program have been formally awarded Graduate Faculty status by the Graduate Faculty Senate at the University of Missouri.

4.2.c **Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment**
Core and secondary faculty members regularly bring their own research and practical experiences into the classroom through assignments and lectures. Both the local Columbia/Boone County Department of Public Health and Human Services and the Missouri Department of Health and Senior Services serve as key resources for integrating the practice perspective into the classroom. Representatives from both agencies and from the Missouri Association of Local Public Health Agencies visit MPH courses regularly as guest lecturers. For example, state epidemiologist Sarah Patrick’s regular guest lectures in both Principles of Public Health and Principles of Epidemiology were supplemented in Spring 2009 with special sessions on the H1N1 epidemic.

The research contribution of each core faculty member is assessed yearly using the Annual Faculty Form (Appendix 13). The program goal related to external funding of faculty research is that 75% of core faculty members will have external funding each year. With regard to publication and dissemination of their research, the program goal is that 90% of core faculty members will have at least one peer-reviewed publication each year and that 50% of core faculty members will either involve MPH graduate students in generating research or will involve their research directly in coursework. For more detailed information, please see Table 3.1.c.

Appointment tracks for these faculty members have previously been described under Criterion 4.1.b.

4.2.d Identification of outcome measures by which the program may judge the qualifications of its faculty complement, along with data regarding the performance of the program against those measures for each of the last three years.

The targets against which the MPH Program measures core faculty are the following:

**Number of Core Faculty per Emphasis Area**

There are currently seven core faculty members for the Health Promotion and Policy Emphasis Area and three core faculty members for the Veterinary Public Health Emphasis Area.

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<td>2</td>
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</table>

*Note: Faculty shown on this table in the Health Promotion and Policy category were split, in 2007-2008 and 2008-2009, into two groups; the Health Promotion and Disease Prevention and Public Health Policy and Administration Emphasis Areas. See Appendix 14 for a more detailed breakdown.
The MPH Program plans to add to the total number of core faculty by recruiting new tenure-track faculty to MU, most likely in partnership with one of the program’s collaborating departments, and/or by expanding the number of current MU faculty who assume core responsibilities within the program. All faculty members teaching in the MPH Program are Graduate Faculty approved by the Graduate Faculty Senate and the Graduate School. Faculty members are doctorally or MPH-trained with an appropriate amount of professional public health experience; the program plans to adhere to that standard in recruiting new faculty.

**Teaching, Research, and Service**

The MPH Program assesses teaching qualifications through both formal and informal means. Graduate students are encouraged to meet with the Administrative Staff and faculty and provide feedback on teaching throughout the semester and program. Formal evaluations constitute a regular part of each faculty member’s evaluation process. Student feedback is also solicited through the Annual Student Survey (Appendix 11) at the end of each academic year.

The research contribution of each core faculty member is assessed yearly using the Annual Faculty Form (Appendix 13) and measured according to the levels of outside funding for research and number of peer-reviewed publications. For more detailed information, please see Table 3.1.d.

Faculty involvement in public health-oriented community service is an integral part of the MPH Program. It will continue to be an expectation of current and new faculty. In Spring 2009, the MPH Program initiated a tracking system to record the service activities of each faculty member. The program goal is that “80% of core faculty members will be contributing to public health through service at the local, state, and/or regional level through volunteer work, service on boards, translation of research into public health practice, and other service activities,” and, at the time of this writing, the faculty service goal has been met. Full details on the service activities of core faculty members can be found in the faculty CVs contained in Resource File 4.1 and are discussed more fully under Criterion 3.2.c.

In considering the hiring, reappointment, and promotion of faculty, the MPH Program adheres to the standards and criteria established by the Graduate School and MU as a whole. MU has standard criteria which emphasize scholarship, service (both to the university and the community), research, publication, and teaching. These procedures are detailed more fully under Criterion 4.2.

**4.2.e Assessment of the extent to which this criterion is met.**

This criterion is met.

**Strengths:** The MPH Program has a team of faculty members who have solid teaching, research, and service careers. New faculty members recruited to the program have been held to a high standard in all of the above measures. Through collaborative efforts with
complementary departments, the MPH faculty represents a wide range of public health research and topic areas.

**Challenges:** The MPH Program has implemented a number of steps designed to strengthen the administrative, teaching, research, and service links of non-MPH Program-based faculty to the MPH Program. These steps include, but are not limited to, MPH Program involvement in hiring, reappointment, and promotion of tenure-track faculty, courtesy appointments, formal Memoranda of Understanding (Appendix 3) between departments, and promotion of interdisciplinary research projects. These activities will continue to be high priorities for the program.

**Plans:** The Program Director is working with the Office of the Provost, the Graduate School, and the College of Veterinary Medicine to lay the groundwork for a faculty search for an additional Veterinary Public Health faculty member in 2010-2011. The popularity of the Graduate Certificate in Public Health has also allowed the MPH Program to hire qualified adjunct faculty to teach additional sections of some core classes, including Principles of Public Health and Social and Behavioral Sciences in Public Health. The long-term goal of the program (2012 or 2013) is to hire at least one additional core faculty member with social science expertise to keep use of adjuncts to a minimum.
4.3 Faculty Policies and Procedures
The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

4.3.a A faculty handbook or other written document that outlines faculty rules and regulations.

The MU MPH Program and its collaborating departments and units adhere to the collected rules and regulations promulgated by the Office of the Provost at the University of Missouri. These procedures are outlined in detail in the MU Faculty Handbook (http://facultycouncil.missouri.edu/handbook/index.html, Resource File 4.2.1) and on the website of the Office of the Provost (http://provost.missouri.edu/). They govern recruitment, hiring, promotion, tenure, probationary periods for faculty, and workload policy.

4.3.b Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

Both tenure-track and non-tenure-track faculty members have access to a wide variety of development resources:

The Big 12 Faculty Fellowship Program offers faculty the opportunity to travel to member institutions to exchange ideas and research. This program is available to tenure-track faculty and to non-tenure-track faculty who have held appointments for six years or longer.

Faculty Development Awards of up to $3,500 are awarded twice annually to tenure-track or non-tenure-track faculty for a wide range of activities including certification in one’s area, learning new software, improving teaching, new course development, and specific research projects.

Mizzou Alumni Association Faculty Incentive Grants provide start-up funds for the initiation of research or professional-development projects. All tenure-track faculty members may apply, but preference is awarded to junior faculty.

The Wakonse Conference on College Teaching aims to bring good teachers together to learn from one another in a supportive environment where they can rekindle the spirit for teaching. Non-tenure-track and tenure-track faculty may participate. Dr. Kay Libbus has been a principal staff person with the Wakonse Conference for 18 years and MPH Program Field Placement Coordinator Lynelle Phillips was a Wakonse Fellow in Spring 2009.

The Faculty Grant Writing Institute, sponsored by MU’s Office of Research, assists faculty in developing high-quality extramural grant proposals in order to yield more
grant awards. Junior MPH faculty member Dr. Vickie Osborne attended the institute in Summer 2009.

4.3.c Description of formal procedures for evaluating faculty competence and performance.

University of Missouri
The university-wide procedures that govern faculty hiring, reappointment, promotion, and tenure are available online to all faculty members (http://www.umsystem.edu/ums/departments/gc/rules/personnel/320/035.shtml, Resource File 1.3.3). They include annual reviews for all faculty members regardless of the nature of their appointments. Those reviews are accompanied by an individual appointment with the chair. The chair includes information relevant to teaching, research, and service in a summary document that is included in each faculty member’s file.

With regard to faculty with joint appointments with the MPH Program, the Program Director is formally included on the committee of tenured faculty with regular appointments that evaluates candidates for promotion and tenure. In addition, the committee, under guidance of the chair, must solicit letters of evaluation from impartial, qualified individuals outside the institution to be included in the file. Recommendations on tenure are forwarded to the campus Promotion and Tenure Committee. Upon receipt of the recommendations from the Promotion and Tenure Committee or the department chairs, the dean, or (in units with no dean) the provost or vice chancellor for academic affairs, reviews the recommendations. Finally, the chancellor is assisted in the review of recommendations for promotion and tenure by a campus-wide Promotion and Tenure Advisory Committee.

The candidate for tenure or promotion has the right to a hearing for reconsideration by the appropriate administrative office or committee making a negative decision at the department or college level. The candidate also has the right to appeal a negative recommendation at the department level to the campus Promotion and Tenure Committee and the dean.

Master of Public Health Program
The Program Director shares annual faculty evaluation responsibilities with the chairpersons of all faculty members who hold joint appointments. For faculty members with joint appointments between the School of Social Work and the MPH Program, the directors share in the duties of the annual evaluations. The responsibilities include reviewing faculty members’ self-evaluations and related materials, meeting with the chair/director and the faculty members, providing recommendations for improvement, and contributing to the written evaluation. In addition, the MPH Program Director collaborates with the chair/director of collaborating units to negotiate merit raises for jointly appointed faculty members.

For tenure-track faculty members with joint appointments, the Program Director will participate in the promotion and tenure process at the level of the chair. That is,
after the academic home departmental committee evaluates the candidate and makes its recommendation, the department chair and the Program Director will submit independent evaluation letters to be included in the dossier.

For faculty with tenure homes in collaborating departments who do not have formal joint appointments with the MPH Program, the Program Director refers to the chairs of their home departments regarding tenure and promotion. However, even for those faculty members, the Program Director reviews contributions to the field of public health and to the MPH Program. Decisions about the extension of courtesy appointments are made on the basis of that information. In Spring and Summer 2009, this material was collected through individual meetings between the Program Director and all core faculty members. Beginning in Spring 2010, core and secondary faculty in the MPH Program, regardless of appointment, will submit this information annually through the use of the online Annual Faculty Form (Appendix 13).

4.3.d Description of the processes used for student course evaluation and evaluation of teaching effectiveness.

MU has standardized student evaluation forms that are tailored to the size and level (undergraduate or graduate) of the course. Students are asked to complete questions that address several criteria according to a numerical rating system and are also asked open-ended questions. These course evaluations are collected by a student and are not reviewed by the instructor until after grades for the course have been submitted.

To assess teaching qualifications and success, the Program Director and Associate Director review all evaluations of courses scheduled with the P_HLTH designation. These evaluations address course content and organization, as well as the quality of the instructor, and are completed anonymously by students. Courses that appear under the designations of the MPH Program’s collaborating units are evaluated in three ways:

1) The Annual Student Survey (Appendix 11) asks students to specifically rate teaching quality in each of the five core areas of public health knowledge.

2) The Program Director reviews the course evaluations for all core courses. Each faculty member’s home department chair/director will also review independently the course evaluations. When necessary, the Program Director will provide suggestions for instructional improvement to faculty members directly and/or in collaboration with the department chair/director. If a situation arises in which a faculty member does not provide satisfactory instruction and performance is not improved, the MPH Program Director takes steps to replace the faculty member in collaboration with the home department chair and/or the Interim Dean of the Graduate School.

Program Director Kristofer Hagglund’s course evaluations for Health Care in the U.S. (HTH_PR 7300, Resource File 2.1.11) are provided to the School of Health Professions Dean Richard Oliver (as the head of the sponsoring unit of
3) Instructors of courses wishing to be added to the list of approved Elective Courses (Appendix 6) are asked to incorporate questions specifically related to public health relevance on their formal course evaluations. Answers to these questions are forwarded to the MPH Program for review by the Curriculum Committee.

Finally, a student completing an internship is asked to evaluate the learning experience, the site placement, and the preceptor specifically. This process is described more fully under Criterion 2.4.a.

4.3.e Description of the emphasis given to community service activities in the promotion and tenure process.

Service to the university, community, and/or professional organizations is expected of faculty members. Service provision is one of the criteria for promotion (and tenure), although performance in teaching and research are the “primary criteria” upon which promotion and tenure decisions are made. The University of Missouri does not prescribe the amount of service expected and service contributions among faculty members vary by academic unit. The MPH Program encourages service to the program and to the community, especially public health programs and initiatives, etc. All faculty members affiliated with the MPH Program perform service and many of them have a strong and meaningful presence in the public health community.

The following paragraphs from the University of Missouri’s Collected Rules and Regulations describe service expectations for promotion and tenure:

“Outstanding intellectual qualities as reflected in teaching and scholarship are the primary criteria for recommendation for promotion and tenure. Additional criteria include professionally-oriented service contributions and service to a faculty member’s department, school, college, and the University. Because the faculty has a special role in the decisions of the University, service to the University and its numerous units is expected of every faculty member; but such service shall not substitute for teaching and scholarship in matters of promotion and tenure.”

“The Role of Service – Opportunities for service contributions abound and can take many forms. Service may occur within a discipline, through national, regional, and state organizations, or in the community at large; it may also occur in an administrative unit, such as the home department, school, or college, or on the campus. However, an uncritical list of such activities provides little support for the recommendations. A case should be made for the impact and quality of the individual’s contributions. There should be evidence that the individual’s efforts and judgment are held in high regard. Evidence of unusual service contributions, however, cannot by itself be sufficient grounds for a recommendation for promotion and/or tenure. It must be supported by significant additional evidence of contributions in teaching and research.”
4.3.f Assessment of the extent to which this criterion is met.

This criterion is met.

**Strengths:** All MPH core and secondary faculty have access to clearly defined information about the procedures that govern faculty recruitment, retention, promotion, and tenure. Expectations related to participation in the MPH Program are made clear upon recruitment of both tenure-track and non-tenure-track faculty to the program and are reinforced through an ongoing system of reporting and assessment. For faculty with joint appointments with the MPH Program, the Program Director has formal input into the evaluation, promotion, and tenure process.

**Challenges:** The MPH Program is working to enhance awareness of program expectations among faculty in complementary departments in order to allow for broader university participation in the program.

**Plans:** The MPH Program will continue to harness the resources of collaborating units (including the School of Health Professions) to support faculty research and service projects in the manner that support was provided for the human trafficking grant in 2009. New MPH faculty will be encouraged to apply to be Wakonse teaching fellows in order to enhance their ability to create an interactive classroom environment. (Core faculty member Kay Libbus is a principal supporter of the Wakonse program.) In addition, expanding the number of faculty members who are hired in cooperation with other units (as with the College of Veterinary Medicine and the School of Social Work) will strengthen the Program Director’s role in the evaluation and mentoring of core public health faculty.
4.4 Faculty and Staff Diversity
The program shall recruit, retain and promote a diverse faculty and staff, and shall offer equitable opportunities to qualified individuals regardless of age, gender, race, disability, sexual orientation, religion or national origin.

4.4.a Summary demographic data on the program’s faculty, showing at least gender and ethnicity; faculty numbers should be consistent with those shown in the table in 4.1.a. Data must be presented in table format. See CEPH Data Template H.

Table 4.3.a

<table>
<thead>
<tr>
<th>Summary Demographic Data for Current Core and Other Faculty</th>
<th>Core Faculty</th>
<th>Other Faculty</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td># % Male</td>
<td>4</td>
<td>40%</td>
<td>9</td>
</tr>
<tr>
<td># % African American Male</td>
<td>1</td>
<td>10%</td>
<td>1</td>
</tr>
<tr>
<td># % Caucasian Male</td>
<td>2</td>
<td>20%</td>
<td>6</td>
</tr>
<tr>
<td># % Hispanic/Latino Male</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td># % Asian/Pacific Islander Male</td>
<td>1</td>
<td>10%</td>
<td>3</td>
</tr>
<tr>
<td># % Native American/Alaska Native Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># % Unknown/Other Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># % International Male</td>
<td>6</td>
<td>60%</td>
<td>6</td>
</tr>
<tr>
<td># % African American Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># % Caucasian Female</td>
<td>6</td>
<td>60%</td>
<td>3</td>
</tr>
<tr>
<td># % Hispanic/Latino Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># % Asian/Pacific Islander Female</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td># % Native American/Alaska Native Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># % Unknown/Other Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># % International Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100%</td>
<td>15</td>
</tr>
</tbody>
</table>

NOTE: Schools and programs may also include other aspects to demonstrate diversity among faculty at their discretion.

Table 4.3.a details demographic data for the MPH Program’s core and secondary faculty. Among core MPH faculty, 60% are female and 20% are minority. Among secondary
MPH faculty, 40% are female and 40% are minority.

The service area of the MPH Program is the state of Missouri. Data from the 2000 Census identifies the Caucasian population of Missouri as 84.9%, the African American population as 11.2%, Native American or Alaska Native as 0.4%, and Asian as 1.1% (U.S. Census Bureau, 2000).

4.4.b Summary demographic data on the program’s staff, showing at least gender and ethnicity. Data must be presented in table format. See CEPH Data Template I.

Table 4.3.b

<table>
<thead>
<tr>
<th>Summary Demographic Data for Full-Time Staff*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Staff</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td># % Male</td>
</tr>
<tr>
<td># % African American Male</td>
</tr>
<tr>
<td># % Caucasian Male</td>
</tr>
<tr>
<td># % Hispanic/Latino Male</td>
</tr>
<tr>
<td># % Asian/Pacific Islander Male</td>
</tr>
<tr>
<td># % Native American/Alaska Native Male</td>
</tr>
<tr>
<td># % Unknown/Other Male</td>
</tr>
<tr>
<td># % International Male</td>
</tr>
<tr>
<td># % Female</td>
</tr>
<tr>
<td># % African American Female</td>
</tr>
<tr>
<td># % Caucasian Female</td>
</tr>
<tr>
<td># % Hispanic/Latino Female</td>
</tr>
<tr>
<td># % Asian/Pacific Islander Female</td>
</tr>
<tr>
<td># % Native American/Alaska Native Female</td>
</tr>
<tr>
<td># % Unknown/Other Female</td>
</tr>
<tr>
<td># % International Female</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

* Staff is defined as those individuals not defined as students or faculty

NOTE: Schools and programs may also include other aspects to demonstrate diversity among staff at their discretion.

Table 4.3.b presents demographic data for the MPH Program’s staff. Of the two full-time staff members reported on this table, one is Caucasian and one is Hispanic/Latino.
Both are female. An additional part-time staff member is a female Caucasian.

4.4.c Description of policies and procedures regarding the program’s commitment to providing equitable opportunities without regard to age, gender, race, disability, sexual orientation, religion or national origin.

The MPH Program complies with and supports the University of Missouri’s Statement of Nondiscrimination (http://www.missouri.edu/eeo-aa.php, Resource File 4.3.1) and its Commitment to Diversity (http://diversity.missouri.edu/about/, Resource File 4.3.2).

MU has several plans in place to recruit and retain qualified minority candidates to the faculty. One of the most significant of these plans is the commitment of the Chancellor’s Diversity Initiative to financially support the hiring of new minority faculty members. Veterinary Public Health core faculty member Dr. Patrick Pithua (Resource File 4.1.24) was hired jointly by the College of Veterinary Medicine and the MPH Program with salary support from the Chancellor’s Diversity Initiative. His appointment began in Fall 2009.

On the MU campus, the MU Equity Office works with faculty, staff, and students who believe they may have been subjected to unfair or inequitable treatment for any reason. That office seeks to address bias including, but not limited to, discrimination on the basis of considerations prohibited by law or official university policy.

Summer 2009 MPH graduate Malaika Gallimore served as a Graduate Research Assistant with another project of the Chancellor’s Diversity Initiative: You in Mizzou. The You In Mizzou program was implemented during the Fall of 2006 and is designed to provide an opportunity to learn about a variety of issues that pertain to Mizzou faculty, staff, and students in the area of diversity and equal opportunity.

The MPH Program recognizes the additional significance that cultural competence and diversity holds for the teaching and practice of public health. Accordingly, the Administrative Staff has made diversity a priority in recruitment. Of the four new core faculty members who have been recruited to the MPH Program during its second and third year, two are women and the other two are minorities. As mentioned previously, Dr. Patrick Pithua, core faculty member for the Veterinary Public Health Emphasis Area, was recruited with financial support from the Chancellor’s Diversity Initiative.

Further, in each of the first two years of operation, the MPH Program has successfully nominated two students for the University of Missouri’s Thurgood Marshall Fellowship program. Named in honor of the late Supreme Court Justice Thurgood Marshall, this program is designed to assist departments in recruiting and retaining graduate students from underrepresented ethnic minority populations.

4.4.d Description of recruitment and retention efforts used to attract and retain a diverse faculty and staff, along with information about how these efforts are evaluated and refined over time.

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As mentioned previously, the MPH Program is working closely with the Office of the Chancellor to harness funds to support the addition of superior minority candidates. In program negotiations with collaborating units over the joint hiring of faculty, diversity has been identified as an explicit criterion of the MPH Program.

In addition to exploring faculty funding opportunities through the Chancellor’s Office, the MPH Program is committed to using all the resources available through the Chancellor’s Diversity Initiative, including staff and faculty training. The MPH Program website has been revised to include a direct link to the Chancellor’s Diversity Initiative website and the following steps are planned for the faculty retreat and beyond:

1) Highlight the MPH Program’s emerging partnership with Health Literacy Missouri (a new project funded by the Missouri Foundation for Health) and faculty research in health disparities in recruitment materials for both faculty and students,

2) Schedule a presentation on best practices in hiring with the manager of MU’s Equity Office, Noel English, for the summer planning retreat of MPH faculty,

3) Incorporate guidelines from the Association of American Colleges and Universities booklet on Diversifying the Faculty into upcoming faculty searches.

4.4.e Description of efforts, other than recruitment and retention of core faculty, through which the program seeks to establish and maintain an environment that supports diversity.

The MPH Program has made diversity a priority in every aspect of its activities. Student recruitment events attended by the Academic Advisor deliberately include venues with a high number of minority students, including Lincoln University, an HBCU in Jefferson City, Missouri. As mentioned previously, the program has worked to recruit and retain qualified minority students through Graduate School scholarships and by working with students to identify suitable research assistant opportunities in complementary departments and programs. Diversity and diverse perspectives have been a priority in recruiting career panelists, External Advisory Council members, and adjunct instructors for key courses.

4.4.f Identification of outcome measures by which the program may evaluate its success in achieving a diverse faculty and staff, along with data regarding the performance of the program against those measures for each of the last three years.
Table 4.3.f

<table>
<thead>
<tr>
<th>Diversity of Faculty and Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome Measure</td>
</tr>
<tr>
<td>Target</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Core Faculty</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

4.4.g Assessment of the extent to which this criterion is met.

This criterion is met.

**Strengths:** As evidenced by recent hiring, the MPH Program has made diversity a high priority and recruited accordingly. MU supports the MPH Program in these efforts and has made its commitment to diversity visible through numerous efforts, including the many programs of the Chancellor’s Diversity Initiative.

**Challenges:** In contrast to new faculty, the faculty recruited to the MPH Program from within MU has been less diverse. The MPH Program will work to involve a diverse group of faculty from a variety of complementary departments.

**Plans:** The MPH Program is working with collaborating programs (primarily the College of Veterinary Medicine and the Truman School of Public Affairs) to develop proposals for new shared faculty members. Best practices intended to promote the consideration of qualified minority candidates will be emphasized in both searches, once approved.
4.5 Student Recruitment and Admissions

The program shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program’s various learning activities, which will enable each of them to develop competence for a career in public health.

4.5.a Description of the program’s recruitment policies and procedures.

The MPH Program works to recruit and admit a student body that is reflective of the overall student body of MU and the mid-Missouri region. The MPH Program recruits students using a variety of strategies:

1) Mailing of recruitment brochures (Resource File 4.4.1) to area colleges, professional associations, and public health employers;

2) Participation in a variety of graduate school or job fairs in mid-Missouri and beyond;

3) Development of a relationship with the Missouri Department of Health and Senior Services, which has included several informational sessions held on-site with the Academic Advisor and Associate Director;

4) Regular updating of the MPH Program website (http://publichealth.missouri.edu) with news, student accomplishments, and exciting activities, including photos;

5) Intentional use of introductory undergraduate public health courses to recruit students;

6) The formation of an alumni association (in progress);

7) A consistent policy of outreach to campus and community press which includes press releases on the program and new developments and the use of faculty experts in public health articles and human interest stories about students (Resource File 4.4.2).

4.5.b Statement of admissions policies and procedures.

The MPH Program accepts students for the Summer, Fall, and Spring semesters. Application deadlines are as follows: May 15 for the Summer semester, June 30 for the Fall semester, and December 1 for the Spring semester. The following elements required for admission are listed on the Admissions tab of the MPH Program’s website (http://publichealth.missouri.edu):

1) A completed Application for Graduate Admission.
2) A completed MPH Program Personal Data Sheet (Resource File 4.4.3).

3) Official transcripts of all coursework from all universities, colleges, and/or technical schools attended.

4) A personal essay that explains the ways in which the student’s educational and experiential background has led to the decision to pursue a graduate public health degree, describes the professional aspirations and career objectives of the student, and discusses specific issues and challenges in public health that are of particular interest to the student.

5) A current résumé or curriculum vitae with an explanation of any significant gaps in educational or work experience.

6) Two letters written by individuals who are well acquainted with the applicant and can attest to the applicant’s intellectual, experiential, and interpersonal abilities and can provide insight into the applicant’s potential for success in the graduate program and subsequent career. Letters from university faculty members are weighted most heavily. Letters from employment-related professionals are encouraged as well.

7) An official GRE score report. Alternative qualifying exams for advanced degrees, including the LSAT, MCAT, and GMAT, are considered as well.

8) A baccalaureate degree from an accredited university or other institution of postsecondary education. A college or university from outside the United States must be recognized as a degree-granting institution by its country’s Ministry of Education.

9) A grade point average of at least 3.0 (on a 4.0 scale) for the last 60 hours of undergraduate coursework.

10) An official TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) report for international applicants whose native language is not English. The TOEFL exam results must be current (taken within two years of admission to the MPH Program) and scores must be sent directly by the Educational Testing Services (ETS) to the University of Missouri Graduate School. For the TOEFL, admission will require a score of 550 or better on the paper-based version, a score of 215 or better on the computer-based version, or a score of 80 or better on the Internet-based version. For the IELTS, a minimum score of 6.0 is required.

11) An interview, either on campus or by telephone, with program faculty may be requested.

If one or more specific elements of an application for admission fall short of the above...
standards, the Admissions Committee may approve conditional acceptance, whereby the applicant is admitted conditional to achieving and maintaining a 3.0 grade point average, into the MPH Program. The Admissions Committee may waive the GRE requirement, the English competency examination, or the grade point average requirement for applicants who have either completed or are currently enrolled in a graduate or professional degree program such as DVM, MD, or Nursing.

4.5.c Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading, and the academic offerings of the program. If a program does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the program. In addition, references to website addresses may be included.

The Master of Public Health Program Student Handbook (Appendix 8) and the Master of Public Health Program Internship Handbook (Appendix 9) contain the policies and procedures of the MPH Program, along with descriptions of each of the core courses offered by the program. The MPH Program Informational Brochure (Resource File 4.4.1) and the Master of Public Health Program Annual Report (Appendix 1) are used to provide basic information about the program and its progress to current and prospective students, faculty and staff, and a wide variety of community stakeholders. The MPH Program website (http://publichealth.missouri.edu) contains regularly updated links to these information sources.

4.4.d Quantitative information on the number of applicants, acceptances and enrollment, by specialty area, for each of the last three years. Data must be presented in table format. See CEPH Data Template J.
Table 4.4.d

Quantitative Information on Applicants, Acceptances, and Enrollments by Program Area*, 2007 to 2009

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Academic Year</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Promotion and Policy**</td>
<td>70</td>
<td>51</td>
</tr>
<tr>
<td>Applied</td>
<td>61</td>
<td>36</td>
</tr>
<tr>
<td>Accepted</td>
<td>42</td>
<td>20</td>
</tr>
<tr>
<td>Enrolled</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Veterinary Public Health</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Applied</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Accepted</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Enrolled</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>DVM/MPH</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MPH/MPA</td>
<td>70</td>
<td>51</td>
</tr>
<tr>
<td>Applied</td>
<td>61</td>
<td>36</td>
</tr>
<tr>
<td>Accepted</td>
<td>42</td>
<td>20</td>
</tr>
<tr>
<td>Enrolled</td>
<td>13</td>
<td>4</td>
</tr>
</tbody>
</table>
| ** Specialty area is defined as each degree and area of specialization contained in the instructional matrix  
** The Health Promotion and Disease Prevention and Public Health Policy and Administration Emphasis Areas were combined into the Health Promotion and Policy Emphasis Area beginning in Fall 2009. They are referenced throughout the self-study as one Emphasis Area in order to maintain clarity.  
*** Numbers shown for the 2009-2010 academic year include applications, acceptances, and enrollments for the Summer and Fall 2009 semesters only.  
The MPH Program carefully tracks the application flow process by semester. Information gathered includes number of applications received, number of students offered admission, number of students enrolled, demographic characteristics, and undergraduate fields of study.  
4.4.e Quantitative information on the number of students enrolled in each specialty area identified in the instructional matrix, including headcounts of full- and part-time students and a full-time-equivalent conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any program or specialization. Data must be presented in table format. See CEPH Data Template K.
Table 4.4.e

Students Enrolled in Each Degree Program by Area of Specialization, 2007-2009

<table>
<thead>
<tr>
<th></th>
<th>Academic Year 2007-2008</th>
<th></th>
<th>Academic Year 2008-2009</th>
<th></th>
<th>Academic Year 2009-2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC FT</td>
<td>HC PT</td>
<td>FTE</td>
<td>HC FT</td>
<td>HC PT</td>
<td>FTE</td>
</tr>
<tr>
<td>Health Promotion and Policy</td>
<td>17</td>
<td>21</td>
<td>29</td>
<td>29</td>
<td>28</td>
<td>49</td>
</tr>
<tr>
<td>Veterinary Public Health</td>
<td>0</td>
<td>11</td>
<td>5.5</td>
<td>7</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>DVM/MPH</td>
<td>0</td>
<td>2</td>
<td>0.5</td>
<td>0</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

The student FTE for each academic year is calculated by dividing the total number of credit hours (full-time and part-time) by 18. Courses taken in the Summer semester are not counted toward the total.

NOTE: Degree conferred refers to MPH, MS, PhD, DrPH, BS, etc. Specialization refers to biostatistics, epidemiology, health education, etc.
HC = Head Count
FT = Full-time students (9 credit units or more per semester)
PT = Part-time students
FTE = Full-time equivalent students

Students entering the MPH Program with recently completed undergraduate degrees tend to be, as expected, more likely to be full-time students and complete the degree within two or three years. The MPH Program has explicit plans to increase outreach to nontraditional and working students, and as these students make up a greater proportion of the student body, the program expects the percentage of part-time students, and students taking longer than two or three years to complete the degree, to increase.

The far greater numbers of students in the Health Promotion and Policy Emphasis Area than in the Veterinary Public Health Emphasis Area can be explained, in large part, by the following factors:

1) Veterinary Public Health is an emerging, albeit rapidly emerging, field in public health practice. Students contemplating a career in Veterinary Medicine do not always immediately consider an MPH as a useful alternative or complementary degree. The MPH Program is working with the College of Veterinary Medicine and other related departments (for example, Animal Science) to develop tailored recruitment materials related to the Veterinary Public Health Emphasis Area.

2) The partnership between the MPH Program and the College of Veterinary Medicine requires a new level of collaboration, both in curriculum development and faculty recruitment. Progress in these areas was significantly hampered by the sudden death in May 2009 of the Veterinary Public Health Emphasis Area Director Dr. Jeffrey Tyler.
In response, the College of Veterinary Medicine and the university at large have committed the additional resources required to support a strong Emphasis Area in Veterinary Public Health. The Emphasis Area Directorship has been assumed by Dr. Loren Schultz, one of the late Dr. Tyler’s colleagues, and an additional core faculty member, Dr. Patrick Pithua, who began a joint appointment with the MPH Program in Fall 2009. Dr. Brenda Beerntsen has assumed the third core faculty position until Dr. Tyler’s position can be replaced with an additional joint DVM/MPH appointment, at which time she will continue on with the program as a secondary faculty member.

4.4.f Identification of outcome measures by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures for each of the last three years.

The MPH Program has set the following two primary recruitment goals related to the quality of MPH students:

1) By the year 2013, the number of MPH applicants with a grade point average of 3.0 or above for the last 60 hours of undergraduate work will be 75.

2) 100% of students transferring to the MPH Program with a Graduate Certificate in Public Health will have achieved a B or better in each course taken toward the certificate.

<table>
<thead>
<tr>
<th>Table 4.4.f</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Body Qualifications</strong></td>
</tr>
<tr>
<td><strong>Outcome Measure</strong></td>
</tr>
<tr>
<td>Recruit a high-quality applicant pool as measured by the number of applicants with a grade point average of 3.0 or better for the last 60 hours of undergraduate work.</td>
</tr>
<tr>
<td><strong>2007-8</strong></td>
</tr>
<tr>
<td>57</td>
</tr>
<tr>
<td><strong>Outcome Measure</strong></td>
</tr>
<tr>
<td>Increase the conversion rate of MPH Program acceptances vis-à-vis matriculation.</td>
</tr>
<tr>
<td><strong>2007-8</strong></td>
</tr>
<tr>
<td>86%</td>
</tr>
</tbody>
</table>

In the case of students applying directly to the MPH Program, information on undergraduate grades is combined with a required essay, two letters of recommendation, and GRE scores, which together provide the Admissions Committee with a satisfactory picture of a student’s likely performance within the program. Data on student grades and graduation rates from the first two years indicate that these measures have been widely predictive of student success.
Students wishing to demonstrate their readiness for the MPH Program through completion of Graduate Certificate coursework are not required to attach standardized test scores, letters of recommendation, or an essay to their materials. In those cases, student performance within required graduate courses serves as sufficient evidence of their potential for success. Toward that end, Graduate Certificate students are required to achieve at least a B in each of the courses they take before being granted admission to the MPH Program. This requirement stands in lieu of a 3.0 grade point average. This standard is a primary strategy for ensuring that qualified students are admitted to the MPH Program from the Graduate Certificate program. Following the institution of this policy in Fall 2008, 100% of transferring students have met this objective.

Data for both measures is tracked annually and progress toward targets is compiled in the Master of Public Health Program Annual Report (Appendix 1) and presented to the Board of Directors, the External Advisory Council, faculty, staff, students, and other community stakeholders at the Annual Stakeholder’s Meeting each fall.

4.4.g Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths: The MPH Program has developed recruitment goals that are ambitious and well suited to the demographic environment and the public health needs of the state of Missouri.

Challenges: MPH programs continue to proliferate. For example, a new program was initiated in St. Louis in 2009 at Washington University. As new programs emerge, the MPH Program will look for ways to collaborate with other universities while continuing to attract high-quality students.

Plans: Beginning in Spring 2010, the Graduate Certificate in Public Health is possible entirely online; this should make at least this initial program more accessible to working students. Approximately 75% of students completing the certificate go on to pursue an MPH.

In Spring 2008 and Spring 2009, Associate Director Lise Saffran developed and taught an undergraduate public health course. This course has served to recruit a number of qualified students, including one student also selected for a Center for Health Policy Graduate Assistantship prior to matriculation. A new undergraduate public health course, Global Issues in Public Health, is expected to have a similar impact. This course is currently under development and will be taught by the Associate Director in Fall 2010. A new effort to reach out to applicants of MU’s College of Veterinary Medicine will include a letter informing them about the possibility of earning a dual MPH/DVM.
4.5 Student Diversity

Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin.

4.5.a Description of policies, procedures and plans to achieve a diverse student population.

The MPH Program seeks to achieve a diverse student population, according to both demographic characteristics and with regard to background and perspective. Combined with the goal of providing graduate education opportunities to the Missouri public health workforce, nontraditional and working students bring a valuable perspective to the classroom. The MPH Program’s specific targets related to creating a diverse student body are as follows:

1) By the year 2013, 20% of each entering class of MPH students will represent racial or ethnic minorities.

2) By the year 2013, 15% of each entering class (including both MPH and Graduate Certificate students) will reside in underserved areas of the state of Missouri.

3) By the year 2013, 50% of each entering class (including both MPH and Graduate Certificate students) will have had some professional experience in public health or will be currently employed in public health professions.

In addition to independent steps taken to ensure a diverse student body, the MPH Program’s status as an Area Program under the Graduate School places it close to resources connected with the Graduate School’s central mission of diversity. These include collaboration with the campus coordinator for the McNair Scholars Program. MU was one of the original 14 universities selected in 1989 to develop a program established by the U.S. Department of Education and named for astronaut and Challenger crew member Ronald E. McNair. MPH Program staff members are working to distribute materials to McNair Scholars at MU and neighboring universities with information about graduate study in public health. Faculty and Administrative Staff members have met with underrepresented minority students during MU’s preview weekend for McNair Scholars and one of two Thurgood Marshall Fellowship students in the MPH Program was recruited through that program.

4.5.b Description of recruitment efforts used to attract a diverse student body, along with information about how these efforts are evaluated and refined over time.

The MPH Program staff has embraced a schedule of recruitment events on campus and throughout the state that illustrate the program’s commitment to a diverse student body. Eliana Jeanetta, the program’s Academic Advisor, regularly visits Lincoln University,
an HBCU in Jefferson City, Missouri to participate in recruitment events. Both the Academic Advisor and the Associate Director have made visits to the Department of Health and Senior Services to meet with staff about the MPH Program. The program staffed displays at annual meetings of both the Missouri Public Health Association (MPHA) and the Missouri Association of Local Public Health Agencies (MoALPHA). Associate Director Lise Saffran has participated in panels sponsored by the MU Department of Women’s and Gender Studies, the MU Office on Service Learning, and the Excellence in Learning Program, sponsored by the University of Missouri School of Medicine. The latter reaches out to minority high school students in 17 participating St. Louis City school-district and metro-areas schools with an interest in health sciences and/or medicine.

As mentioned previously, the MPH Program has successfully submitted applications for students for the Thurgood Marshall Fellowship in each of the program’s first two years in operation. Finally, the MPH Program worked internally with the College of Veterinary Medicine to facilitate the matriculation of four Zimbabwean graduate students into the MPH Program, three of whom studied Veterinary Public Health and one of whom is currently enrolled in the Health Promotion and Policy Emphasis Area.

Beginning in 2010, the MPH Program is planning an outreach to local health agencies within a targeted geographic region around the Columbia campus (Appendix 16). The goal of this effort is to recruit students from the public health practice community in counties identified by the MPH Program as high need for graduate-level public health professionals. Criteria were obtained using the Missouri Department of Health and Senior Services 2007 Local Public Health Agency Infrastructure Report.

4.5.c Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions, for each of the last three years. Data must be presented in table format. See CEPH Data Template L.
Table 4.5.c

<table>
<thead>
<tr>
<th>Demographic Characteristics of Student Body from 2007 to 2009</th>
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<td>Caucasian</td>
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<td>Hispanic/Latino</td>
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<td>TOTAL</td>
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All Enrolled Students

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<tr>
<td>International</td>
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</tr>
<tr>
<td>TOTAL</td>
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<td>41</td>
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</tbody>
</table>

4.5.d Identification of measures by which the program may evaluate its success in achieving a demographically diverse student body, along with data regarding the program’s performance against these measures for each of the last three years.

The MPH Program considers several factors in assessing the diversity of its student population. Demographic criteria such as race, ethnicity, and gender are combined with other factors of importance, such as the recruitment of nontraditional and working students and students who come from underserved areas of the state to create an environment where students are valued for their unique contributions and class discussions are diverse and lively. Specific MPH Program measures related to diversity are as follows:
1) By the year 2013, 20% of each entering class of MPH students will represent racial or ethnic minorities.

2) By the year 2013, 15% of each entering class (including both MPH and Graduate Certificate students) will reside in underserved areas of the state of Missouri.

3) By the year 2013, 50% of each entering class (including both MPH and Graduate Certificate students) will have had some professional experience in public health or will be currently employed in public health professions.

Table 4.5.d

<table>
<thead>
<tr>
<th>Student Demographics</th>
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<tbody>
<tr>
<td><strong>Outcome Measure</strong></td>
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<td><strong>Target</strong></td>
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<tr>
<td>16%</td>
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<tr>
<td><strong>Target</strong></td>
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<tr>
<td>2007-8</td>
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<tr>
<td>8%</td>
</tr>
<tr>
<td><strong>Target</strong></td>
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<tr>
<td>2007-8</td>
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<tr>
<td>30%</td>
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</tbody>
</table>

4.5.e Assessment of the extent to which this criterion is met.

This criterion is met.

**Strengths:** The MPH Program is well on its way to meeting its minority recruitment goal and will continue to expand outreach efforts to minority students. In addition, a large number of the MPH Program’s international students are from developing countries and bring their unique perspectives to the program.

**Challenges:** Tight budgets in collaborating departments may reduce the Graduate Research Assistantships available to qualified MPH students in the future. The MPH Program will continue to explore opportunities for making graduate education possible for students, regardless of their ability to pay.

**Plans:** In addition to following the vigorous outreach plan of the first three years, the
MPH Program contacted health department directors individually within targeted counties and provided information on the MPH Program to be shared with interested employees. The program has also developed an electronic brochure to be shared through email; this brochure is designed to increase the flexibility of recruitment efforts and allow the program to benefit from informal networks and referrals.
4.6 Advising and Career Counseling
There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

4.6.a Description of the advising and career counseling services, including sample orientation materials such as student handbooks.

The MPH Program holds two required orientations for MPH students. The Student Orientation occurs early each semester and is designed to introduce new students to program staff, faculty, fellow students, relevant policies and procedures, and campus and program resources available to them. Students are given a variety of orientation materials and are directed to additional materials, including the Master of Public Health Program Student Handbook (Appendix 8) and the Master of Public Health Program Internship Handbook (Appendix 9) that are available on the MPH Program’s website (http://publichealth.missouri.edu).

All incoming students are required to meet with the Academic Advisor early on to develop individualized Plans of Study and at any point in the program that they deviate from those plans. It is at the Student Orientation that students are introduced to various faculty members who serve as Faculty Advisors. Faculty Advisor assignments are made in the first semester and students are encouraged to meet individually with their Faculty Advisors briefly to get acquainted. A Faculty Advisor’s approval is required any time a student desires to take an elective course that is not included among the approved MPH Elective Courses (Appendix 6). Students who receive a C or below in any course are required to meet with their Faculty Advisors as well (Resource File 2.7.2).

Students attend a second orientation, the Internship Orientation, early in the semester before which they begin a required internship. The purpose of this orientation is to thoroughly explain the internship policies and procedures, including the process for identifying learning objectives that correspond with MPH Program Competencies (Appendix 4). Students are required to meet with their Faculty Advisors to complete their Statements of Purpose and a Faculty Advisor signature is required on all forms in advance of a student beginning an internship. The Field Placement Coordinator is available for additional advising at any time throughout the process and, indeed, most students meet with her as a first step. The Associate Director also provides academic and career advising on an informal basis to students.

The MPH Program has made a concerted effort to provide career assistance and counseling during the particularly difficult economic times that have coincided with the initiation of the program. These activities include sponsoring a Career Panel that was attended by over 20 students in Spring 2009 (Resource File 4.6.1). Panelists included a local representative from the Centers for Disease Control, the Director of the Columbia/Boone County Department of Public Health and Human Services, the Director of Human Resources for the Missouri Department of Health and Senior Services, and the CEO of a state-based private health care agency. In addition, graduating students were invited to submit photographs, résumés, and biographical
information for posting on the MPH Program website. Area public health employers were notified, by letter, of the opportunity to view information about new graduates. Finally, career advice and counseling form an integral part of both the formal and informal meetings that students have regularly with the Associate Director, Field Placement Coordinator, and the Faculty Advisors.

4.6.b Description of the procedures by which students may communicate their concerns to program officials, including information about how these procedures are publicized and about the aggregate number of complaints submitted for each of the last three years.

The MPH Program has made openness and transparency a policy in the following concrete ways:

1) All senior Administrative Staff members attend the twice-yearly Student Orientations.

2) All core faculty members are invited to the twice-yearly Student Orientations and time for introductions and networking is built into the schedule.

3) Major programmatic decisions (such as the Emphasis Area merger) are made both with input from student representatives on committees and communicated to students through special meetings and announcements.

4) Significant decisions made by the Executive Faculty Committee (such as the one concerning advisement following a C grade) are sent directly to students via email and included in an accessible Record of Decisions in the MPH Program Administrative Office. Students are explicitly invited to communicate questions and concerns to Associate Director Lise Saffran, who also serves as the Director of Graduate Studies for the MPH Program.

5) The Annual Student Survey (Appendix 11) invites students to comment anonymously on a variety of program elements.

In an effort to clarify whom students may contact with concerns, Associate Director Lise Saffran was officially appointed to the position of Director of Graduate Studies within the MPH Program in Spring 2010. The Director of Graduate Studies serves as the “primary point of articulation between the graduate program, the academic department and college, the Graduate School, and the graduate student.”

No formal complaints have been expressed by students as of this writing, but frequent communication (via email and in person) and the growing involvement of students in governance of the program suggests that these efforts at openness have been successful.
4.6.c Information about student satisfaction with advising and career counseling services.

At the end of the Spring 2009 semester, 19 students in the MPH Program completed the Annual Student Survey (Appendix 11), which includes questions regarding both academic and career advising. Beginning in the 2009-2010 academic year, this survey will be available online and its increased accessibility will likely increase the response rate among students.

With regard to academic advising in the 2008-2009 academic year, 13 respondents indicated that the level was good, strong, or outstanding. Four indicated that it was adequate, one said poor (without follow-up comments), and one did not know.

Eleven respondents indicated that the level of career advising was good, strong, or outstanding. Four found the level of career advising adequate, and three students labeled it poor (without follow-up comments). One student did not know.

4.6.d Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths: Both MPH and Graduate Certificate students are served by the Academic Advisor and are encouraged to meet with her and with the Associate Director. Questions regarding academic and career advising are included in the program’s annual survey of students. Response rates for this survey will likely increase in the 2009-2010 academic year, when the survey goes online.

Challenges: The MPH Program makes an effort to inform all MPH and Graduate Certificate students of career advising opportunities, but not as many students take advantage of these opportunities as could be hoped.

Plans: The MPH Program will continue to look for ways to promote faculty involvement in student career advising. In addition, the Administrative Staff will begin asking for feedback, via event evaluation forms, on programs such as the Career Panel, from students who attend.