



Master of Public Health

University of Missouri

Accreditation Self-Study August 2015





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CEPH Self-Study

Introduction

In 2007 the MPH Program at the University of Missouri was launched to address a widely documented public health workforce shortage in the state, coupled with alarming indicators of population health status. Missouri's higher than average rates in key health indicators, including infant mortality and low birth weight (Skala, Lin, Kliethermes, Zhu, et al., 2005), posed a particular challenge when viewed with data from the 2007 Local Public Health Agency Infrastructure Survey Report indicating that fewer than 50% of health department directors or administrators had advanced degrees beyond the bachelor's level. In counties with fewer than 25,000 residents, the number was closer to 75%. A lack of qualified applicants appeared as either the first or second barrier to filling local health agency positions in responses to the survey (Missouri Department of Health and Senior Services, 2007).

As of May 2015, the MU MPH Program has graduated over 275 students, over 100 of whom have chosen to remain in Missouri at agencies serving diverse populations including the Missouri Family Health Council, the MO DHSS Office of Women's Health, the Family Health Center, and a variety of local public health departments. In the time since the program's first accreditation, it has both increased access for working professionals through the introduction of an online MPH and taken a leadership role in incorporating student field placements from all of Missouri's graduate programs in public health into the state's public health workforce infrastructure plan.

MU's MPH program has also become increasingly global, both in recognition of the world-class graduate education offered here and in response to the explicit desire of Missouri residents to engage meaningfully with the international community. Students from 36 countries have studied public health at MU in recent years and MU MPH students have studied and served abroad in South Africa, Ghana, Kenya, India, Belize, Honduras, Bolivia, and the Dominican Republic. Beyond the individual efforts of faculty and students, the program is committed to global engagement on a sustained and systematic level and seeks collaborative opportunities through international organizations such as the Consortium of Universities for Global Health, of which it is a member, and through long-standing partnerships with universities abroad, such as MU's sister institution, the University of the Western Cape, in South Africa. The Graduate Certificate in Global Public Health, introduced in 2013, offers MPH students the opportunity to build skills in global health and cultural competence alongside existing curriculum strengths in Health Promotion and Policy and Veterinary Public Health.

The MPH Program at MU is thoroughly interdisciplinary and includes core faculty from the School of Health Professions, the College of Veterinary Medicine, the School of Medicine, the Sinclair School of Nursing, the Truman School for Public Affairs, the College of Arts and Sciences, the School of Social Work and the Missouri School of Journalism. Building on core curricula in Health Promotion and Policy and Veterinary Public Health, the program continues to look for ways to harness the unique strengths of the University of Missouri to offer cutting-edge opportunities to graduate students and community partners, including new interdisciplinary initiatives in zoonotic disease prevention and public health communication. Finally, the commitment of the MU MPH Program to pursuing creative partnerships (stakeholders include the St. Louis Zoo and the Missouri Department of Conservation) is reflected in its selection of a fourth program goal prioritizing collaboration.

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CEPH Self-Study

Criterion 1.0 The Public Health Program

Criterion 1.1

1.1 Mission

The Program shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.

1.1.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 communities in Missouri and elsewhere through excellence in teaching, discovery, and service in public health. To promote the unique strengths of the University of Missouri in interdisciplinary instruction, research, and practice to address the needs of global populations and prepare public health leaders to serve on the local, state, national, and international levels.

The MPH Program's Mission aligns with the Mission and Statement of Values of the University of Missouri. The Mission of the University of Missouri is as follows:

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, service and economic development 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 commitment to public service—the obligation to produce and disseminate knowledge that will improve the quality of life in the state, the nation and the world.

1.1.b A statement of values that guide the program.

The Master of Public Health Program at MU is guided by The Statement of Values of the University of Missouri and 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 MPH program's four goals were established in direct reference to these institutional values and correspond in the following way: Excellence (Instruction), Discovery (Research), Respect and Responsibility (Collaboration and Service).

1.1.c One or more goal statements for each major function through which the program intends to attain its mission, including at a minimum, instruction, research and service.

The MPH Program will attain its mission through coordinated efforts addressing four broad goals that encompass its mission of teaching, research, service, and collaboration, as well as underscoring the unique strengths of our program.

GOAL 1. Instruction: 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.

GOAL 2. Research: 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.

GOAL 3. Service: Partner with public health agencies and local and state governments to improve the health status of Missourians through direct public health service and workforce development.

GOAL 4. Collaboration: Foster an environment of collaboration in which the MPH program supports opportunities for faculty and students to work with local, national, and international partners to improve public health outcomes through shared knowledge, non-duplication of efforts, and best practices in research and practice.

1.1.d A set of measurable objectives with quantifiable indicators related to each goal statement as provided in Criterion 1.1.c.

NOTE: Measurable targets related to each of the preceding goals and objectives are included in Table 1.2.1 and in Resource File 1.2.4.

GOAL 1. Instruction: 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 1a An expanded curriculum for employed and geographically remote students.

Objective 1b A high-quality education in public health communication by drawing on MU's curricular strengths in those areas.

Objective 1c MPH students completing required and elective coursework with the highest standards of excellence and professionalism.

Objective 1d Field placements for MPH students that provide graduate-level opportunities in both content and cross-cutting competencies.

Objective 1e Students completing the Graduate Certificate in Public Health with sufficient mastery of new content areas to promote their work and/or to succeed in ongoing public health study.

Objective 1f MPH graduates with the skills and competencies that enable them to contribute meaningfully to the health and well-being of the public.

Objective 1g An online program of equal quality to the residential program with regard to instruction, career advising, practical experience, and staff/student interactions.

GOAL 2. Research: 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 2a Faculty members and graduate students involved in relevant public health research.

Objective 2b Demonstrated excellence in research through publication in peer-reviewed journals and funding for research proposals.

Objective 2c Relevant research findings from MU faculty members and students are made accessible to state agencies and other community partners.

GOAL 3. Service: Partner with public health agencies and local and state governments to improve the health status of Missourians through direct public health service and workforce development.

Objective 3a Recruitment policies that attract prospective students from underserved segments of the state's public health workforce.

Objective 3b A culture of service among faculty and students supported by a range of opportunities.

Objective 3c Program support for and participation in continuing education and public learning forums such as conferences, workshops, and professional meetings.

GOAL 4. Collaboration: Foster an environment of collaboration in which the MPH program supports opportunities for faculty and students to work with local, national and international partners to improve public health outcomes through shared knowledge, non-duplication of efforts and best practices in research and practice.

Objective 4a Increased external contributions towards development efforts.

Objective 4b Allocation at least 10% of annual operating revenue as reserve as reflected in the main financial account ending balance per fiscal year.

Objective 4c Increased formal interdisciplinary initiatives with campus partners, including joint degrees, high-impact symposiums, and research collaborations.

Objective 4d Expanded global health collaborations on campus and with international organizations.

Objective 4e Opportunities for direct mentorship of students and engagement with the public health practice community.

Objective 4f Expanded joint degrees and/ or other formal educational opportunities with other institutions.

Objective 4g An empowered and engaged external stakeholder network to support the MPH program and mentor students.

Objective 4h Programmatic goals that complement identified statewide needs in public health infrastructure, research, and advocacy.

NOTE: Degrees referred to in these materials as “joint degrees” are referred to within the University of Missouri System and therefore, within much of the MU MPH Program literature, as “dual degrees.”

1.1.e Description of the manner through which the mission, values, goals and objectives were developed, including a description of how various specific stakeholder groups were involved in their development.

As outlined in 1.1.f, the program has an ongoing system to continuously evaluate progress toward identified goals and objectives, including regular reviews with internal and external stakeholders and an annual report to stakeholders that includes progress toward measurable targets. In addition, a formal revision of the Mission, Goals and Objectives was initiated in Spring Semester 2013. Initial internal review of the program’s mission and goals was precipitated by updated workforce data (including the program’s involvement in the development of the state infrastructure workforce plan), the increasing internationalization of public health in general and the University of Missouri in particular, and best practices across accredited MPH Programs nationwide. Our revision focused on the following major program components:

Data collection and targets reviewed at bi-weekly staff meetings, starting January 2013— Emphasis area directors and staff, including the program director, began a weekly review of target measures in April 2013. Each objective was reviewed in order to a) assess completeness of data, revise, and adapt collection processes when necessary; and b) begin drafting recommendations for target revisions, to be submitted for review to the Core Faculty Committee at the May 2014 retreat.

Core faculty retreat to revise Mission, Goals and Objectives, May 2014—At a two-day strategic planning retreat, core faculty reviewed data toward progress in each category, determining which objectives remained relevant and removing a number of objectives where the targets had been met and/or the targets related to formational program objectives (for example, initial recruitment goals).

External feedback on revised Mission, Goals and Objectives—The revised language was submitted to the External Advisory Board at a meeting held prior to the Annual Stakeholders’ Meeting in September 2014 and the new mission language was introduced to the stakeholders’ group as part of the formal presentation.

Student feedback on revised Mission, Goals and Objectives—The version submitted to the MPH Graduate Student organization and the MPH Program Board of Directors in October 2014 included revisions based on the comments of the External Advisory Board. The MPHGSA held a dedicated student meeting to discuss the materials and met with the program director and program coordinator to convey student questions and suggested revisions.

Public view of Mission, Goals and Objectives—The final version, incorporating comments from students, the board and other external stakeholders (at the annual meeting), was added to the program website (<http://publichealth.missouri.edu>) for public view in January 2015.

1.1.f Description of how the mission, values, goal and objectives are made available to the program’s constituent groups, including the general public, and how they are routinely reviewed and revised to ensure relevance.

The program continues to adapt its mission, values, goals, and objectives by analyzing state-level workforce and health data and by reviewing best practices in public health education and the changing realities of the state and the university. For example, the increased focus on collaboration is in part a recognition of the need for strategic partnerships and pooled resources in a state where public health funding is particularly scarce. Stakeholders are involved in systematic and regular review of major program components through the following mechanisms:

Open access to self-study documents on the website;

Annual Stakeholders’ Meeting, which includes the Board of Directors, students, alumni, External Advisory Board members, faculty, staff, and university partners and which involves a review of progress toward objectives in research, teaching, and service. A second External Advisory Board meeting is held annually in conjunction with MPH Career Week in March;

Bi-monthly meetings, which include emphasis area directors, staff and program leadership, at which data points on student success, satisfaction, and employment, faculty research projects and productivity, and other components of the mission, values, and goals are regularly reviewed;

Regular meetings between the MPH Program Director and the Associate Vice Chancellor for Graduate Studies to review progress toward goals and program strengths, deficits and needs;

Regular meetings (at least one per semester) of the Core Faculty Committee and the subcommittees concerning admission, curriculum, and internship/capstone. Elected student representatives serve on each of these committees;

“State of the Program” updates, once per semester, made by the director at the meeting of the MPH Graduate Student Association.

1.1.g Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The Mission, Goals and Objectives of the MPH Program are grounded in a 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 considerable program resources have been earmarked for the collection, analysis, and reporting of program evaluation data.

Weaknesses: The unique and deliberately interdisciplinary program structure, in which all participating faculty have academic homes in collaborating departments, poses some unique challenges for the collection of evaluation data, as well as for the hiring of tenure-track and non-tenure-track permanent faculty. 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 administrative staff will continue to look for ways to maximize university and state resources through collaborative efforts in public health instruction, research and service.

CEPH Self-Study

Criterion 1.2

1.2 Evaluation

The program shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the program's effectiveness in serving its various constituencies; and for using the evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the program must conduct an analytical self-study that analyzes performance against the accreditation criteria defined in this document.

1.2.a Description of the evaluation processes used to monitor progress against objectives defined in Criterion 1.1.d, including identification of the data systems and responsible parties associated with each objective and with the evaluation process as a whole. If these are common across all objectives, they need be described only once. [If systems and responsible parties vary by objective or topic area, sufficient information must be provided to identify the systems and responsible party for each.]

See Table 1.2.1 Outcome Measures in 1.2.c.

1.2.b Description of how the results of the evaluation processes described in Criterion 1.2.a are monitored, analyzed, communicated and regularly used by managers responsible for enhancing the quality of programs and activities.

The program director and program coordinator, with assistance from the field placement coordinator, academic advisor, administrative associate, and program fellow, 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. Emphasis area directors for both concentration areas meet with the core team bi-monthly to discuss issues as they arise and assist in identifying data needed for additional review by the core faculty. Additional oversight is provided by the Associate Vice Chancellor for Graduate Studies in regular meetings with the MPH Program Director and in cases of major program revision, by the Board of Directors (a list of members is included in Resource File 1.2.2).

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. (Sub)committee membership, including each member's academic home department, is included in Resource File 1.2.3. The subcommittees then make recommendations to the Core 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. The processes by which each of these bodies is involved in the evaluation of specific program components under each defined goal are outlined in Table 1.2.1 Outcome Measures in next section (1.2.c). A brief example of how regularly collected data informs the policies and programs on a systematic level is titled "Examples of Feedback Loops in Program Evaluation" in Resource File 1.2.5.

1.2.c Data regarding the program's performance on each measurable objective described in Criterion 1.1.d must be provided for each of the last three years. To the extent that these data duplicate those required under other criteria (eg, 1.6, 2.7, 3.1, 3.2, 3.3, 4.1, 4.3. or 4.4), the program should parenthetically identify the criteria where the data also appear. See CEPH

Outcome Measures Template.

The Outcome Measures table identifies each measurable target under the program's Goals and Objectives, along with progress for each of the last three years. Measures without specified quantitative targets in the preliminary self-study were generally for new objectives for which we did not have sufficient data to establish a baseline. For example, the program has recently introduced student engagement in public forums for the purposes of translating evidence into policy as a specific target. The frequency of those activities varied widely from the first to the second year (possibly due to a few particularly engaged individuals). Measures that now include three or more years of data now also include quantitative targets. Where indicated, blank cells will be completed as information is available.

Table 1.2.1 Outcome Measures

Goal 1: Instruction: 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.					
Outcome Measure	Target	Data Source	2012-13	2013-14	2014-15
1a. An expanded curriculum for employed and geographically remote students.	Target 1: 75% of online MPH students will report professional experience in the field of public health prior to matriculation.	Access database	N/A	26%	31%
	Target 2: 25% of core residential courses will be held at 3:00 PM or later.	Published curriculum	58%	63%	48%
	Target 3: Increase to at least 10 by 2017 the number of trainings in distance mediated technology for residential instructors.	Administrative records Course syllabi	1	2	7
1b. A high-quality education in public health communication by drawing on MU's curricular strengths in those areas.	Target 1: Student publications in popular media and presentations in public forums will exceed 10 instances yearly.	Program files Communications with MoPHAC and MPHGSA	6	21	9
	Target 2: A minimum of 2 electives in writing and communication in public health per academic year.	Published curriculum	3	3	5
	Target 3: 90% of required courses with average scores of satisfactory or better (at least 3.0 on a 5.0 scale) evaluations of "the course as a whole."	Course evaluations	100%	93%	100%
	Target 4: 80% of annual student survey respondents will award an average score of good or above for the quality of the MPH curriculum.	Annual survey	86%	77%	87%
	Target 5: Maintain a student-faculty ratio of less than 10:1.	Program enrollment data Faculty data	4:01	9:01	11:01
	Target 6: Increases in dedicated MPH office /conference/teaching space to accommodate growing enrollment and faculty.	Administrative records Past Annual Reports to CEPH	10	11	12

1c. MPH students completing required and elective coursework with the highest standards of excellence and professionalism.	Target 1: Less than 5% of grades earned in the MPH Program will be Cs or lower.	Access database	3%	2%	2%
	Target 2: Professional training and networking opportunities will equal or exceed 8 yearly.	(Orientation, Career Week, MPH Cocktail, etc.)	3	3	7
1d. Field placements for MPH students that provide graduate-level opportunities in both content and cross-cutting competencies.	Target 1: Percentage of field placements in underserved rural areas of Missouri will exceed 10%.	Blackboard	10%	7%	7%
	Target 2: A minimum of 10 students will complete international field placements yearly.	International internships register	11	6	6
	Target 3: Student self-assessment of competency achievement will increase by at least 25% in all competency domains following field placement.	Self-assessment	4%	2%	15%
1e. Students completing the Graduate Certificate in Public Health with sufficient mastery of new content areas to promote their work and/or to succeed in ongoing public health study.	Target 1: More than 90% of Graduate Certificate students will complete the program.	Student records Access database	98%	93%	100%
	Target 2: 80% of Graduate Certificate completers who enter the MPH Program will graduate from the program within three years.	Access database	100%	95%	89%
1f. MPH graduates with the skills and competencies that enable them to contribute meaningfully to the health and well-being of the public.	Target 1: 100% of graduates will report having the skills and competencies necessary to contribute to public health.	Alumni survey	Data Unavailable	69%	76%
	Target 2: 90% of MPH student interns will receive an average Preceptor Final Internship Evaluation score of 4 or above (on a scale of 1-5) upon completing an internship.	Preceptor evaluations (Blackboard)	90%	98%	98%
	Target 3: 65% of alumni will report having found public health employment not longer than 6 months after graduating.	Alumni survey access database	42% (Access database 2011-2012 graduates)	69% (Access database 2012-2013 graduates)	62% (Fall 2014 Survey)

1g. An online program of equal quality to the residential program with regard to instruction, career advising, practical experience, and staff/student interactions.	Target 1: 90% of required courses offered through the Online MPH Program will have obtained average scores of satisfactory or better (at least 3.0 on a 5.0 scale) on evaluations of "the course as a whole."	Course evaluations	N/A	96%	100%
	Target 2: 100% of core program components and 70% of optional campus-based activities will be distance-mediated.	Administrative records	Core: 0% Optional: 0%	Core: 100% Optional: 0%	Core: 100% Optional: 75%
Goal 2: Research: 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.					
Outcome Measure	Target	Data Source	2012-13	2013-14	2014-15
2a. Faculty members and graduate students involved in relevant public health research.	Target 1: At least 15 submissions of faculty/student work to peer-reviewed journals and/or presented at state or national conferences per academic year.	Faculty files	7	10	29
	Target 2: Program funding to a minimum of 25% of students and 50% of core faculty to participate in professional development and research opportunities annually.	Financial records of faculty travel and student travel & posters	Students: 8% Faculty: 38%	Students: 8% Faculty: 31%	Students: 7% Faculty: 67%
2b. Demonstrated excellence in research through publication in peer-reviewed journals and funding for research proposals.	Target 1: 75% of core faculty members with research appointments will have external or internal funding for public health research projects.	Faculty info forms	78%	91%	89%
	Target 2: 90% of core faculty members with research appointments will have at least one peer-reviewed publication each year.	Faculty info forms	78%	82%	67%
	Target 3: An increase in core NTT faculty research, as measured by increase in number of MPH research group forums/activities.	Director of research group report	N/A	3	8
	Target 4: Peer reviewed publications/abstracts by NTT faculty.	Faculty info forms (presentations, book chapters, books, etc.)	21	21	15
2c. Relevant research findings from MU faculty members and students are made accessible to state agencies and other community partners.	Target 1: Faculty and student presentations at conferences and professional meetings will meet or exceed 50 yearly.	Faculty info forms Administrative files on MPHA posters and SOF Public Health Highlights	Faculty: 37 Student: 13	Faculty: 40 Student: 18	Faculty: 37 Student: 29
	Target 2: Faculty research presentations to lay and professional audiences will meet or exceed 30 yearly.	Faculty info forms	19	36	28

Goal 3: Service: Partner with public health agencies and local and state government to improve the health status of Missourians through direct public health service and workforce development.					
Outcome Measure	Target	Data Source	2012-13	2013-14	2014-15
3a. Recruitment policies that attract prospective students from underserved segments of the state's public health workforce.	Target 1: 20% of each entering class of MPH students will be comprised of racial or ethnic minorities.	Access database	24%	28%	26%
	Target 2: 15% of each entering class will reside in underserved areas of the state as defined by counties with a population of 50,000 or less.	Access database	Campus: 14% Distance: 3%	Campus: 6% Distance: 11%	Campus: 6% Distance: 4%
	Target 3: 50% of each entering class will have had some professional experience in public health or will be currently employed in public health.	Access database	37%	20%	25%
3b. A culture of service among faculty and students supported by a range of opportunities.	Target 1: 50% of students surveyed will report having participated in at least one extracurricular service activity during the academic year.	Annual survey	Data unavailable	34%	49%
	Target 2: 80% of core faculty members will be contributing to public health through service at the local, state, regional, and/or national level through volunteer work, service on boards, and other service activities.	Faculty files	93%	94%	93%
3c. Program support for and participation in continuing education and workforce development.	Target 1: Deliver a minimum of 12 continuing education programs for targeted workforce populations yearly.	Faculty CVs, Partner reports (DHSS etc.), conference agendas, Program files	8	10	10

Goal 4: Collaboration: To foster an environment of collaboration in which the MPH program supports opportunities for faculty and students to work with local, national and international partners to improve public health outcomes through shared knowledge, non-duplication of efforts and best practices in research and practice.

Outcome Measure	Target	Data Source	2012-13	2013-14	2014-15
4a. Establish and sustain a system of development programs to increase program funding.	Target 1: Increase external contributions towards development funds.	Financial records	\$2,048	\$619	\$21,360
4b. Establish and sustain a fiscal operating infrastructure to promote long-term sustainability of the program.	Target 2: Allocate at least 10% of annual operating revenue as reserve funds as reflected in the main financial account ending balance per fiscal year.	Financial records	45%	23%	11%
4c. Increased formal interdisciplinary initiatives with campus partners, including dual degrees, high-impact symposiums and research collaborations.	Target 1: The MPH Program will increase the number of Memoranda of Understanding with internal and external partners.	Administrative records	8	8	9
	Target 2: Increase in public-health-oriented faculty on campus that have a formal affiliation with the MPH program.	Administrative records	16	17	24
	Target 3: 60% of all faculty members will serve on at least one faculty subcommittee.	Organizational chart	50%	44%	42%
	Target 4: By 2018, increase to 8 the number of interdisciplinary proposals submitted for internal or external funding.	Administrative files	N/A	2	4
4d. Expanded global health collaborations on campus and with international organizations.	Target 1: Achieve a yearly minimum of 10 formal collaborative initiatives with international agencies or international programs at MU.	Administrative files	2	5	4
4e. Opportunities for direct mentorship of students and engagement with the public health practice community.	Target 1: MPH student involvement in at least 3 community forums on topical issues such as the Tobacco 21 initiative and Medicaid expansion per year.	Communication with MoPHAC and MPHGSA leaders	3	4	9

4f. Expanded dual degrees and/or other formal educational opportunities with partner institutions.	Target 1: Increase applications to MU-UMKC partnership program to 40 annually by 2018.	Access database	5	10	7
	Target 2: Increase applications for MU-based dual degrees to a minimum of 10 per program per year by 2018.	Access database	MPH/ DVM: 4 MPH/ JRN: 1 MPH/ MPA: 2 MPH/ MSW: 0	MPH/ DVM: 5 MPH/ JORN: 0 MPH/ MPA: 0 MPH/ MSW: 4	MPH/ DVM: 15 MPH/ JRN: 0 MPH/ MPA: 2 MPH/ MSW: 3
4g. An empowered and engaged external stakeholder network to support the MPH program and mentor students.	Target 1: Increase to 75% the percentage of research group activities that include members of the practice community.	Attendance records	N/A	67%	63%
4h. Programmatic goals that complement identified state-wide needs in public health infrastructure, research and advocacy.	Target 1: By 2018, increase to 10 annually the number of formal meetings focused on integrating MPH Program efforts into the state workforce development plan.	Lise's files on working groups Lynelle's MICH involvement	1	2	5

1.2.d 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, faculty, students, alumni and representatives of the public health community.

Program leadership has remained in close communication with CEPH staff in assessing changing standards within public health curricula and best practices in defining program competencies, above and beyond the required CEPH training in August 2014 (attended by the program coordinator and program fellow). These include meeting with CEPH staff at the Association of Accredited Public Health Programs session of the APHA, San Francisco, CA, October 2012, to discuss current trends in competency mapping and meeting with CEPH Staff Molly Mulvanity at the Boston APHA 2013 to get guidance regarding criteria related to online MPH programs.

Progress toward achieving program competencies outlined in the self-study document is regularly visited at core faculty meetings and in bi-monthly meetings with administrative staff and emphasis area directors. These meetings are informed by the regular collection of data related to student grades, course evaluations, and annual survey results. Policy changes resulting from these ongoing feedback loops include the addition of epidemiology-focused coursework and international electives, improved coordination among faculty teaching complementary courses (such as biostatistics and epidemiology) and the adoption of assignments that enhance student portfolios in identified competency areas (the addition of an Op Ed assignment in the HPP capstone course, for example).

Against that background, a formal competency review was begun in April 2012, when the program coordinator was hired. She assumed leadership of the Curriculum Committee and initiated a program-wide review of the MPH Program Competencies toward identifying a set of key required competencies that would be attached to each core course or alternative course in the curriculum. Core faculty members and campus partners served on subcommittees charged with revising competencies related to subject area and for proposing a set of “minimum required competencies” for required courses. The proposed program competencies were submitted for review to the entire Core Faculty Committee in February 2014. Faculty members contracted to teach core courses from other units or from the practice community were asked individually to provide feedback. Final revisions were incorporated into program materials beginning in Fall 2014.

In April 2013, administrative program staff began meeting weekly to review the target measures included in the first self-study submitted for initial accreditation. At that time the program coordinator and program fellow also began reviewing any changes in CEPH-required documentation against current targets and assembling progress toward targets into a comprehensive packet for review at the faculty retreat in May 2014.

In May 2014, core faculty met for a two-day strategic planning retreat to review and revise the following items:

- The MPH Program Mission;**
- MPH Program Goals and Objectives;**
- Measurable targets** related to proposed new goals and objectives;
- Additional issues of **faculty governance, curriculum, and interdisciplinary research.**

The minutes and agenda for the faculty retreat are included in Resource File 1.2.6.

The comprehensive Evaluation Report prepared for that meeting is included in Resource File 1.2.7.

MPH Program Coordinator and Program Fellow attended the Washington DC CEPH training in August of 2014 and shared the results of that training with the core administrative team and emphasis area directors in early September, in advance of the Annual Stakeholders’ Meeting. Self-study components related to research, field placement tracking and advising, and service have been addressed at each of the core faculty meetings throughout the self-study year (October 1, 2014; January 7, 2015; March 31, 2015) and on November 10, 2014, the Internship/Capstone Subcommittee met specifically to discuss revising the guidelines for assessing cross-cutting competency achievement in field placements. The Core Faculty Committee and each of the formal standing subcommittees (with the exception of the Advisory Committee for the Graduate Certificate in Global Public Health and the Admissions Committee) include student representatives elected by the MPHGSA.

After initial review was completed, new goals and targets were submitted to both the External Advisory Board at the annual meeting in September 2014 and sent to the Board of Directors for review and comment in December 2014 (Membership in all committees and boards is detailed under Criterion 1.4). In January 2015, following revisions made in response to both External Advisory Board and Board of Director comments, a complete set of the proposed goals and objectives was sent for review and comment to the MPH Graduate Student Association (MPHGSA). In February 2015, Program Director Lise Saffran and Program Coordinator Jessica Hosey met with the President and APHA liaison of the MPHGSA to review and discuss student feedback. Final revisions to the measurable targets, specifically focused on removing process indicators, occurred after the technical assistance visit with CEPH staff member Kristen Varol in March 2015. Goals, objectives and targets were added to the website following that visit and remain on public view.

The following administrative staff members were responsible for organizing the self-study materials and data and drafting the narrative:

- Lise Saffran, MPH, MFA, Program Director**

Jessica Hosey, MA, Program Coordinator
Lynelle Phillips, MPH, RN, Field placement coordinator
Sandy Gummersheimer, Academic Advisor
Diana Rickard, Business Support Specialist
Michelle Long, Program Fellow/International Internship Coordinator
Dana Thompson, Office Support

Through the dynamic process of evaluating and revising the mission, goals and objectives—including the Annual Stakeholders’ Meeting which includes the widest possible audience of current students, alumni, faculty, administrators, preceptors and board members—the MU MPH Program emphasizes accountability and transparency, stakeholder involvement, and responsiveness.

1.2.e Assessment of the extent to which this criterion is met, and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

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.

Weaknesses: The program’s evaluation strategy emphasizes measurable targets from a wide variety of data sources related to faculty, student, programmatic and community success and involvement. The unique interdisciplinary structure of the program, whereby data does not always reside with the program, creates obstacles to comprehensive and accurate reporting.

Plans: Program leadership will continue working with collaborative units to streamline and institutionalize routine data collection.

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CEPH Self Study

Criterion 1.3

1.3 Institutional Environment. The program shall be an integral part of an accredited institution of higher education.

1.3.a A brief description of the institution in which the program is located, and 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 35,000 students from every county in Missouri, every state in the nation, and 120 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 300 degree programs 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 five public universities in the country with medicine, veterinary medicine, and law all on one campus, MU provides Missouri with an educated workforce of doctors, 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:

**The Accrediting Commission of Education of Health Services Administration (ACEHSA);
The Commission on Accreditation of Healthcare Management Education (CAHME);
The Liaison Committee on Medical Education (LCME);
The Accreditation Council for Graduate Medical Education (ACGME);
The Commission on Collegiate Nursing Education (CCNE);
The National Association of Schools of Public Affairs and Administration (NASPAA);
The Council on Social Work Education (CSWE); and
The American Veterinary Medical Association (AVMA) Council on Education (COE).**

Accrediting bodies of the entire campus are included in Resource File 1.3.1.

1.3.b One or more organizational charts of the university indicating the program's relationship to the other components of the institution, including reporting lines and clearly depicting how the program reports to or is supervised by other components of the institution.

The unique collaborative structure of the MU MPH Program is outlined in the attached Organizational Chart (Resource File 1.3.2). At the program's inception, it was housed in the Graduate School, under the authority of the Graduate School Dean. University restructuring in August 2014 resulted in the elimination of the Graduate School and the establishment of the Office of Interdisciplinary Programs

(where the MPH and four other interdisciplinary area programs now reside) under the Vice Chancellor for Graduate Studies. The lines of reporting from MPH Program Director to the Vice Chancellor for Graduate Studies remained unchanged by this restructuring. In matters related to her 10% appointment in the Department of Health Sciences (School of Health Professions), Program Director Lise Saffran reports to Rosemary Hogan, Chair of the Department of Health Sciences.

In April 2014, the Provost convened a task force to review the functions of the former Graduate School and make recommendations to the chancellor (delivered in July 2014). Program Coordinator Jessica Hosey was the MPH Program's representative on that committee.

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. The Core Faculty Committee includes representatives from the following schools, colleges and departments: The School of Health Professions, the School of Medicine, the College of Veterinary Medicine, the Sinclair School of Nursing, the Truman School for Public Affairs, the College of Arts and Sciences, the Missouri School of Journalism, and the School of Social Work. Core Faculty Committee members are obligated to serve on at least one of the following subcommittees: Internship/Capstone, Curriculum, and Admissions. Subcommittee membership includes secondary faculty as appropriate and each, including the Core Faculty Committee, include an elected graduate student representative from the MPHGSA. No students serve on the Admissions Committee, which is comprised of representatives from each emphasis area and the program director.

A full description of committee membership is included in Criterion 1.5.a. In addition, subcommittees are formed, as appropriate, to address specific program goals. In the past three years, these have included:

An **epidemiology subcommittee** was tasked with assessing student interest in new epidemiology coursework and overlap among existing courses. This committee included core faculty representatives from Nursing, Veterinary Medicine, and Social Work. It resulted in renaming/refocusing a community assessment course to Applied Epidemiology in Community Assessment and the addition of two new epidemiology electives;

Graduate Certificate in Global Public Health Advisory Group was tasked with developing a proposal for the new certificate. It included core faculty members from Medicine, Health Sciences, Social Work, and Nursing;

Admission Review Subcommittee was tasked with preparing recommendations for the Core Faculty Committee to review at the meeting in April 2015 related to developing a system of ranked admission that incorporates holistic measures of academic readiness, diversity, and demonstrated commitment to public health.

The Board of Directors is consulted for feedback on the program's goals and objectives, as well as major structural changes, and includes the Deans of the School of Health Professions, the Harry S. Truman School of Public Affairs, the School of Social Work, the College of Veterinary Medicine, UMKC School of Nursing, and the Chair of Family Community Medicine, and the Associate Vice Chancellor of Graduate Studies.

What follows is a description of the unit in which the program is housed and the departments where we hold Memorandums of Understanding (Resource File 1.3.3).

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 Office of Interdisciplinary Programs at the University of Missouri

The MPH Program is an area program of the Office of Interdisciplinary Programs (in the Office of the Provost), which means that the Office of Interdisciplinary Programs provides the administrative umbrella for its relevant activities. Under the leadership of University of Missouri Associate Vice-Chancellor for Graduate Studies, the staff also provides administrative support to more than ninety graduate degree programs across campus.

As Associate Vice-Chancellor for Graduate Studies, Dr. Rubin both serves on the Board of Directors and provides additional administrative guidance to the program through regular meetings with Program Director Lise Saffran.

The MU MPH has MOUs with the following:

The School of Health Professions: Related to roles, responsibilities, and financial support of shared faculty (Dr. Deborah Hume, Dr. Wilson Majee, Dr. Molly Vetter-Smith, and Lise Saffran) and service of the School's Dean, Kristofer Hagglund, on the MPH Program's Board of Directors;

The Sinclair School of Nursing: Related to shared faculty (Lynelle Phillips, Instructor and Field Placement Coordinator) and core coursework in program evaluation and policy in the MPH Program curriculum and service of the School's Dean, Judith Miller, on the MPH Program's Board of Directors;

The Harry S. Truman School of Public Affairs: Related to shared faculty (Dr. Stephanie Potochnick) and core coursework in policy development in the MPH Program curriculum and service of the School's Dean, Barton Wechsler, on the MPH Program Board of Directors;

The School of Social Work: Related to shared faculty (Dr. Mansoo Yu, Dr. Leigh Tenkku Lepper), membership of the School's Director, Marjorie Sable, in the Core Faculty Committee, and the service of the Dean of the School of Human and Environmental Sciences on the MPH Program Board of Directors;

The College of Veterinary Medicine: Related to shared faculty (Dr. Loren Schultz, Dr. Patrick Pithua), core coursework for the Veterinary Public Health emphasis area, and the service of the College's Dean, Neil Olson, on the MPH Program Board of Directors;

The College of Arts and Sciences: Related to the service of statistics faculty member Suh Won Lee on the Core Faculty Committee and core coursework in biostatistics in the MPH Program curriculum;

Mizzou Online: Related to program and student support for distance students and the University of Missouri's cost-share agreement with regard to online courses;

UMKC School of Nursing: Related to transferrable courses for the MU MPH in Health

Promotion and Policy, measures to facilitate UMKC student enrollment in MU MPH courses and the service of the School's Dean, Ann Cary, on the External Advisory Board of the MU MPH Program (pending).

1.3.c.i Description of the program's involvement and role in the following: Budgeting and resource allocation, including budget negotiations, indirect cost recoveries, distribution of tuition and fees and support for fund-raising.

In 2012 the MPH program's budget was converted to a rate allocation with regard to general operating revenues. Each year in April, the MPH Program Director submits a proposed budget to the Office of Interdisciplinary Programs and the Vice Chancellor for Graduate Studies for consultation and review; the program director, in consultation with the administrative team and Core Faculty Committee, has a high degree of autonomy in determining the funding priorities of the program.

The total MPH program budget comes from the following sources: a) General operating funds, the amount of institutional support received each year; b) Direct cost-share from online student tuition which is calculated according to a 60% Department/25% Mizzou Online/15% Provost Office revenue share, as well as any related differential fees; c) Gifts to the program; and d) Indirect cost-sharing for grants and contracts.

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 the remaining 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.

Since the restructuring of the Graduate School, development support for the program has come primarily from Mizzou Advantage, a strategic initiative of the University of Missouri that is focused on fostering interdisciplinary collaboration among faculty, staff, students, and external partners to address and solve real-world needs. The four emphasis areas of Mizzou Advantage overlap significantly with the MPH program goals and include: **Food for the Future:** The culture, economics and production of healthy, affordable food; **Media of the Future:** New ways to communicate, educate, and market; **One Health/One Medicine:** The convergence of animal and human health; **Sustainable Energy:** Developing and distributing renewable energy sources.

1.3.c.ii Description of the program's involvement and role in the following: Personnel recruitment, selection and advancement, including faculty and staff.

Recruitment

MPH Program staff are recruited by senior administrators in the program and hired with the approval of the Vice Chancellor for Graduate Studies, where the MPH Program has its administrative home. The MPH Program Director has the prerogative to establish the internal structure of the MPH Program, set titles for new staff, and determine the scope of duties, within MU's rules and regulations.

Core and secondary faculty with tenure-track or non-tenure-track appointments at the University of Missouri are recruited according to the policies and procedures set forth by their home departments and the university and with cooperation from the MPH program (including financial contributions where FTE are shared). 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 policy (Resource File 1.3.4). Adjunct or non-regular faculty are recruited by the MPH program directly, with attention to involving experienced public health practitioners in the program's curriculum. These include both public health professionals with leadership roles within the state (such as the Vice President of the

Missouri Hospital Association), as well as out-of-state professionals with particular skills and experience to share (such as the former director of Global Health Education at the University of Connecticut School of Medicine).

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 (Resource File 1.3.5). Implementation of the procedures at the program or departmental level is overseen and facilitated by the Provost, Associate Vice Chancellor, the department chairs and the MPH Program Director.

The MPH Program has worked cooperatively with the following units to recruit five joint faculty members since academic year 2010: the Truman School of Public Affairs (one faculty member) and the School of Health Professions (three faculty members), and the School of Social Work (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 her recommendation in consultation with the Core Faculty Committee. In the hiring of Dr. Wilson Majee (CV in Resource File 1.3.6), 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 the committee charged with forwarding recommendations for promotion and tenure. MPH-related duties, teaching evaluations, research, and service records are included in each joint faculty member's dossier both for Promotion and Annual Review. The decision to offer courtesy appointments to faculty in collaborating departments rests with the program director and is informed by the Core Faculty Committee's assessment of a candidate's combined public health teaching, research, and service.

Academic standards and policies, including establishment and oversight of curricula

The Office of Graduate Studies 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 joint 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 Associate Vice Chancellor for Graduate Studies 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. New programs (certificates, emphasis areas, joint degrees) proposed by the MPH Program are sent to the Graduate Faculty Senate for approval before being implemented.

The MPH Program has the authority to establish relevant curricula, determine core courses, add or subtract electives, and approve transfer credits, as appropriate for existing programs. Proposals for curricular changes to existing programs may be initiated by the administrative team, by the emphasis area directors, by the Core Faculty Committee or by the Curriculum Committee, but any major change is subject to a vote by the Core Faculty Committee before being implemented. Any new courses, including electives, are reviewed by the Curriculum Committee (which includes a student representative) and the director of each emphasis area. As a result of this review, they may be approved for all categories of public health students or for HPP or VPH only. Courses deemed by the Curriculum Committee to lack sufficient public health content or rigor are sent back to the proposing instructor for revision and may be reviewed again or declined. In addition to proposing new courses for inclusion in the MPH Program curriculum, the Curriculum Committee reviews the results of Student Self-Assessment Survey (Resource File 1.3.7) 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.

N/A

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.

N/A

1.3.f Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: In spite of structural changes to the Graduate School, the MPH Program continues to have direct involvement from, and access to, the highest levels of university leadership. Because of its unique interdisciplinary focus, the program has also benefited from involvement with strategic initiatives such as the Mizzou Advantage. The procedures, policies, and practices of the MPH Program are guided by and adhere to all relevant policies in place in the Office of Graduate Studies and MU. 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.

Weaknesses: Budget reductions across the University of Missouri have been particularly challenging for the MPH Program, due to its unique structure. As the program does not offer an academic home and must work with collaborating programs to incorporate MPH Program needs into approved lines for hiring. Further, RIF associated with participating faculty are almost exclusively apportioned to the department serving as the faculty member's academic home.

Plans: MPH Program leadership is exploring ways to consolidate some of the administrative functions under one or more of the collaborating schools or colleges. A potential downside to this change would be the perceived "ownership" of the program by a thematic school; any proposal would need to maintain the program's interdisciplinary focus.

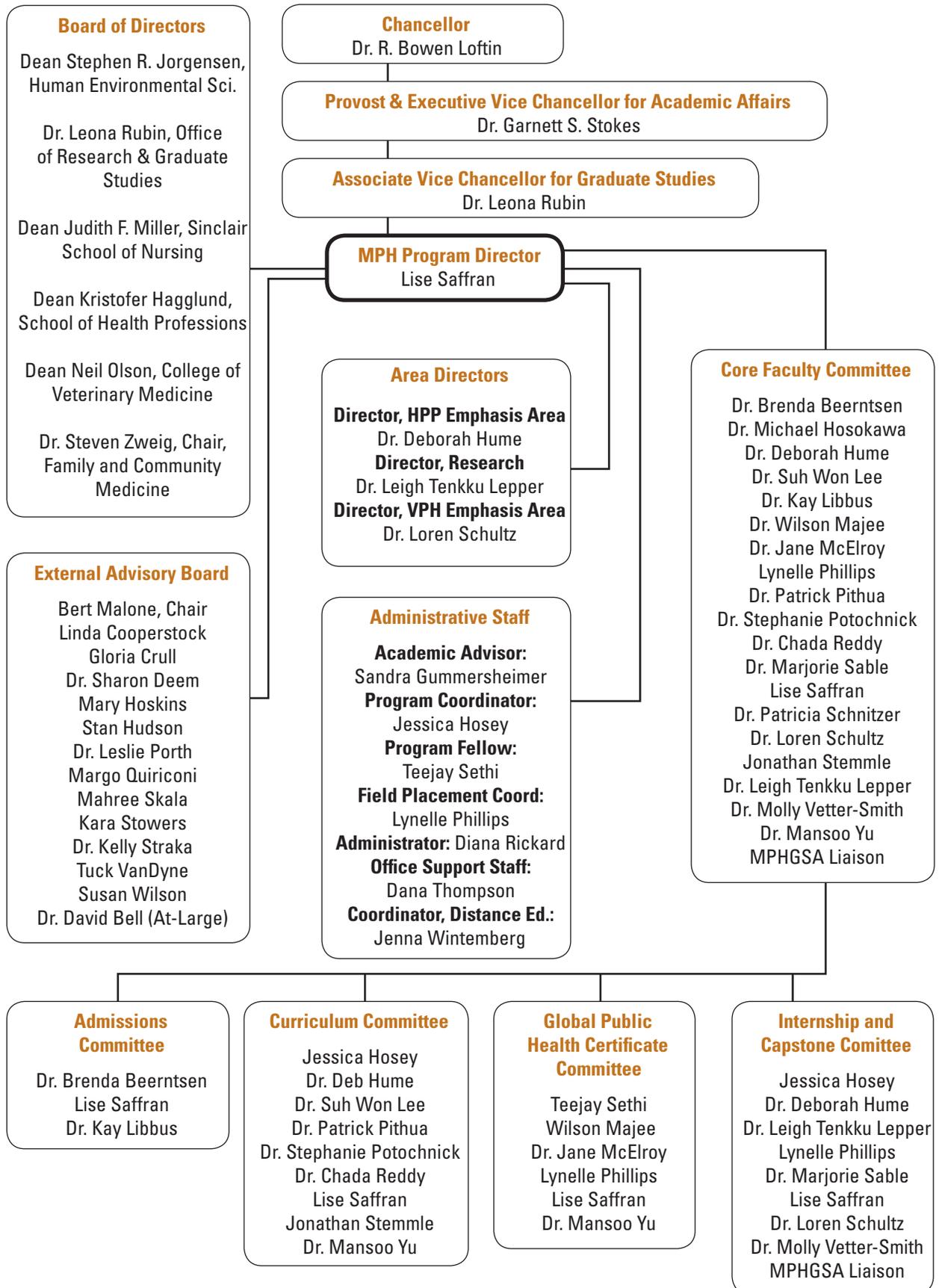
CEPH Self-Study

Criterion 1.4

1.4 Organization and Administration

The program shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the program's public health mission. The organizational structure shall effectively support the work of the program's constituents.

1.4.a One or more organizational charts delineating the administrative organization of the program, indicating relationships among its internal component. See next page.



The unique collaborative structure of the Master of Public Health Program at the University of Missouri is outlined in the Master of Public Health Program Organizational Chart in Resource File 1.3.2.

1.4.b Description of the manner in which interdisciplinary coordination, cooperation and collaboration occur and support public health learning research and service.

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. The program is formally housed under the auspices of the Office of Interdisciplinary Programs in the Office of the Provost. Associate Vice Chancellor for Graduate Studies Leona Rubin provides guidance and direction to the program both through regular meetings with program leadership and staff. The Board of Directors is comprised of Deans representing the other major academic partners, including the Sinclair School of Nursing, the Colleges of Human and Environmental Sciences, and the College of Veterinary Medicine, as well as the Dean of the School of Health Professions, formerly the Director of the Master of Public Health Program.

The Core Faculty Committee includes representatives from many academic units at MU. The Curriculum, Internship and Capstone, and Global Public Health Graduate Certificate Committees 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 emphasis area directors include a director from the Health Promotion and Policy emphasis and the Veterinary Public Health emphasis. The Admissions Committee includes representatives from the College of Veterinary Medicine and the Sinclair 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. A fairly new initiative of the program, the establishment of the Interdisciplinary Research Group in Public Health under the leadership of Dr. Tenkku Lepper (CV in Resource File 1.4.1) extends the interdisciplinary structure of the campus program to partners in the field by including both campus-based faculty and professional public health adjunct instructors in its activities. A more detailed description of the research group and its activities is included under Criterion 3.1.

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:

Work with five collaborating units (Health Professions, Social Work, Veterinary Medicine, Public Affairs, and Medicine) to plan for, recruit, and hire faculty who are appointed jointly between the programs;

Work with partner programs to maximize resources in order to ensure that required courses are taught with the necessary frequency. For example, the core MPH course offered through the Truman School of Public Affairs, Public Policy Processes and Strategies (syllabus in Resource File 2.3.1), is taught in three different formats by faculty from the Truman School of Public Affairs;

Use of the CEPH self-study process as a springboard to create ongoing processes for data collection, planning, evaluation, and assessment;

Close work with each collaborating unit to draft a Memorandum of Understanding that outlines roles, duties, and obligations clearly and explicitly (Resource File 1.3.3);

Introduction of a series of social events with stakeholders, including the Annual Stakeholders' Meeting and the Spring Picnic;

Establishment of an annual award to recognize outstanding teaching within the program. Faculty members are nominated by students and all core and secondary faculty are eligible;

Election of student representatives through the Master of Public Health Graduate Student Association to serve on the Core Faculty Committee, the Curriculum Committee, and the Internship/Capstone Committee to enhance communication and collaboration between faculty and students;

Sponsorship of two faculty members in the university's Global Scholars Program over the past two years: Mansoo Yu (MPH/MSW) and Chada Reddy (Biomedical Sciences/Veterinary Public Health). The Global Scholars Program is an interdisciplinary team of scholars that travels internationally to explore research and teaching collaborations with foreign institutions.

Curriculum

The Curriculum Committee may make recommendations to the Core 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 Master of Public Health Graduate Student Association, as well as the Missouri Public Health Advocacy Coalition, both of which participate in a variety of service activities. For example, for the past few years, Master of Public Health students have comprised the bulk of the membership in the Truman School of Public Affairs Grant Writing Group, a student-run program that partners students with nonprofit organizations in need of grant-writing assistance. This program is one of several service opportunities that is introduced to incoming students at orientation. All students are asked to report their individual service activities in the Annual Student Survey (Resource File 1.5.15).

Since its inception, the MPH Program at MU has been deeply collaborative and engaged; indeed core faculty selected collaboration as the program's important fourth goal at the Core Faculty Retreat in May 2014. The MPH program works with a variety of state, local, and international organizations to advance faculty research, student learning opportunities, and community health, including the following: The State Department of Health and Senior Services (to assist in the development of the state's public health workforce infrastructure plan and research agenda); the Institute for Conservation Medicine at the St. Louis Zoo (to develop field placements for students in zoonotic disease prevention and to advance awareness of public health issues [a jointly authored Op Ed by the two programs is included in Resource File 1.3.2]); the Missouri Public Health Association (to provide mentorship to students through the Missouri Public Health Advocacy Coalition and opportunities for students to present research at the annual meeting); a variety of local health agencies (Applied Epidemiology in Community Assessment Instructor Lynelle Phillips incorporates local data and assessment needs into course assignments); The Deaton Institute for University Leadership in International Development (the MPH program is co-sponsoring a Graduate Research Assistant to work with the institute); Engineers without Borders (to incorporate public health field placements into international community development efforts); and many more.

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, syllabus in Resource File 2.3.1) was team-taught by MPH faculty representing both the policy and health promotion aspects of the program and has alternated thereafter among faculty members. Joint degrees with the College of Veterinary Medicine, Journalism School, School of Social Work, and the Truman School of Public Affairs are now offered (See Criteria 2.8). In Spring 2013, the MPH Program began collaborating with the University of Missouri-Kansas City to offer a completely online MPH degree to students living in the Kansas City area. The MPH Program also collaborates with other schools and departments to provide its elective courses. For example, a variety of electives are offered through the Sinclair School of Nursing, Department of Health Management and Informatics, School of Law, and the College of Agriculture, Food and Natural Resources.

1.4.c Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The MPH Program has a structure designed to institutionalize collaboration among complementary units and community partners, while maintaining a clearly identified set of reporting relationships and significant autonomy in decision making. It operates efficiently with the input of stakeholders on a variety of levels.

Weaknesses: The structural changes in the Graduate School have been compounded by personnel changes in senior university leadership. With the installation of a new University of Missouri Chancellor and Provost, these changes are expected to be reduced in the coming years. The program will benefit from a firm sense of where it “belongs” in the university structure.

Plans: The MPH Program is committed to maintaining its thoroughly interdisciplinary structure but is exploring ways to institutionalize some infrastructure elements (Human Resources, Development, Fiscal Management) under one or more collaborating units.

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CEPH Self-Study

Criterion 1.5

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 the conduct of program evaluation procedures, policy setting and decision making.

1.5.a 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 lists will be made available under Resource File 1.5.1.

The Core Faculty Committee

The Core Faculty Committee includes faculty who have full-time employment (FTE) with the University of Missouri and whose combined public health-related research, teaching, or administrative effort equal or exceed 50% of their FTE. Core faculty members teach required or elective public health courses, serve on subcommittees, and serve as faculty advisors to MPH students. The Core Faculty Committee is charged with policy development and approval, curriculum oversight, competency development and management, short and long-range strategic planning, and the direction of the CEPH self-study document. The committee includes one student representative, elected by the Master of Public Health Graduate Student Association. Meetings are held at minimum once each semester. Program staff communicate regularly between meetings with Core Faculty Committee members to convey time-bound information including opportunities for development, research collaboration, and student presentations.

Core Faculty Committee Members

Lise Saffran, MPH, MFA, Program Director (Academic Home DHS)

Deb Hume, PhD, MA, Associate Teaching Professor (Academic Home DHS)

Jane McElroy, PhD, Associate Professor (Academic Home Family and Community Medicine)

Lynelle Phillips, MPH, RN, Field placement coordinator, Instructor (Academic Home Nursing)

Loren Schultz, DVM, MS, Associate Teaching Professor (Academic Home CVM)

Brenda Beerntsen, PhD, MS, Associate Professor (Academic Home Plant Sciences)

Michael Hosokawa, EdD, MEd, Professor (Academic Home Medicine)

Jonathan Stemmler, MA, Assistant Teaching Professor (Academic Home Journalism)

Leigh Tenkku Lepper, PhD, MPH, Associate Research Professor (Academic Home Social Work)

Stephanie Potochnick, PhD, Assistant Professor (Academic Home Public Affairs)

Wilson Majee, PhD, MPH, Assistant Professor (Academic Home DHS)

Patrick Pithua, PhD, Assistant Professor (Academic Home CVM)

Margie Sable, DrPH, MPH, MSW, Professor (Academic Home Social Work)

ManSoo Yu, PhD, MSW, Associate Professor (Academic Home Social Work)

Suh Won Lee, PhD Assistant Professor (Academic Home Statistics)

Nick Kohlberg, MPH student (a new student will be elected in spring 2015)

Admissions Committee

Admissions criteria were put in place by the Core Faculty Committee at the initiation of the program and any revisions to those criteria are submitted to the Core Faculty Committee for review. These program

specific criteria conform to admissions criteria set forth by the Office of Graduate Studies for the university at large (Resource File 1.5.2). The Admissions Committee is charged with applying those criteria in the review of individual candidates and is comprised a faculty representative from each of the two emphasis areas and the MPH Program Director. Decisions are made according to the majority opinion.

Admissions Committee Members

Lise Saffran, MPH, MFA, Program Director

Kay Libbus, DrPH, RN, Professor Emeritus, MPH Program

Brenda Beerntsen, PhD, MS, Associate Professor

In January, 2015, the Core Faculty Committee convened an ad hoc subcommittee to review the admissions criteria and recommend revisions toward a rigorous, yet holistic, weighted approach. This subcommittee consisted of four faculty.

Admissions Process Ad Hoc Subcommittee Members

Deborah Hume, Emphasis Area Coordinator for HPP

Loren Schultz, Emphasis Area Coordinator for VetPH

Stephanie Potochnick, Assistant Professor, MPH/Truman School for Public Affairs

Lynelle Phillips, MPH/Nursing, MPH Field Placement Coordinator

That committee submitted its recommendations to the Core Faculty Committee at the meeting on March 31, 2015. A full description of the changes adopted is included in Resource File 1.5.3.

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. There is one student member, elected by the Master of Public Health Graduate Student Association.

Curriculum Committee Members

Lise Saffran, MPH, MFA, Program Director

Jessica Hosey, MA, Program Coordinator

Deb Hume, PhD, MA, Associate Teaching Professor

Lynelle Phillips, MPH, RN, Field Placement Coordinator

Suh Won Lee, PhD, Assistant Professor

Stephanie Potochnick, PhD, Assistant Professor

Patrick Pithua, PhD, Assistant Professor

Mansoo Yu, PhD, MSW, Associate Professor

Nick Kohlberg, MPH student

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, syllabus in Resource File 2.3.1) and Veterinary Public Health Capstone (P_HLTH 8971, syllabus in Resource File 2.3.1) 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 process or specific internships, should the need arise. This committee includes one student representative elected by the Master of Public Health Graduate Student Association.

Internship and Capstone Committee Members

Jane McElroy, PhD, Associate Professor

Lise Saffran, MPH, MFA, Program Director

Lynelle Phillips, MPH, RN, Field Placement Coordinator

Loren Schultz, DVM, MS, Associate Teaching Professor

Leigh Tenkku Lepper, PhD, MPH, Associate Research Professor

Margie Sable, DrPH, MPH, MSW, Professor

Ola Aromaye, MPH student

External Advisory Board

The External Advisory Board 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 Board meets with program faculty and staff bi-annually on a formal basis and frequently informally throughout the year. External Advisory Board members are involved in career development events for MPH students (they are panelists on an annual career panel) and mentorship, as well as serving as field placement preceptors. All foundational documents (competency revision, program mission, goals and objectives) are submitted to the External Advisory Board for review and comment. The board includes a graduate of the MU MPH Program.

External Advisory Board Members

Bert Malone, MPA, Director, Kansas City Health Department, EAB CHAIR

Linda Cooperstock, MPH, President-elect, Missouri Public Health Association

Gloria Crull, MPA, MPH, CEO Family Health Center

Sharon Deem, DVM, PhD Director, Institute for Conservation Medicine St. Louis Zoo

Mary Hoskins, Chief, Office of Human Resources, Missouri Department of Health and Senior Services

Stan Hudson, MA, Associate Director, Center for Health Policy, University of Missouri

Leslie Porth, PhD, Vice President, Health Improvement, Missouri Hospital Association

Margo Quiriconi, RN, MPH, Principal, Q Works, LLC

Mahree Skala, MA, Executive Director, Missouri Association of Local Public Health Agencies

Kelly Straka, DVM, State Wildlife Veterinarian, Missouri Department of Conservation

Kara Stowers, Environmental Health Specialist, Boone County Department of Public Health and Human Services (MPH Program Alumni)

Tuck VanDyne, MPA Chief Office of Women's Health, Missouri Department of Health and Senior Services

Susan Wilson, MPA, Chief Operating Officer, Missouri Primary Care Association

Ann Carey, PhD, MPH, RN Dean of the UMKC School of Nursing

1.5.b Identification of how the following functions are addressed within the program's committees and organizational structure:

1.5b.i General program policy development

General program policy development is the responsibility of the Core Faculty Committee with input from the faculty subcommittees and under the leadership of the MPH 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 during the previous accreditation period), are submitted to the Board of Directors for review and approval. The Core Faculty Committee is responsible

for ensuring that MPH Program operations are consistent with the policies and procedures established by the Graduate Faculty Senate and MU.

1.5b.ii Planning and evaluation for the MPH Program

Planning and evaluation for the MPH Program occurs on several levels and with participation from a variety of stakeholders. In addition to the formal strategic planning-related activities such as the stakeholder meeting and core faculty retreat, MPH Program staff meet twice monthly with the emphasis area directors to identify and discuss problem areas with regard to student recruitment and success, faculty and curriculum development, orientation processes, and other program functions. These discussions are informed by the regular reporting of admissions data, faculty and student feedback both formal and informal, field placement evaluations, student surveys and self-assessments, and communication from senior administration about university-wide trends and strategies. Changes proposed to address identified issues are submitted to the Core Faculty Committee, which includes a student representative.

For example, admissions data, GPA records, and faculty reports suggested that an increasing proportion of students in the Graduate Certificate Program were recent graduates with little or no public health experience, some with undergraduate GPAs that would make them ineligible for formal admission to the MPH program. While the requirement that students earn at least Bs in each certificate course in order to qualify for admission to the MPH was deemed an adequate safeguard for MPH student quality, faculty expressed concern that too many unprepared students in courses with formally admitted MPH students might diminish the rigor of discussion. Consequently, a proposal to create a minimum undergraduate GPA for certificate applicants without significant professional public health experience was presented to the Core Faculty Committee (See page 9 of “Graduate Certificate Minimum GPA Proposal” in Resource File 1.5.4). The proposal was approved and the change was implemented in Fall 2014. For purposes of evaluation, certificate grades and faculty and student input will be added to data collected toward the target measuring Graduate Certificate completion rates (See Criterion 1.2, Table 1.2.1 Outcome Measures) and presented to the Core Faculty Committee in January 2016.

1.5b.iii Budget and resource allocation

Budget and resource allocation is achieved as a joint process among the MPH Program Director, the Vice Chancellor of Graduate Studies, and the Director of the MU Budget Office. In 2012 MPH Program general operating funds were converted to a rate allocation. MPH Program administration has the autonomy to prioritize expenditures for faculty and administrative salaries, equipment, travel, and recruitment within existing constraints and regulations. At the time of this writing, the ongoing budget includes salary support for the program director, program coordinator, field placement coordinator, distance education coordinator, academic advisor, program fellow, business support specialist, and office assistant. In addition, the program pays a small stipend to the emphasis area directors and the director of research. 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 Stakeholders’ Meeting. The program counts among its expenses payments to departments and programs offering courses that are included in the core MPH curriculum and for which increased enrollment in the MPH program requires additional sections (For example, MPH students fill several sections each year of STAT 7020 Statistical Methods in the Health Sciences). These agreements are detailed in the MOUs included in Resource File 1.3.3. As noted in the description of core and secondary faculty, significant additional 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.

Each spring, the MPH Program Project Director works with administrative staff to prepare a budget to submit to the Vice Chancellor of Graduate Studies for review and approval. Proposals to increase differential fees originate with the MPH Program Director (reviewed by the Core Faculty Committee) and are submitted to the budget director; a proposal to add a differential fee for online student coursework was

requested in October 2013 and approved to begin with the Summer 2014 semester.

For further information, see “Funding Table for Core Faculty” in Resource File 1.5.5.

1.5b.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 and are regularly collected and updated for inclusion in the Master of Public Health Program Student Handbook (Resource File 1.5.6).

Program-specific admissions criteria may be changed through recommendations made to the Core Faculty Committee by the Admissions Committee and/or administrative staff. In Fall 2014, the Core Faculty Committee formed a subcommittee to recommend a revised admissions process for the MPH program that would combine a minimum score based on scholastic achievement with a holistic assessment aimed at ensuring a diverse and professionally prepared class. The committee’s recommendations were approved by the Core Faculty Committee on March 31, 2015, and will be implemented by the Admissions Committee beginning in Spring 2016 (Resource File 1.5.7).

Once admitted to the MPH Program, each student is recommended to the Office of Graduate Studies 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 1.5.8), and information about campus resources (Resource File 1.5.9).

Students wishing to earn joint degrees must be admitted to the MPH Program and to its collaborating unit (either the College of Veterinary Medicine, Truman School of Public Affairs, School of Journalism, or School of Social Work) independently. The Core Faculty Committee includes representatives from all units with which the program has joint degrees and is a forum for coordinated oversight.

The MPH program regularly enrolls a higher proportion of underrepresented minority students, international students, and nontraditional working students than most graduate programs at MU, and our engaged and expansive recruitment strategies play a great part in that success. A detailed description of our diversity policies is included under Criterion 1.8; our recruitment activities include outreach to diverse programs within MU (the program for service learning, the Department of Women’s and Gender Studies, the McNair Scholars program, among others) and to area colleges including Lincoln University, one of Missouri’s two HBCUs. MU’s MPH Program has made recruitment of students from underserved rural health departments a particular priority and over the years these efforts have included the following: waiving application fees for applicants from counties identified as underserved, recruitment events held in conjunction with local health agencies in underserved counties, and ultimately, the introduction of a fully online MPH degree in Fall 2014.

Further, the emphasis on collaboration within the governance structure of the MPH Program has contributed in a number of ways to the successful recruitment efforts as illustrated by the following trends:

Rising applications from the College of Veterinary Medicine to the Veterinary Public Health Emphasis Area, including a number of students who indicated that the dual degree opportunity drove their interest in the University of Missouri;

Attendance by MPH Program staff at conferences on nursing and on public policy, and conservation medicine meetings, as notified by core faculty with home appointments in relevant units;

Collaborative efforts with the Reynolds School of Journalism, including participation in a

high-impact symposium on Digital Storytelling in Health planned for September 2015.

1.5.b.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. The MPH Program Director works directly with the chairs of collaborating units to recruit qualified faculty to serve in the MPH Program, either supported directly with a portion of their FTE, or by virtue of the research and teaching interests in public health and their desire to be involved in a significant way in program development and guidance. This includes serving on the search committees for open appointments. The MPH Program Director participates in the annual evaluation of each jointly appointed faculty member and contributes supporting documentation for his or her tenure file. Core faculty are supported, when relevant to their public health work, with travel funds from the MPH Program budget and included in activities of the Interdisciplinary Research Group in Public Health (described more fully under Criterion 3.1.)

1.5.b.vi Academic standards and policies, including curriculum development

The Core Faculty Committee sets policies for MPH students in accordance in with the Office of Graduate Studies Grading and Credit Policies for Graduate Students (Resource File 1.5.10). The MPH Program's policy on graduate student probation aligns with that of the Graduate Faculty Senate, which places on probation any student whose cumulative grade point average falls below 3.0. MPH Program core faculty have established program-specific policies which require students earning a C grade in any course to meet with their faculty advisor and which allow for the dismissal of students earning failing grades, following a case review by the faculty advisor and program director.

In setting internal policy, the MPH Program compiles data from a variety of sources on curriculum gaps and trends in student success. These include an annual review of grades, course specific evaluations, student requests for coursework (including an annual student survey), faculty advisor feedback, job placement rates, and others. These data are regularly reviewed in staff meetings and shared, via program updates and annual reports, with core faculty and External Advisory Board members and through the public distribution of an annual report at the Annual Stakeholders' Meeting in the fall. Proposed revisions to academic standards, as well as policies for addressing concerns associated with underperforming students, can be generated from several sources including faculty subcommittees, individual faculty members, External Advisory Board members, or program staff. Concerns are generally brought to bi-monthly staff meetings at which data needed to inform the decision making process is identified. Proposals for change are put before the Core Faculty Committee for a vote. The student representative on the Core Faculty Committee shares that information with the MPH Graduate Student Association and/or relays student concerns to faculty and staff. The MPH Program's policies are routinely updated in the Master of Public Health Program Student Handbook when new policies are developed or old ones clarified. The MPH Program Handbook, as well as the Internship Handbook, are available to both residential and distance students, via prominent links on the program homepage.

1.5.b.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 (see Criterion 1.2 for measurable targets related to faculty research and publication). Due to our collaborative structure within the university, the MPH program is in a unique position to foster interdisciplinary research and is pursuing that goal through a number of strategies:

The appointment of an MPH Director of Research. Dr. Tenkku Lepper is joint MPH/MSW

faculty (her CV is in Resource File 1.4.1)—her responsibility is to inform public health faculty about research opportunities, explore opportunities for professional development, and facilitate cross-department collaboration;

The formation, in Spring 2013, of an Interdisciplinary Research Group in Public Health.

This group includes core and secondary faculty, as well as off-campus professionals involved in the MPH program as adjuncts or advisory group members. Communication of opportunities is facilitated through the distribution of an e-newsletter entitled *Public Health Investigator* (A copy is included in Resource File 1.5.11);

The development of a proposal by the MPH Program for a grants workshop (Resource File 1.5.12). The workshop is being considered for funding by Mizzou Advantage. Currently in the planning phase, this workshop is being designed by Dr. Tenkku Lepper and Dr. Jane McElroy (Family and Community Medicine) to bring together junior and senior research faculty in the preparation of interdisciplinary public health research proposals;

Participation (and material support) of two interdisciplinary high-impact symposiums designed to foster interdisciplinary research. Core public health faculty are the Principal Investigators for the Mizzou Advantage-funded High-Impact Symposiums, now in the planning stage. The Digital Storytelling in Health symposium (PI Jon Stemmler) will be held on the MU campus in Fall 2015 and the Zoonotic Disease Prevention (PI Patrick Pithua) symposium is scheduled for Spring 2016. Both are intended to bring high-level researchers to campus to foster collaboration with MU faculty.

Service expectations are also an explicit component of the MPH strategic plan and described in detail, with faculty targets identified in Criterion 1.2. Faculty in the MPH program have been repeatedly recognized for extraordinary service, including core faculty member Deborah Hume who was honored in AY14-15 with the President's Award for Community Engagement for her work in the prevention of human trafficking. The culture of service within the MPH Program is introduced to students at orientation with the inclusion of several service opportunities in the program. Students are asked to report on their service activities through the annual student survey and that information, along with faculty service, is routinely shared at the Annual Stakeholders' Meeting.

On the MU campus, and within the community, students are encouraged by the program to take leadership roles. Opportunities for formal leadership include officer positions within the MPHGSA, as well as the student-run Missouri Public Health Advocacy Coalition (MoPHAC—more detailed information is provided in Resource File 1.5.13). The latter, which involves both current students and alumni, as well as members of the External Advisory Board in a mentorship role, has spearheaded events in the capitol and members (including current students) have been elected to serve on community boards, including the Columbia City Council.

Links between the graduate program in public health and undergraduates with interests in public health are made through advisory involvement in the student organization Mizzou Public Health.

For more information, see “Summary Table of Governance Process” in Resource File 1.5.14.

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

The MPH Program follows the practices of MU and of the Office of Graduate Studies. 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 (Resource File 1.5.6). An equivalent orientation is held for distance students (available to view during site visit). Students ready to begin internships attend an Internship Orientation and are made aware of the Master of Public Health Program Internship Handbook (Resource File 1.5.15).

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, the Council of Research Administrators, the Center for Healthcare Quality Governance Cabinet, the MU Human Rights Commission, the MU Council on Violence against Women, the MU Campus Committee on Tenure, the Women's Health Research Interest Group, the Institutional Biosafety Committee, the Life Sciences Fellowship Program Committee, the Campus Mediation Oversight Board, the University of Missouri System-wide Task Force on On-line and Distance Learning, and the Center for Family Policy and Research. Please refer to the faculty CVs in Resource File 1.5.1 for specific details on university service.

1.5.e Description of student roles in governance, including any formal student organizations.

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

The **Master of Public Health Graduate Student Association (MPHGSA)** (see MPHGSA Constitution in Resource File 1.5.16) has identified the following as its focus areas:

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

Become active participants in the Council on Education for Public Health (CEPH) re-accreditation process;

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. MPHGSA officers also work with program administrators to identify 3-4 students each year who are funded (through a combination of MU and MPH Program funds) to attend the annual meeting of the American Public Health Association. Major programmatic changes and/or initiatives are accompanied by an informational meeting of the MPHGSA. The program director attends the MPHGSA at least once a semester to provide a state-of-the-program overview.

Mizzou Public Health (Resource File 1.5.17) is a service-oriented group that includes 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 events, coordinated with a variety of campus organizations, including Sustain Mizzou and the Sexual Health Advocate Peer Education (SHAPE) program.

Missouri Public Health Advocacy Coalition (MoPHAC) is a group that includes current students (in leadership roles), as well as program alumni, External Advisory Board members, and others interested

in public health advocacy. Members work on tracking and educating the public and legislators about the implications of pending legislation. A short list of MoPHAC activities includes the following:

Public Health Advocacy Day at the Missouri Capitol (Hosted a tabling event; members introduced public health topics to legislators, staff, and visitors): April 8, 2014;

Medicaid Expansion Panel (Co-sponsored an interdisciplinary informational session on Medicaid expansion in Missouri): December 16, 2014;

Tobacco 21 City Council Meeting (3 members and 1 mentor testified in favor of raising the legal sale age of tobacco products and e-cigarettes in Columbia from 18 to 21 and adding e-cigarettes to the current clean indoor air policy. Several more members were in attendance. All policies passed): December 15, 2015.

All three groups are advised by faculty and staff of the MPH Program. The MPH Program supports these groups through event publicity, special attendance at their meetings, and occasional funding of printed materials.

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 (Resource File 1.5.18). This survey is administered to all graduating and continuing students and asks for feedback on a wide range of topics. Students are encouraged 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. Results from the survey are translated into active discussion and concrete program improvement through the regular staff meetings and External Advisory Board review and notable results are shared each year in the annual report and/or at the Annual Stakeholder's Meeting each fall. An example of agenda items drawn from student survey results and presented to the core faculty are included in Resource File 1.5.19 (called Programmatic Review following Annual Student Survey 2014).

1.5.f Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The MPH program has thrived with its unique interdisciplinary structure, succeeding in creating an environment where faculty with overlapping research and teaching interests can pursue their goals and where students feel a strong identification to a program with a culture of research and service. It has established a functional and transparent decision-making system that is flexible and uses feedback loops to improve quality. Student involvement in determining the program's direction is welcomed and students in the MPH program are among the most active on campus and in the community. Off-campus partners (advisory board members, adjunct faculty, community stakeholders) are encouraged to participate in campus/program activities in a meaningful way and their perspective is reflected in the curriculum.

Weaknesses: The MPH program is in unique position to facilitate interdisciplinary research, but grant-administration functions still encourage submissions through academic/tenure homes, rather than the MPH Program. Consequently, funds to support interdisciplinary research collaborations must come out of general operating funds, rather than grant-generated RIF funds.

Plans: MPH leadership is working with collaborating schools and colleges, together with the MPH Director of Research, to develop an MOU whereby a percentage of RIF funds from grants submitted

through or assisted by membership in the research group can be directed back to the program to support interdisciplinary research.

CEPH Self Study

Criterion 1.6

1.6 Fiscal Resources

The program shall have the financial resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

1.6.a Description of the budgetary and allocation processes, including all sources of funding supportive of the instruction, research and service activities. This description 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 the fiscal 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 was administered by the MPH Program Director and included funds for the recruitment of both core and adjunct faculty to meet the administrative, teaching, research, and service needs of the program.

Beginning in Fiscal Year 2008, institutional funds began to be supplanted by tuition and fees generated by the program. Beginning in Fiscal Year 2011 and to present, the MPH Program began to generate funds equal to or exceeding the cost of running the program entirely through tuition and fees received annually through the University of Missouri General Operating (GO) revenue allocation process. In 2012, MPH General Operating funds were converted to rate and the GO allocation in Fiscal Year 2015 was \$726,890, which included a flat 2% reduction due to state budget cuts, which is planned to occur for the next three years.

Additional sources of funds include the cost-share agreement through Mizzou Online in which 60% of tuition generated through online student course fees is returned to the program. Income through distance-generated tuition and fees for FY15 (as of 03/26/15) equaled \$235,793. Effective Summer Semester 2014, the MU Budget Director approved a differential fee of \$82.80 per credit hour for distance-generated tuition. This differential fee was projected to generate an additional \$52,320 in FY15, which is included in the tuition and fees total above. The differential fee is allocated to further develop, support, and enhance the MPH online program.

The MPH Program transfers funds to collaborative units (for example: the Departments of English, Statistics, and the Truman School of Public Affairs) 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 a signed Memorandum of Understanding (Resource File 1.3.3).

In response to the program's development plan, in 2012, a development fund named the Student Opportunities Fund began as a gift account where contributions would provide students the opportunity to apply for funding to attend conferences, meetings, and print research posters. The program continues to market the Student Opportunities Fund to alumni, stakeholders, faculty, and community members. Currently, this fund has raised over \$9,600 to date and has paid out more than \$4,100 in support to students. Additionally, in February 2014, a former MPH alumnae gave the program a gift of \$15,750 to establish what is now the Beacon of Hope Fellowship, developed to provide support for one current MPH student to hold a one-year assistantship with the MPH program, after completing an internship in a rural Missouri public health facility.

When MPH students secure Graduate Assistantships, their tuition and fees are waived. In addition, the students receive stipends paid by the home unit itself. Two graduate student research assistants, with waived tuition and fees, are currently housed in the MPH program office and working on collaborative programs with the entities paying their stipends. These are the Beacon of Hope Fellow and the GRA hired to work with the Deaton Institute for University Engagement in International Development.

Both the Vice Chancellor of Graduate Studies and the Director of Finance and Accounting 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.

In November 2012, the MPH Program submitted a proposal, in response to the MU 2020 Vision for Excellence Requests for Proposals for Online (distance) programs at the University of Missouri. This online program proposal was funded to develop, support, and deliver an entirely online MPH degree program that would be offered concurrently with the traditional MPH Program. The proposal was approved and funded, by the MU Provost, in April 2013 with total funding of \$211,600 for two years.

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 Principle Investigator's home 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 MPH Program Director, with input from the administrative staff and Core Faculty Committee and under the guidance of the Dr. Leona Rubin, the Associate Vice Chancellor for Graduate Studies.

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, whichever 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 a table format as appropriate to the program.

See CEPH Data Template 1.6.1 Sources of Funds and Expenditures by Major Category, Fiscal Years 2010 to 2016 in Resource File 1.6.1.

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.

N/A

1.6.d Identification of measurable objectives by which the program assesses the adequacy of its fiscal resources, along with data regarding the program's performance against those measures for each of the last three years.

Table 1.6.1

Fiscal Outcome Measures for the MU MPH Program				
Outcome Measure	Target	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16
4a Establish and sustain development program to increase program funding (See Criterion 1.2, Table 1.2.1 Outcome Measures).	Target 1: Increase external contributions towards development funds.	\$2,048	\$619	\$21,360
4b. Establish and sustain a fiscal operating infrastructure to promote long term sustainability of the program (See Criterion 1.2, Table 1.2.1 Outcome Measures).	Target 2: Allocate at least 10% of annual operating revenue as reserve funds as reflected in the main financial account ending balance per fiscal year.	45%	23%	11%

A note on adequacy of funds: Support with development is one of the administrative functions that the program hopes to secure through a closer affiliation with a thematic school; in the absence of development staff it is difficult to set fundraising goals. The program is taking steps to increase development activity through the External Advisory Board and hopes to measure success through a modest yearly increase. With regard to reserve funds, the program does have exclusive access to their use and while we do not anticipate depleting those sources—consistent reductions in GO funds (2% in each of the last two fiscal years) has necessitated the drawing of some reserves.

1.6.e Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The MPH Program has been a responsible steward of financial resources, growing in accordance with student and faculty needs and balancing the budget within considerable constraints. The program has continued to use its resources toward strengthening student support by maintaining the role of field placement coordinator and adding a distance education coordinator. 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.

Weaknesses: The program is not currently in a position to benefit from RIF funds associated with grants earned by participating faculty members.

Plans: The program director has begun to explore a number of avenues for development, including working with Mizzou Advantage to identify major donors in global health and obesity prevention.

Table 1.6.1 Sources of Funds and Expenditures by Major Category, Fiscal Years 2010 to 2016

	Year 1 FY11 (2010-11)	Year 2 FY12 (2011-12)	Year 3 FY13 (2012-13)	Year 4 FY14 (2013-14)	Year 5 FY15 (2014-15)*	Year 6 FY16 (2015-16)
Source of Funds						
Tuition & Fees (MU Online)			\$84,949	\$138,392	\$235,793	
University Funds	\$498,157	\$502,115	\$741,724	\$741,724	\$726,890	
Grants/Contracts			\$211,600			
Indirect Cost Recovery			\$7,164			
Gifts	\$825	\$2048	\$619	\$21,360	\$10,500	
Misc Revenue (non-taxable)**		\$951		\$360	\$120	
Intra Business Unit Transfers In***	\$(4,722)	\$64,539	\$(20,755)	\$(32,230)	\$18,000	
Inter Business Unit Transfers In****		\$44,849	\$(5,000)	\$(6,050)		
Total	\$494,260	\$614,503	\$1,020,301	\$862,556	\$991,303*	
Expenditures						
Faculty & Staff Salaries	\$222,883	\$284,862	\$464,182	\$493,420	\$475,404*	
Faculty & Staff Benefits	\$60,053	\$76,968	\$130,282	\$154,337	\$147,473	
Student Employee Salaries					\$3,967	
Operations	\$30,995	\$42,403	\$55,319	\$56,797	\$44,193	
Travel	\$12,424	\$27,623	\$20,048	\$18,685	\$9,646	
Student Support	\$2,500	\$2,198	\$1,314		\$930	
Intra Business Unit Transfers Out					\$5,100	
Inter Business Unit Transfers Out					\$5,400	
Grant- Online MPH Expenditures			\$1,548	\$58,316	\$57,318	
Total	\$328,855	\$434,054	\$672,693	\$781,555	\$749,431*	

* As of March 30, 2015

** Misc Revenue (non-taxable) refers to revenue received through purchase of MPH fundraising merchandise

*** Intra Business Unit Transfers In refers to the transfer of funds to a department residing within the home campus of the transferring department (i.e. UM-Columbia MPH to UM-Columbia Nursing)

**** Inter Business Unit Transfers In refers to the transfer of funds to a department outside of the transferring department's home campus but within the UM System (i.e. UM-Columbia to UM-St. Louis)

CEPH Self-Study

Criterion 1.7

1.7 Faculty and Other Resources

The program shall have personnel and other resources adequate to fulfill its stated Mission and goals, and its instructional, research and service objectives.

1.7.a. A concise statement or chart defining the number (headcount) of primary faculty employed by the program for each of the last three years, organized by concentration. See CEPH Data Template 1.7.1.

Table 1.7.1

Headcount of Primary Faculty			
Outcome Measure	2013-14	2014-15	2015-16
Health Promotion and Policy	12	11	11*
Veterinary Public Health	4	4	4*

*Data will be confirmed following the beginning of the Fall 2015 semester. Core faculty consist of faculty who have an 100% FTE with MU and whose service/teaching/or research in public health are equal or greater to 50% of their FTE. Core faculty also advise students and serve on MPH committees.

1.7.b A table delineating the number of faculty, students and SFRs, organized by concentration, for each of the last three years (calendar years or academic years) prior to the site visit. Data must be presented in a table format (see CEPH Data Template 1.7.2) and include at least the following information: a) headcount of primary faculty; b) FTE conversion of faculty based on % time devoted to public health instruction, research and service; c) headcount of other faculty involved in the program (adjunct, part-time, secondary appointments, etc.); d) FTE conversion of other faculty based on estimate of % time commitment; e) total headcount of primary faculty plus other (non-primary) faculty; f) total FTE of primary and other (non-primary) faculty; g) headcount of students by department or program area; h) FTE conversion of students, based on definition of full-time as nine or more credits per semester; i) student FTE divided by primary faculty FTE; and j) student FTE divided by total faculty FTE, including other faculty. 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 Criteria 4.1.a (Template 4.1.1) and 4.1.b (Template 4.2.2).

The program has taken several important steps to preserve a low faculty/student ratio, particularly after a large jump in enrollment in 2014. First and most important, the core faculty, under the guidance of a subcommittee formed for that purpose, has begun to refine and revise the admission criteria for the MPH Program. Should capping enrollment become necessary, this would enable us to maintain the diversity of our student body while emphasizing quality and academic readiness for graduate school. Finally, the program continues to emphasize institutional support for students beyond faculty numbers. This includes maintaining support for the field placement coordinator, developing additional formal guidance for students pursuing field placements abroad, and a dedicated distance education coordinator who serves as a liaison between distance students and the program, troubleshooting both technical and advising issues when necessary and ensuring that distance students are engaged in extracurricular

program components, such as career enhancement events.

Table 1.7.2

Faculty, Students and Student/Faculty Ratios by Specialty Area										
	HC Primary Faculty	FTE Primary Faculty	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary	SFR by Total Faculty FTE
HPP 2013	12	9.25	18	3.75	30	13.00	120	96.00	10:1	7:1
VPH 2013	4	3.15	0	0.00	4	3.15	34	31.50	10:1	10:1
HPP 2014	11	6.95	23	5.40	30	12.35	133	101.00	14.5:1	8:1
VPH 2014	4	3.15	1	0.15	5	3.30	49	42.50	13.5:1	13:1
HPP 2015*										
VPH 2015*										

*Data will be added following the beginning of the Fall 2015 semester.

Notes on FTE: 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 (Curriculum, Global Public Health, Internship & Capstone), 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 located in Resource Files 4.1.1 and 4.1.2.

Student headcount is an average of the number of students enrolled for fall and spring of that academic year.

1.7.c. A concise statement or chart concerning the headcount and FTE of non-faculty, non-student personnel (administration and staff) who support the program.

Table 1.7.3

Non-Faculty/Non-Student Personnel		
Title	Name	FTE
Director	Lise Saffran	1.0
Instructor/Field placement coordinator	Lynelle Phillips	.60
Program Coordinator	Jessica Hosey	1.0

Academic Advisor	Sandra Gummersheimer	1.0
Administrator	Diana Rickard	1.0
Distance Education Coordinator	Jenna Wintemberg	.25
Program Fellow/International Internships Coordinator	Michelle Long	1.0
Office Support	Dana Brown	.5
TOTAL	8	6.35

A brief description of roles and responsibilities of administrative staff is as follows.

Program Director: Oversees policy, strategic planning, faculty and staff recruitment and supervision, management of fiscal and human resources for the program and represents the program to the wider university and off-campus communities. Links the program to broad collaborative efforts on the state, local, and international level and manages development for the program;

Program Coordinator: Assists the program director in managing day-to-day operations of the MPH Program, coordinates alumni tracking and outreach, as well as recruitment events and the development of outreach materials. Serves as the liaison with the university registrar and other campus bodies regarding curricular matters and chairs the curriculum committee;

Field Placement Coordinator: Manages the requirements of placing all MPH students in community internships, responsible for procedures to identify and screen preceptors and potential internship sites, conducts outreach to community agencies, works with faculty advisors to ensure appropriate learning objectives for field placements;

Academic Advisor: Works with admitted students to develop plans of study, manages the orientation of new students, ensures that policies are followed regarding any required faculty advisor meetings (such as in the event that a student earns a C grade), assists students with enrollment, dropping and adding courses;

Distance Education Coordinator: Manages and directs training for faculty in distance tools and best practices in education and advising of distance students, collects data related to measurable targets of distance-program quality and student satisfaction, develops outreach and recruitment strategies (including working with Alumni Ambassadors) to ensure a high-quality program in distance education;

Business Support Specialist II: Provides fiscal support for the MPH program, including executing contracts with vendors and adjunct instructors, preparing travel vouchers and other accounting forms, developing organizational systems for program files including course evaluations and performance reviews, scheduling courses, appointments and meetings, and finally, ordering supplies needed by the program;

Program Fellow/International Internship Coordinator: Reserved for a recent graduate of the MPH program, this position focuses on collecting, maintaining, and analyzing program evaluation data including student self-assessments and annual surveys, faculty surveys, recruitment, retention and alumni employment trends, community service, and faculty and student accomplishments. This position is also responsible for managing pre-departure preparation of international internships for MPH students, including serving as liaison with the International Center;

Office Support Staff III: Serves as the primary contact for prospective students with regard to admissions requirements of the MPH program. Processes applications and executes correspondence with applicants.

1.7.d. Description of the space available to the program for various purposes (offices, classrooms, common space for student use, etc.), by location.

The current space available to the MPH Program includes the following.

An office for the MPH Program Director on the eighth floor of Lewis Hall;

Shared use of the conference room on the eighth floor of Lewis Hall;

Seven staff/faculty offices on the eighth floor of Lewis Hall;

A large reception area inside the administrative office on the eighth floor of Lewis Hall;

A large student work space down the hall from the MPH reception area, with two computer workstations available for student or Graduate Research Assistant use;

A dedicated room on the 4th floor of Lewis Hall that is distance-technology enabled and used both as a space for on and off-campus instructors to record Tegrity lectures, and so on, and as a small conference room for the program, with distance conferencing capabilities;

Use of campus-wide classroom and meeting resources;

Shared lobby area with seating for students and visitors on the eighth floor of Lewis Hall.

The MPH Program is in the process of procuring a shared room through the School of Health Professions on the sixth floor of Lewis Hall to use as a classroom. This room is expected to be in use for the MPH Program in Fall 2015.

1.7.e A concise description of the laboratory space and description of the 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 College of Veterinary Medicine are available to students in the Veterinary Public Health Emphasis Area. For shared faculty, any needed lab space is provided by the department offering the tenure home.

1.7.f A concise statement concerning the amount, location and types of computer facilities and resources for students, faculty, administration and staff.

Faculty and 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 two laptops that are 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. Additional lab spaces with state-of-the-art computer workstations including printers are available in Ellis Library, Memorial Union, and Pershing Hall. The MU Student Center, Arts and Sciences Building, the Gaines/Oldham Black Culture Center, the Engineering Building, the Stanley Multimedia Center, and Thomas and Nell Lafferre Hall also have similar technological resources. 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, down the hall from the administrative offices of the MPH Program, there is a student workroom containing two computers for Graduate Research Assistants and MPH student use.

On the fourth floor of Lewis Hall is a workspace for faculty who utilize technology in teaching. This includes a desktop computer with a microphone and webcam to record online lectures and communicate with students electronically.

1.7.g A concise description of library/information resources available for program use, including a description of library capacity to provide digital (electronic) content, access mechanisms, training opportunities 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. The Health Sciences Library is commonly used by MPH students, offering print and digital materials, research training and assistance, and an interlibrary loan system. 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 and 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.

1.7.h A concise statement of any other resources not mentioned above, if applicable.

Since its creation, the MPH Program has benefited from the collaborative approach to program and curriculum development. Cooperation across university departments has been documented through formalized Memoranda of Understanding. The MPH Program received 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, syllabus in Resource File 2.3.1), Principles of Epidemiology (P_HLTH 8420, syllabus in Resource File 2.3.1), and the Public Health Capstone (P_HLTH 8970, syllabus in Resource File 2.3.1).

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 social work, veterinary medicine, and medicine, among others.

1.7.i Identification of measurable objectives through which the program assesses the adequacy of its resources, along with data regarding the program's performance against those measures for

each of the last three years. See **CEPH Outcome Measures Template**.

Measurable targets which the MPH Program uses to measure the adequacy of resources include the following (See also in Criterion 1.2, Table 1.2.1 Outcome Measures and Resource File 1.2.4).

Table 1.7.4

Outcomes for Targets Regarding Faculty-Student Ratios and Office Space				
Target	Data Source	2012-13	2013-14	2014-15
1b., Target 5: Maintain a student-faculty ratio of less than 10:1.	Program enrollment data Faculty data	4 : 1	9 : 1	11 : 1
1 b., Target 6: Increases in dedicated MPH office / conference/teaching space to accommodate growing enrollment and faculty.	Administrative records Past Annual Reports to CEPH	10	11	12

Core Faculty

As of spring 2015, the MPH Program has 15 core faculty members in two emphasis areas and a total student population of 177 students. An additional 91 students are currently taking courses toward the Graduate Certificate in Public Health. In the interest of maintaining high-quality interactions between students and instructors, the MPH Program is expanding its core faculty. This growth is being accomplished 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 structure of the MPH Program does present some limitations in faculty expansion due to its dependence on collaborating units for academic homes.

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, Journalism, and the College of Veterinary Medicine provide faculty who carry responsibilities for teaching 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 MPH Program Director is housed on the eighth floor of Lewis Hall. 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. As the program has grown, so has the office space. Throughout campus, conference and office space is allocated through the dean, or deans if two schools are housed in the same building. The MPH Program competes for space with School of Health Professions' Programs (the Dean of which, Kris Hagglund, is the former

MPH Program Director). The MPH Program now occupies ten offices on the eighth floor as well as a shared conference room and lobby area, and an online technology room on the fourth floor. Along with other University of Missouri programs and departments, the MPH Program also has access to classroom space on an as-needed basis throughout the MU campus.

1.7.j Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

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 arrangement with Mizzou Online, the unit responsible for organizing online courses, provides the MPH Program with additional support as it makes course offerings more accessible to members of the public health workforce.

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 an MPH Field placement coordinator and MPH Program Graduate Research Assistant.

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 Principles of Epidemiology (P_HLTH 8420), the MPH Program was able to contract with Drew Pratt, MS, (Resource File 1.7.1), a Senior Epidemiology Specialist with the Bureau of Communicable Disease Control and Prevention at the Missouri Department of Health and Senior Services.

Weaknesses: Both space and financial resources are increasingly scarce on campus and the MPH Program is required to compete with a variety of worthy programs for both. Although the Dean of the School of Health Professions has been extremely supportive of the program (he serves on the MPH Board of Directors and is the former MPH Program Director), we are potentially disadvantaged should MPH Program requirements conflict with those of the SHP.

Plans: The MPH Program continues to expand opportunities for distance education and collaboration and enhancing equipment and skills around distance technology will allow the program to take advantage of a growing number of off-campus and global opportunities for engagement.

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CEPH Self-Study

Criterion 1.8

1.8 Diversity

The program shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.

1.8.a A written plan and/or policies demonstrating systematic incorporation of diversity within the program. Required elements include the following:

1.8.a.i. Description of the program's under-represented populations, including a rationale for the designation.

The MU MPH program has a variety of policies aimed at ensuring diversity of the student body, faculty, staff, and curriculum of the MPH program. An overview of domain specific efforts is included in the Table 1.8.1 Diversity Plan Measures, found in 1.8.b. The program considers the following categories highest priority with regard to student recruitment.

Underrepresented Minorities

The MPH program maintains and achieves a recruitment goal of underrepresented minorities that is well above the graduate school average. A formational target indicating that 20% of the program's entering class will be comprised of underrepresented minorities was met and exceeded in the third year of program operation (AY2009-10) and has been exceeded each year since then. The proportion of underrepresented minority students is tracked annually to ensure that trend lines are positive. Of the Fall 2014 entering class, 28% was comprised of underrepresented minority students. Further, the MPH Program continues to successfully nominate 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 under-represented ethnic minority populations.

Nontraditional Working Students

The MU MPH Program was initiated in response to data that suggested that the state of Missouri had a workforce ill-equipped to address significant public health challenges, including rates of infant mortality, smoking, obesity, and heart disease that were higher than the national average. As the flagship public university in the state, MU and the MU MPH program take particularly seriously our potential and ongoing contribution to the public health workforce through creating accessible opportunities for graduate education in public health to working public health professionals. Objectives related to the recruitment of nontraditional working students, along with progress toward measurable targets are detailed in Criterion 1.2, Table 1.2.1 Outcome Measures.

Residents of Rural, Underserved Counties

Rural counties in Missouri lag behind their urban counterparts in a number of strategic planning functions and are less likely to employ staff that has been trained on the graduate level. Since its inception, the goals of the MPH program have included specific targets related to recruitment in underserved rural counties and measurable targets to track progress. These include working with the state agency to identify those areas in highest need, offering an accessible curriculum, waiving application fees from targeted counties and ultimately, implementing an online program. Objectives related to the recruitment of students from underserved rural counties, along with progress toward measurable targets are detailed in

Criterion 1.2, Table 1.2.1 Outcome Measures. A current list of rural counties is included in the Resource File 1.8.1.

International Students

The University of Missouri MPH Program seeks both a global curriculum and an international student body in acknowledgement of the global nature of public health work, regardless of where students ultimately reside. In the previous eight years, the MPH Program has established itself on the campus, and in the wider community, as an exemplar of global engagement. The program regularly tracks the proportion of international students in each entering class (in Fall 2013, 13% of the entering class was international as compared to 4% for the Graduate School as a whole during the previous academic year) and has been the destination program for Fulbright students from Afghanistan, Haiti, Uzbekistan, and Mongolia.

1.8a.ii. A list of goals for achieving diversity and cultural competence within the program, and a description of how diversity-related goals are consistent with the university's mission, strategic plan and other initiatives on diversity, as applicable.

The MU MPH program is committed to achieving diversity within the following domains.

Recruitment of Faculty and Staff and Students

In addition to focusing recruitment efforts on prospective student populations as previously described, the program makes diversity a priority in its negotiations with collaborating units in the hiring of joint faculty. MU has several plans in place to recruit and retain qualified minority candidates to the faculty (outlined in 1.8.a.vi). The program also makes diversity a priority in staff hiring.

Cultural Competence and Diversity within the Curriculum

The minimum required competencies for several core courses (Social and Behavioral Science in Public Health and the Health Promotion and Policy capstone) include competencies related to diversity and cultural competence (syllabi for those courses can be found in Resource Files 1.8.2 and 1.8.3). Electives in which diversity and cultural competence are central topics include Immigrant Health, Cross Cultural Issues in Public Health, Social Inequalities, and Rural Human Services. The Graduate Certificate in Global Public Health includes specific learning objectives related to cultural competency and an opportunity for graduate students to study abroad. A description of that certificate can be found in the Global Public Health Certificate Executive Summary (Resource File 1.8.4).

Global Citizenship and Awareness

The recently revised strategic operating plan for the University of Missouri emphasizes global citizenship, engagement and service in all aspects of MU's activities (called MU Strategic Plan in Resource File 1.8.5). The MPH Program has established itself as an important avenue through which these aims are achieved; the public health graduate student body includes a consistently higher percentage of international students than the Graduate School as a whole; the MPH Program facilitates student learning and service experiences abroad through study abroad electives (the syllabus for a recent study abroad course in South Africa can be found in Resource File 1.8.6) and a multi-year field placement partnership with Engineers without Borders in Latin America. Field placement preparation includes pre-travel orientation that emphasizes cultural competence and health equity and the development of a Global Health Certificate Program that is accessible to both MPH students and those in other disciplines. These activities are supported in part by the Student Opportunities Fund.

Service and Collaboration

Since its establishment in 2007, the program has taken its commitment to provide accessible graduate educational opportunities to working public health professionals, and in particular those who reside in underserved rural areas of the state, very seriously. The formational objectives of the program include numerical targets for recruitment from underserved rural counties and these objectives have been carried over into the current self-study. Prior to the establishment of the online MPH, this consisted of establishing targets focused on recruiting students from underserved rural areas within two-hours driving distance to the university. Outreach activities included waiving applications fees for prospective students in identified counties. A survey conducted to assess interest in further graduate work among employees of local health departments and the state agency (conducted in 2012) indicated that targets would remain difficult to meet without increasing online course offerings toward an eventual online MPH, which was proposed (see “Online Program Proposal 2012” in Resource File 1.8.7) and funded through a University of Missouri campus grant in 2012. Diversity continues to be central to our service and collaboration activities, which include sponsorship of the Missouri Health Equity Conference; faculty participation in the Coalition to Stop Human Trafficking, and other organizations focusing on marginalized populations; and faculty research which includes an emphasis on health equity and disparities (and is incorporated on a regular basis into course materials).

1.8.a.iii. Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the program should also document its commitment to maintaining/using these policies.

The MPH Program complies with and supports the University of Missouri’s Statement of Nondiscrimination (Resource File 1.8.8) and its Commitment to Diversity (Resource File 1.8.9).

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.

The MU MPH Program demonstrates its commitment to upholding these policies in a variety of ways including uniform language supporting diversity (including accommodation of students with disabilities) within the classroom in each syllabus for program courses, discussions of diversity in required orientations, and guidance for online interaction and an open and transparent grievance process (See MPH Syllabus Template in Resource File 1.8.10).

1.8.a.iv Policies that support a climate for working and learning in a diverse setting.

The MPH Program adheres to the university’s policies related to working and learning in a diverse setting that are outlined at the following website: <http://equity.missouri.edu/policies/>

1.8.a.v Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.

As the MPH Program expands its offerings in global health and health equity, our focus is on remaining engaged with the broader public health practice community to ensure that best practices and evolving information on diversity and cultural competence are integrated into our curricula and practice opportunities. To that end, we maintain a robust focus on collaboration within the state, facilitating student and faculty involvement with such organizations as the Missouri Health Equity Coalition, the Health Communications Research Center, and the Center for Health Policy. We have also expanded our formal and informal linkages with external networks, including joining the Consortium of Universities for Global Health and MU initiatives that build on the historical link between the University of Missouri

and the University of the Western Cape, in South Africa. This included a 2012 visit to the University of the Western Cape School of Public Health by the current MPH Program Director and a subsequent pilot program that incorporated joint online discussion of shared readings between MU MPH students and UWC students of public health.

With regard to ensuring that our service activities incorporate best practices and an emphasis on health equity and cultural competence, the field placement program was refined following a series of interviews with students and partners (including preceptors) and a review of orientation materials and now includes an expanded focus on ethical service abroad in a health and community setting (see Ethical Conduct Agreement in Resource File 2.4.2).

1.8.a.vi Policies and plans to recruit, develop, promote and retain a diverse faculty.

The MPH Program works in adherence to MU guidelines with regard to recruiting diverse faculty. Those guidelines can be found at the following website: <http://equity.missouri.edu/policies/>

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. The MPH Program recognizes the additional significance that cultural competence and diversity holds for the teaching and practice of public health.

MPH core faculty member Dr. Wilson Majee was hired jointly by the School of Health Professions and the MPH Program with salary support from the Chancellor's Diversity Initiative. His appointment began in Fall 2012. The prior joint appointment of core MPH faculty member Patrick Pithua (MPH/CVM) in 2009 was also supported by the Chancellor's Diversity Initiative.

1.8.a.vii Policies and plans to recruit, develop, promote and retain a diverse staff.

In the hiring of staff, the MPH program follows the University of Missouri equity guidelines, available at the following website: <http://equity.missouri.edu/policies/>

1.8.a.viii Policies and plans to recruit, admit, retain and graduate a diverse student body.

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. Program Director Lise Saffran, Program Coordinator Jessica Hosey, and Academic Advisor Sandy Gummersheimer work with the McNair Scholars Program, the Department of Women's and Gender Studies, the Department of Health Sciences, and the MU Office on Service Learning to provide recruitment materials to a diverse population of students on the University of Missouri campus. Off-campus, MPH Program team members staff displays at a variety of public forums and conferences including the Missouri Public Health Association Meeting, the Teen Pregnancy and Prevention Partnership Conference, the MO Health Equity Annual Conference, and a variety of area colleges, including Lincoln University, one of Missouri's two HBCUs. In AY2014-2105, the MPH Program launched a new initiative, the Alumni Ambassadors Program, which involves working alumni in reaching out to prospective students at their workplaces. The inaugural ambassador cohort includes underrepresented minorities, women, and alumni working in underserved rural health agencies. A list of Alumni Ambassadors, along with places of employment, is included in Resource File 1.8.11.

Finally, the MPH program follows all University of Missouri guidelines related to the recruitment, retention and graduation of a diverse student body, available at the following website: <http://equity.missouri.edu/policies/>

1.8.a.ix Regular evaluation of the effectiveness of the above-listed measures.

Data on student, faculty, and staff recruitment are collected annually and reported to a variety of stakeholders, including the External Advisory Board, at the Annual Stakeholders' Meeting in September. Core faculty from twelve collaborating schools and colleges convene at least twice each semester (which includes a graduate student representative elected by the MPH Graduate Student Association) and develop policy related to student representation, admissions, curriculum review, and new program directions such as certificates and/or emphasis areas. Findings from the annual student survey, which include questions related to staff-student interactions, are shared with core faculty, external advisors, and the graduate student group. Policy recommendations from any of these groups are brought to bi-monthly staff meetings at which all staff and both emphasis area directors are present. In addition to the minimum required competencies that are linked to core courses, students are required to address one or two cross-cutting competencies in the paper that follows their field placement and conduct a self-assessment of program competencies, including many that directly address cultural competence and diversity, three times during the course of their studies.

1.8.b Evidence that shows that the plan or policies are being implemented. Examples may include mission/goals/objectives that reference diversity or cultural competence, syllabi and other course materials, lists of student experiences demonstrating diverse settings, records and statistics on faculty, staff and student recruitment, admission and retention.

1.8.c Description of how the diversity plan or policies were developed, including an explanation of the constituent groups involved.

Each policy, including numerical targets attached to objectives related to diversity and cultural competence, are reviewed and revised after soliciting comments from core faculty, the External Advisory Board, the Master of Public Health Graduate Student Association, and the Board of Directors. In 2014-2015, the process to review and revise the program's mission, goals and objectives was initiated at a two-day faculty retreat in May 2014. The process to review and revise the MPH Program's competencies and develop a list of required competencies for each core course began in April 2012 with the formation of interdisciplinary subject area teams and continued with review by the Core Faculty Committee, which includes elected representation from the MPHGSA. This review included courses from UMKC approved as alternates, as part of the UMKC-MU partnership to provide access to the MU MPH for prospective students in the Kansas City area. Competencies connected with the Graduate Certificate in Global Public Health were developed by a separate subcommittee of core faculty (see Global Public Health Certificate Executive Summary, Resource File 1.8.4) and subsequently approved by the entire core faculty (with graduate student representation), as well as MU's Graduate Faculty Senate.

1.8.d Description of how the plan or policies are monitored, how the plan is used by the program and how often the plan is reviewed.

As previously noted, the MPH program incorporates data pertaining to any new faculty, recruited from within or hired new to MU, in its Annual Report to the Board of Directors, the External Advisory Board, its graduate students, and other community stakeholders. Composition of the student body and recruitment efforts to targeted populations are regularly incorporated into the agenda for core faculty meetings and follow-up policies are discussed and implemented at bi-monthly staff meetings. Student feedback on program quality and staff-student interactions are collected annually by survey and supplemented with numerous informal and formal meetings (including once-a-semester visits by the MPH Program Director to the MPHGSA for a state-of-the-program update and discussion).

1.8.e Identification of measurable objectives by which the program may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Data Template 1.8.1. At a minimum, the program must include four objectives, at least two of which relate to race/ethnicity. For non-US-based institutions of higher education, matters regarding the feasibility of race/ethnicity reporting will be handled on a case-by-case basis.

Measurable objectives must align with the program’s definition of underrepresented populations in Criterion 1.8.a.

Table 1.8.1

Diversity Plan Measures			
Program Component	Related Policies	Tracking and Review	Examples
<p>Faculty Recruitment and Research</p>	<p>Explicit service expectation among faculty.</p> <p>Support for faculty collaboration with international community (global scholars sponsorship).</p>	<p>Data on faculty diversity are tracked along with faculty research and publications.</p> <p>Reviewed in core faculty meetings and with university administration in budget planning, as needed.</p>	<p>Currently, 67% of core faculty members are women and 33% are racial/ethnic minorities.</p> <p>Numerous faculty members with articulated research focus in diverse populations including: Yu (Health Disparities), McElroy (Sexual Minorities), Hume (Immigrant Health), Phillips (Cultural Competence), Saffran (Health Humanities).</p>
<p>Student Recruitment</p> <p>Goals and objectives include numerous measurable targets related to recruiting a diverse student population (detailed in Criterion 1.2)</p>	<p>New holistic admission requirements specifically identify diversity as weighted measure in admissions. Targeted outreach to rural areas, revised criteria for admission to graduate certificate in public health.</p>	<p>Tracked and reported annually to stakeholders and in annual report.</p> <p>Criteria revised periodically based on need identified through recruitment statistics and/or limited program spots.</p>	<p>Proposal to develop online program in response to survey of public health workforce.</p>
<p>Faculty and Student Service</p> <p>Goals and objectives include measurable targets related to student and faculty service (detailed in Criterion 1.2)</p>	<p>Guidelines for cross-cutting competency in field placement, service opportunities integrated into student orientation.</p>	<p>Numerical targets in objectives related to faculty and student service collected and reported annually to stakeholders and in annual report.</p> <p>Annual review of faculty service (CVs and follow-up survey) reported to stakeholders, student annual survey reviewed at core faculty meeting, bi-monthly staff meetings.</p>	<p>List of student and faculty service locations from most recent Annual Survey Report (Resource File 1.5.18).</p>

Diversity Plan Measures			
Curriculum	Minimum required competencies for each core course, guidelines for global certificate, elective courses focusing on diversity and cultural competence.	Curriculum committee reviews new course proposals, as needed, core competencies reviewed as needed or with any major program change.	Immigrant Health, Cross Cultural Issues in Public Health, Social Inequalities and Rural Human Services, Building Character (health humanities module focusing on cultural competence) in HPP capstone.
Collaboration	Mission and goals related to collaboration (See Criterion 1.2 for list of goals).	Collaboration goals, objectives and targets developed with input from the External Advisory Board, progress toward targets reported annually to board and additional outside stakeholders at Annual Stakeholders' Meeting.	Sponsorship of Missouri Health Equity conference, Service on Public Health Infrastructure Task force (DHSS), Leadership in Stop Traffic (Human Trafficking prevention organization).

See Resource File 1.8.12 for Table 1.8.1 Summary Data for Faculty, Students and Staff.

For additional measurable targets (set by the program) related to diversity in the student population, see Criterion 1.2, Table 1.2.1 Outcome Measures, with specific attention to 1a.1, 1g.2, 3a.1, 3a.2.

1.8.f Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: As evidenced by recent hiring, the MPH Program has made diversity a high priority and recruited accordingly. The program has also incorporated diversity and cultural competence goals that are responsive to the needs of the state's workforce. 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.

Weaknesses: The historical structure of the MPH program at MU (whereby all academic homes of core faculty are provided by collaborating departments) inhibits the ability of the program to recruit directly for new faculty.

Plans: The MPH Program is working with a variety of programs on campus, including the newly formed Deaton Institute (description included in Resource File 1.8.13) to provide additional opportunities for MPH students to develop cultural competency skills in international public health settings.

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CEPH Self-Study

Criterion 2.0 Instructional Programs

Criterion 2.1

2.1 Degree Offerings

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

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. Required content for each emphasis area includes coursework in each of the five core areas in public health, along with emphasis-area-approved electives, required emphasis-area-only coursework, and a dedicated capstone course for each area. Each emphasis area has a director with expertise in the field. For Health Promotion and Policy, the Emphasis Area Director is Dr. Deborah Hume; her CV can be found in Resource File 1.5.1. For the Veterinary Public Health Emphasis Area, the Director is Dr. Loren Schultz; his CV can be found in Resource File 1.5.1. Core faculty from each emphasis area serve on the Curriculum Committee, the Internship/Capstone Committee, and the Admissions Committee. Students are assigned faculty advisors from among faculty members serving in their emphasis area and those faculty work with the field placement coordinator to identify appropriate field placements.

Plans of Study

MPH students may begin their studies in the summer, fall or spring semesters, with the exception of international students, who may only begin in the fall semester. The academic advisor works with each student on an individual basis to identify core requirements, helps students choose their electives and build their plans of study (See Sample Plan of Study in Resource File 2.1.1). Students are assigned a faculty advisor before their second semester in the program and are required to meet with their faculty advisor to discuss any electives not on the list of previously approved electives for their emphasis area, discuss internship opportunities, and address further career goals. The distance education coordinator reaches out to online students in their first semester to ensure that they are familiar with program guidelines and to troubleshoot any advising or technical difficulties. Internships may be completed over one or two semesters, concurrent with coursework, or in a block during the summer semester.

Joint Degrees

The MPH Program offers the following joint degrees: Doctor of Veterinary Medicine/Master of Public Health (DVM/MPH), Master of Public Affairs/Master of Public Health (MPA/MPH), Master of Arts in Journalism/Master of Public Health (MA/MPH), and Master of Social Work/Master of Public Health (MSW/MPH). The joint degrees are outlined more fully under Criterion 2.11. The MPH program does not offer a PhD or a DrPH.

2.1.a An instructional matrix presenting all of the program's degree programs and areas of specialization, including bachelor's, master's 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 for all graduate degrees offered and should 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. See CEPH Data Template 2.1.1.

Table 2.1.1

Instructional Matrix – Degrees & Specializations		
	Academic	Professional
Master’s Degrees		
MPH (Health Promotion and Policy)		x
MPH (Veterinary Public Health)		x
Joint Degrees		
DVM/MPH (Veterinary Public Health)		x
MA (Journalism)/MPH (Health Promotion and Policy)		x
MPA/MPH (Health Promotion and Policy)		x
MSW/MPH (Health Promotion and Policy)		x

2.1.b The bulletin or other official publication, which describes all degree programs listed in the instructional matrix, including a list of required courses and their course descriptions. The bulletin or other official publication may be online, with appropriate links noted.

Graduate School Catalog

The Graduate School Catalog is available on the Graduate School’s website: <http://gradstudies.missouri.edu/academics/>

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 Programs tab on which the curriculum for each emphasis area and joint degree can be accessed. 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 (Resource File 1.5.6) is available on the Current Students tab of the MPH Program’s website (http://publichealth.missouri.edu/students_current.php). Program requirements as well as a description of each MPH course are contained in the handbook. Due to budget constraints and environmental considerations, 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 (Resource File 1.5.15) is available under the Current Students tab of the MPH Program’s website (http://publichealth.missouri.edu/assets/internships/Internship_Handbook_2013.pdf). 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.

2.1.c Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: Each emphasis area is bolstered by a solid generalist curriculum addressing all core public health areas. Emphasis-area-specific competencies, field placements, and culminating experiences are supervised by appropriate content experts.

Weaknesses: The program does not yet offer the depth of coursework in epidemiology that a number of students would like to see.

Plans: The MPH Program is investigating new collaborations as a way to efficiently and effectively expand the curriculum. The Curriculum Committee will continue to refine the process for approving on-campus electives, including collecting student course evaluations relating to approved courses.

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CEPH Self-Study

Criterion 2.2

2.2 Program Length

An MPH degree program or equivalent professional master's degree must be at least 42 semester-credit units in length.

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

The Master of Public Health Program adheres to University of Missouri's definition of a credit hour (per the Missouri Department of Higher Education):

“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.”

This policy may be found at <http://dhe.mo.gov/files/policies/credittransfer.pdf>.

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 public health master's degree curricula shown in the instructional matrix. If the program or university uses a unit of academic credit or an academic term different from the standard semester or quarter, this difference should be explained and an equivalency presented in a table or narrative.

Students earning a MPH degree from MU will have completed a minimum of 42 credit hours (for joint students) or 45 credit hours for all other MPH students of approved public health coursework (including the internship). Applicants may petition to transfer up to 9 hours of course credits to the MPH Program from another institution. Both the MPH Program Director and the Office of Graduate Studies review any syllabi and course grades and must approve any transfer of credits. The MPH Program 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 joint-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 equal 42 hours (for joint students) or 45 credit hours (for MPH students) in all other cases.

To ensure that all students meet the requirements of 42 credit hours (for joint students), or 45 credit hours for single-degree MPH students, 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 1.5.8) 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 Core Faculty Committee (Resource File 2.2.1). 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 professional public health master’s degrees awarded for fewer 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 credit hours (for joint degree students) or 45 credit hours (for all other MPH students) of coursework and practical experience required by the program have been awarded MPH degrees from MU.

2.2.d Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The MPH Program was initiated with the expectation that all incoming students, including those pursuing a joint degree, would complete 42 hours (for joint degree students) or 45 credit hours (for MPH students completing degrees) 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.

Weaknesses: Because the MU MPH Program focuses its recruitment largely on working public health professionals, it must allow for a high degree of flexibility—this can make both advising and strategic planning (for course enrollments, etc.) particularly challenging.

Plans: Course requirements and sequencing are reviewed by the academic advisor and Curriculum Committee. Changes to either may be presented to the Core 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.

CEPH Self-Study

Criterion 2.3

2.3 Public Health Core Knowledge

All graduate professional public health degree students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.

The areas of knowledge basic to public health include the following:

Biostatistics. Collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis;

Epidemiology. Distributions and determinants of disease, disabilities, and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health;

Environmental Health Sciences. Environmental factors including biological, physical, and chemical factors that affect the health of a community;

Health Services Administration. Planning, organization, administration, management, evaluation and policy analysis of health and public health programs;

Social and Behavioral Sciences. Concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

2.3.a Identification of the means by which the program assures that all graduate professional public health degree students have fundamental competence in 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. See CEPH Data Template 2.3.1.

Table 2.3.1 Required Courses Addressing Public Health Core Knowledge Areas for MPH (HPP) Degree		
Core Knowledge Area	Course Number & Title	Credits
Biostatistics	STAT 7020 Statistical Methods in the Health Sciences	3
Epidemiology	P_HLTH 8420 Principles of Epidemiology AND P_HLTH 8001 Applied Epidemiology in Community Assessment	6
Environmental Health Sciences	P_HLTH 8150 Human Health and the Environment	3
Social & Behavioral Sciences	P_HLTH 8920 Social and Behavioral Sciences in Public Health	3

Table 2.3.1 Required Courses Addressing Public Health Core Knowledge Areas for MPH (HPP) Degree		
Health Services Administration	PUB_AF 8170 Public Policy Processes and Strategies AND P_HLTH 8300 Health Care in the U.S. AND P_HLTH 8001 Public Health Program Evaluation OR NURSE 8930 Health Program Design and Management OR P_HLTH 8953 Developing & Evaluating Global Public Health Programs	9

All students completing an MPH at the University of Missouri, regardless of emphasis area or joint-degree status, must complete coursework in all five core content areas of public health. All students, regardless of emphasis area or joint-degree status are also required to take three courses in the category of Principles and Practice of Public Health. These include:

Principles of Public Health (P_HLTH 7150 Resource File 2.3.1)

OR

Interdisciplinary Perspectives in Global Public Health (P_HLTH 7160 Resource File 2.3.1)

Public Health Internship (P_HLTH 8970 Resource File 2.3.1)

Public Health Capstone (P_HLTH 8970 Resource File 2.3.1)

OR

Veterinary Public Health Capstone (P_HLTH 8971 Resource File 2.3.1)

See Resource File 2.3.2 for Table 2.3.1 Required Courses Addressing Public Health Core Knowledge Areas.

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.

In addition to required courses in the core curriculum, Health Policy and Promotion students are required to take:

Additional coursework in Health Services Administration (3 credits)

PUB_AF 8170 Public Policy Processes and Strategies (3 credits)

Health Promotion and Policy capstone (3 credits)

In addition to required courses in the core curriculum, Veterinary Public Health Students are required to take:

P_HLTH 8620 Emerging Zoonoses Pathogens (3 credits)

P_HLTH 8260 Emergency Preparedness (3 credits)

OR

P_HLTH 8001 Data Analysis for Health Researchers (3 credits)

Veterinary Public Health Capstone (3 credits)

Integrative and Practical Experience

A significant portion of emphasis-area-specific learning occurs in the targeted Public Health Internship and Emphasis Area Capstone. In developing internship learning goals, each student works with the field placement coordinator and their 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 field placement coordinator and 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. The requirements are stringent and are included in Resource File 2.3.3. The capstone 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 electives identified as approved only within a specific emphasis area (Resource File 2.2.1). Electives are drawn from complementary departments in order to offer students a wide variety of interdisciplinary choices; where student interest is high and/or gaps are identified, electives are developed and offered by the program itself. These include Immigrant Health (P_HLTH 8251), Epidemiology of Vaccine Preventable Diseases (P_HLTH 8001), and Data Analysis for Health Researchers (P_HLTH 8001).

2.3.b Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

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, 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 emphasis areas.

Weaknesses: The program continues to adjust to meet student demand for additional coursework in epidemiology. While current courses are meeting program competencies in epidemiology (and employers regularly hire our graduates in epidemiology jobs) previous graduates were not eligible for some opportunities—such as CDC fellowships—because of insufficient courses available in epidemiology; they now are. Some students have expressed interest in an Epidemiology Emphasis Area. Students have also expressed interest in additional maternal and child health content.

Plans: The program is considering developing a proposal for a Graduate Certificate in Epidemiology.

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CEPH Self-Study

Criterion 2.4

2.4 Practical Skills

All graduate professional public health 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 students' areas of specialization.

2.4.a Description of the program's policies and procedures regarding practice placements, including the following: i. selection of sites, ii. methods for approving preceptors, iii. opportunities for orientation and support for preceptors, iv. approaches for faculty supervision of students, v. means of evaluating student performance, vi. means of evaluating practice placement sites and preceptor qualifications, vii. criteria for waiving, altering or reducing the experience, if applicable.

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 joint-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. In keeping with MU's mission to improve the public health workforce of the state of Missouri, the internship program has been the vehicle to expand collaboration with several key partners (including the Missouri Department of Health and Senior Services, the Missouri Association of Local Health Agencies and graduate programs in public health at other institutions) in an effort to create pathways for graduate field placements in underserved rural counties. The MU MPH Program has also taken a leadership role in coordinating technical assistance to potential preceptors for students from any of the collaborating institutions and in incorporating graduate student field placements into the state public health workforce infrastructure plan.

For students with interests outside Missouri, the program facilitates opportunities in a variety of agencies, including the Centers for Disease Control and Prevention, Population Services International, and in collaboration with the Rolla, Missouri Chapter of Engineers without Borders. In 2013-2014, in connection with the introduction of the Graduate Certificate in Global Public Health, the program conducted an assessment of student preparation for international field placements, along with surveying best practices in study and service abroad (findings are included in Resource File 2.4.1). As a result of that assessment, the program enhanced pre-departure preparation and coordination with the International Center, included an agreement of ethical conduct among international field placement requirements (Resource File 2.4.2), and requires completion of the Global Ambassadors for Patient Safety online workshop.

The MPH International Internship Coordinator (IIC) performs outreach by planning, publicizing, and implementing regular information sessions under the direction of the MPH Field placement coordinator. The IIC is responsible for researching and remaining up-to-date on university-sponsored travel policies and international travel advisories and maintains a database of current international internship prospects. The IIC collaborates with relevant university officials including faculty advisors and the International Center to conduct pre-departure health and safety trainings and ensure seamless adherence to university

policies.

General Orientation

The practical experience requirement is introduced to all entering students at the MPH Student Orientation during the semester in which they begin the program. At this time they have the opportunity to meet with the field placement coordinator (or Skype with her, for distance students) and learn about the prerequisites, expectations, and processes associated with the internship. They are encouraged to review the Master of Public Health Internship Handbook (Resource File 1.5.15), also available and regularly updated on the MPH Program's website, and to begin thinking about internship ideas and goals. Students are assigned a faculty advisor within the first semester of enrolling and are encouraged to speak to their faculty advisor about internship possibilities. As the field placement coordinator is also lead faculty for the introductory course Principles of Public Health (P_HLTH 7150 Resource File 2.3.1), students in that course have an early opportunity to ask about potential internship placements and to meet prospective preceptors when they visit the course as guest lecturers. Finally, both preceptors and incoming students are among the groups present at the Annual Stakeholders' Meeting in the fall and the event is structured so as to allow practitioners to mingle with current students and faculty members.

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 or Interdisciplinary Perspectives in Global Public Health, Social and Behavioral Sciences in Public Health, 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. To request a waiver of the prerequisites, the student may begin with either the faculty advisor or the field placement coordinator, but the waiver must be approved by both. The decision is communicated to the academic advisor and recorded in the student's file.

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 in the program. Prior to beginning their internship, students meet with MPH Field Placement Coordinator (domestic internships) or the MPH International Internship Coordinator (overseas internships). Information on the purpose of the internship, the internship process (e.g. selecting the site, identifying the preceptor, outlining goals, and selecting MPH Program Competencies to be addressed), internship requirements, and potential internship opportunities are presented at this time. The MPH Program website also includes an updated list of internship (and job) opportunities all year round. The semester prior to beginning their internship, students also complete the Self-Assessment Survey (Resource File 2.4.3) for the second time. Since Spring 2013, the program has also hosted an additional orientation each semester for students interested in completing their field placements overseas. At this orientation, the students are introduced to both the resources available to support field placements abroad (through the International Center and the MPH Program Student Opportunities Fund), as well requirements specific to overseas placements and an adjusted timeline (Resource File 2.4.4).

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 assists the student in evaluating

whether a potential opportunity will be appropriate for graduate-level service and in identifying specific MPH competencies to incorporate into the field placement learning objectives. The form used for that purpose is included on pages 9-10 of the MPH Internship Handbook (Resource File 1.5.15).

The field placement coordinator meets with potential interns individually as needed. Students are encouraged to take the initiative in identifying MPH program competencies they would like to address during an internship, along with potential sites for their experience. The field placement coordinator works closely with a student's faculty advisor and the academic advisor in coordinating internships.

The international internship coordinator (IIC) advises students on obtaining and successfully completing an international public health field placement based on their career goals and skill sets. The IIC manages pre-departure procedures including database maintenance, required orientations and forms, and troubleshooting in accordance with university and MPH Program policy. The IIC conducts individual debriefing sessions upon return and assists with completion of final reports.

Troubleshooting

The MPH Program has several procedures in place to resolve problems during internships. These include mid-semester reports, frequent check-ins with both students and preceptors, and a 12-month appointment for the field placement coordinator, in order to allow her to respond to issues as they arise. Rapport with both students and preceptors is critical to all of these procedures so that problems are found and addressed early.

2.4.a.i Selection of sites

Students meet with the internship coordinator and/or faculty adviser in the semester prior to their internship. The field placement coordinator recruits potential internship opportunities all 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. Internship interests are discussed with students early on in their program and again, when field placements are being identified. Based on these interests, the students will be either directed to contact pre-existing sites, or the internship coordinator will attempt to locate a site to accommodate their learning need.

Example 1: A local student expresses an interest in health education and research. The student is directed to several preexisting sites in Columbia that have a proven track record, such as the Fit-tastic project at the local health department or the Head Start health literacy project at the Central Missouri Community Action Center.

Example 2: A local student expresses an interest in hospital infection control. The head of hospital infection control at University Hospital is contacted. The infection control head and the internship coordinator meet and discuss possible objectives for an MPH intern. They meet MPH competency standards and the student is directed to contact infection control and interview.

Potential sites are offered an internship description template where potential preceptors can outline all the particulars of the internship (see page 3 of the MPH Internship Handbook in Resource File 1.5.15). Once completed and reviewed by the internship coordinator, these descriptions are posted on the Internship Opportunities tab on the MPH website. Students can self-select internship sites based on their own interest area.

2.4.a.ii Methods for approving preceptors

Preceptor and site approval is based on the ability of that site and preceptor to develop objectives that are at a graduate level and meet MPH competencies. The direct preceptor must have sufficient public health

experience and oversight to evaluate the student's progress and provide professional mentorship, but a graduate degree is not required. This approval process begins prior to the internship through meeting(s) with the internship coordinator and discussion of potential objectives for the internship. Preceptors may submit "Internship Descriptions" which are reviewed by the internship coordinator prior to advertising on the MPH Internship Opportunities link.

2.4.a.iii Opportunities for orientation and support for preceptors

The internship coordinator meets via phone or in person with all new preceptors as needed to provide orientation. Priority is given to preceptors that have never hosted an MPH intern before. The internship handbook is distributed to preceptors via web link. The handbook also includes a discussion of roles of the preceptor. Additional guidance to preceptors is provided as needed throughout the internship experience.

Recruiting preceptors and internship sites at underserved rural local health departments are a particular priority of the MPH program. Internship information sessions are held at state and regional meetings periodically, and a training and "toolkit" are in the works to specifically address the hosting/supervising needs at rural health departments.

Further, once engaged as a preceptor, the agency and individual are included in MPH Program sponsored events, as appropriate, including the Annual Stakeholders' Meeting in the fall.

2.4.a.iv Approaches for faculty supervision of students

Students' faculty advisers have initial responsibility for overseeing student internships. Faculty advisers review all objectives and MPH competencies before or very early into the student's internship. Signatures are required on all Statement of Purpose documents. Faculty advisers ensure that the internship meets MPH competencies and is at a graduate level. Faculty advisers coordinate closely with the internship coordinator via email or in-person discussions.

Other faculty involvement occurs through the integration of internship experiences into course work such as in the program evaluation course or the applied epidemiology course. Faculty with expertise in areas being explored by interns may also be contacted to provide expertise in guidance and the internship experience may, in rare cases, be carried over into an independent capstone, under the supervision of a public health faculty member.

2.4.a.v Means of evaluating student performance

All students are evaluated by their internship preceptor on their professional performance and their ability to meet the objectives set forth at the start of the internship. This evaluation happens at the end of their internship (see pages 13-14 of the MPH Internship Handbook in Resource File 1.5.15).

The field placement is important, also, for the development of cross-cutting and professional competencies and these are specifically addressed in the required paper that each student writes following their internship. See page 16 of the MPH Internship Handbook (Resource File 1.5.15) for the paper guidelines, and Resource File 2.4.5 for a sample student paper. Internship hours are graded Satisfactory/Unsatisfactory and the student's grade is based on a combination of factors, including their preceptor evaluation, final paper, and work products. The grade is assigned by the field placement coordinator.

2.4.a.vi Means of evaluating practice placement sites and preceptor qualifications

Preceptor qualifications are evaluated in each case by the field placement coordinator. In a state where so few public health professionals have an MPH, experience and ability to provide students with meaningful experiences are the main criteria. Further, all students evaluate their internship experience (see page 15

of the MPH Internship Handbook in Resource File 1.5.15) as well as complete an essay. Feedback is also provided at midway and at the end of the internship, at a minimum.

2.4.a.vii Criteria for waiving, altering or reducing the experience, if applicable

All MPH students are required to complete an internship and no waivers for omitting this requirement have ever been offered.

DVM MPH joint-degree students are only required to complete 240 hours (as opposed to traditional MPH students who complete 360 hours). A six-week study abroad internship is considered a 360 hour internship because it is considered an immersion experience. Some students will combine two internship experiences, but the total must still be 360 hours. Waivers are written for students that start their internship prior to completing the prerequisites. A sound justification from the faculty adviser must be provided.

Students who are professionally engaged in public health work must identify a separate set of learning objectives related to MPH Program Competencies and activities for their internship and these must be approved by their faculty advisor and by the field placement coordinator.

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

A full list of field placements sites since 2008, by emphasis area, is included in Resource File 2.4.6.

2.4.c Data on the number of students receiving a waiver of the practice experience for each of the last three years.

N/A

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

N/A

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

This criterion is met.

Strengths: The internship program benefits enormously from the fact that the MPH program has a dedicated field placement coordinator with a 12-month appointment. 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.

Weaknesses: There is a great deal of variation among competencies addressed by each student—recent changes to the forms are designed to assist faculty advisors in providing guidance in establishing appropriate learning goals.

Plans: The program continues to explore opportunities for meaningful engagement with international public health projects. A meeting of the Internship/Capstone committee has been scheduled for the beginning of FS15 to examine ways in which to standardize competencies attained across practica.

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CEPH Self-Study

Criterion 2.5

2.5 Culminating Experience

All graduate 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 professional public health 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.

Option A, Capstone Course

The vast majority of MPH students will culminate their MPH experience with capstone courses targeted specifically toward their emphasis areas. Students are required to take this course in their final semester in order to allow them to synthesize material learned in the five core areas of public health content, along with emphasis area knowledge acquired in dedicated coursework, targeted field placements, and extracurricular professional opportunities.

The Public Health Capstone for the Health Promotion and Policy track (P_HLTH 8970, Resource File 1.8.3) is taught by faculty with expertise in both policy and health promotion. In Spring 2014 it was taught by Program Director Lise Saffran and shared MPH/MSW Faculty and Director of Research Dr. Leigh Tenkku Lepper. In Fall 2014, it was taught by Bert Malone, MPH, Chair of the MPH Program External Advisory Board and Deputy Director of the Kansas City Health Department. In Spring 2015, it was taught again by Dr. Tenkku Lepper. The Veterinary Public Health Capstone Course (P_HLTH 8971, syllabus in Resource File 2.3.1) is taught both semesters by Dr. Loren Schultz, Emphasis Area Director for the Veterinary Public Health track. In each capstone course, students develop an in-depth program plan or analytical report related to their area of study that draws upon both coursework and their required practical experience and in each case they are required to share their findings with classmates, instructors, and invited external stakeholders in a professional presentation. Examples of completed Grading Rubrics are in Resource File 2.5.2.

Option B, The Master's Thesis

The Master's Thesis (P_HLTH 8090) requires independent research aimed at discovery and/or development of elements or relationships derived from a public health theory. A formal written report using guidelines established by the MU Office of Research and Graduate Studies is required. P_HLTH 8090 Master's Thesis Research enables the student to use the research process in a systematic inquiry of elements and relationships within public health theory. The MU Office of Research and Graduate Studies Guidelines for the Thesis Process are available at the following website: <http://gradstudies.missouri.edu/academics/thesis-dissertation/index.php>

By the end of the second semester (12-18 hours completed), the student should identify a researchable problem and thesis adviser from among core MPH Faculty members (approved members of MU's Graduate Faculty). The committee includes two additional members who, together with the advisor, evaluate the final project for a pass/fail designation. The thesis advisor also evaluates the student's progress pass/fail throughout the project in credit-bearing "thesis hours." A committee process, rather than a rubric, is used. As of Spring 2015, a total of five students have completed a master's thesis as their culminating project. Examples of an MPH Program Master's Thesis will be available for review during the site visit.

Option C, Independent Capstone

Independent Capstone (Guidelines in Resource File 2.3.3): Occasionally, strongly self-motivated students with appropriate project ideas may apply to complete an independent capstone under the supervision of a faculty advisor. Proposals for independent capstones must be approved in advance by the appropriate emphasis area director and each project includes a professional presentation of findings to faculty, staff, and external stakeholders. The faculty advisor is the faculty member of record and grades each element of the capstone project (a formal syllabus with deliverables must be submitted before approval is granted) as well as the final grade. There is no standardized rubric, but a supervising faculty member may use rubrics as desired to grade individual elements or the entire project. As of Spring 2015, a total of six students have completed an Independent Capstone as their culminating project. Examples of independent capstones are located in Resource File 2.5.3.

2.5.b Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

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 competency in the chosen focus. Students with strong evidence of independent work abilities and a particular practical focus may apply to complete an independent capstone and those wishing to demonstrate research ability may complete a thesis. Most students enroll in the capstone courses.

Weaknesses: Fall 2014 marked the first offering of the HPP Capstone Online and though it required additional logistic preparation, evaluations were positive.

Plans: The MPH Program will draw on its strengthening online program to increase involvement of the public health practice community in all aspects of the culminating experience.

CEPH Self-Study

Criterion 2.6

2.6 Required Competencies

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 degree programs. The program must identify competencies for graduate professional, academic and baccalaureate public health degree programs. Additionally, the program must identify competencies for specializations within the degree programs at all levels (bachelor's, master's and doctoral).

2.6.a Identification of a set of competencies that all graduate professional public health degree students and baccalaureate public health degree students, regardless of concentration, major or specialty area, must attain. There should be one set for each graduate professional public health degree and baccalaureate public health degree offered by the program (eg, one set each for BSPH, MPH and DrPH).

The list of core competencies for the MPH Program functions as an integrated framework throughout the students' experience in the MPH program and reflect the values and strengths of the program, feedback from a variety of external stakeholders, and the dynamic nature of the field of public health. Students are introduced to the competencies during their very first semester through the competency self-assessment (repeated twice more over the course of the program). All core courses include a list of minimum required competencies (the development of which is outlined in detail in section 2.6.e), and the identification of specific competencies is incorporated into the learning objectives for each field placement.

In addition to the core knowledge areas of public health and emphasis area competencies, MU has chosen to prioritize communication, both as an expression of a strategic focus of the program and in response to the expressed need by stakeholders to employ graduates skilled in translating epidemiological evidence for lay and professional audiences. A list of assignments demonstrating how these specific competencies are developed is included in Resource File 2.6.1 (called Communication Competencies).

The following core competencies were refined and developed from the considerably longer list of competencies submitted with the program's initial accreditation self-study. This process is fully described in section 2.6.e.

Biostatistics

1. Understand the roles biostatistics serves in the discipline of public health.
2. Comprehend basic concepts of probability, random variation and commonly used statistical probability distributions in public health.
3. Identify preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
4. Understand the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
5. Understand and apply descriptive techniques commonly used to summarize public health data.

6. Use data management and statistical software to analyze the basic relationships between risk factors and outcome data.
7. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
8. Interpret results of statistical analyses found in public health studies.

Communication

1. Evaluate the scientific literature related to public health by analyzing the appropriateness of study design, quality of data, methodological strategies, and interpretation of results.
2. Interpret and effectively present demographic, statistical, programmatic, scientific, and epidemiological information for use by professional and lay audiences.
3. Ensure that health literacy and issues of cultural competence and difference are considered and integrated throughout public health communication strategies.
4. Effectively communicate the importance of evidence-based public health policies to a variety of stakeholders, including policy makers and funders.
5. Communicate in writing and orally, in person and through electronic means, with professional, linguistic, and cultural proficiency.

Environmental Health

1. Identify/characterize various environmental hazards (chemical, biological and physical) and their sources, pathways of exposure including vectors of transmission and kinetics and dynamics in the human/animal body.
2. Describe the factors (age and psychological, nutritional, health and socioeconomic status [environmental justice], etc.) that determine human/animal susceptibility to these agents.
3. Identify the mechanism of action, adverse health effects, local and global impacts, safety standards and ways (primary and secondary) to prevent the effects of environmental hazards in susceptible populations.
4. Discuss details of risk assessment and management including the process of policy development aimed at mitigating the effects of various environmental hazards.
5. Analyze how environmental policies impact public health.
6. Cultivate risk communication and advocacy skills in communicating environmental health and policy issues.

Epidemiology

1. Define and appraise the health status of populations, determinants of health and illness, and factors contributing to health promotion and disease prevention.
2. Define, calculate, and interpret measures of disease frequency and measures of association between risk factors and disease.

3. Appropriately select and use information technology to identify, locate, and access health-related data; accurately evaluate the integrity of the data and identify gaps in data. Use these data to inform public health decision-making.
4. Recognize the basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiologic data, including the history of epidemiology as the central science of public health.
5. Describe, analyze and evaluate the major epidemiologic descriptive and analytic study designs, the strengths and limitations of each, the major sources of bias in epidemiologic research and ways to evaluate and reduce these biases.
6. Critically review the scientific literature, interpret results of epidemiologic studies, synthesize the findings across studies, including the limitations and public health implications of the research, and make appropriate public health recommendations based on current knowledge.
7. Articulate the role of epidemiology for informing scientific, ethical, economic, and political discussions of health issues, and in preserving and improving public health.

Health Policy And Management

1. Understand and evaluate the organization, financing, and delivery of U.S. health care and public health systems.
2. Evaluate how potential and/or actual changes to public policy affect public health systems and compare these effects at the state, national, and international levels.
3. Design and utilize strategies to measure health impact and evaluate organizational performance.
4. Examine how professional ethics and practices relate to equity, accountability, and health outcomes in culturally diverse communities.
5. Design, implement, and evaluate at least one community-based public health program.

Social And Behavioral Science

1. Analyze the interrelationships among the social determinants and behavioral factors that affect the health and quality of life of people in their communities.
2. Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.
3. Describe public health interventions at the primary, secondary, and tertiary level.
4. Understand and apply qualitative and quantitative approaches in the development of evidence-based public health interventions.
5. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
6. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

2.6.b Identification of a set of competencies for each concentration, major or specialization (depending on the terminology used by the program) identified in the instructional matrix, including professional and academic graduate degree curricula and baccalaureate public health degree curricula.

See CEPH Data Table 2.3.1 in Resource File 2.3.2.

Health Promotion And Policy Emphasis Specific

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 Emphasis Specific

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.c A matrix that identifies the learning experiences (eg, specific course or activity within a course, practicum, culminating experience or other degree requirement) by which the competencies defined in Criteria 2.6.a and 2.6.b are met. If these are common across the program, a single matrix for each degree will suffice. If they vary, sufficient information must be

provided to assess compliance by each degree or specialty area.

See Table 2.3.1 in Resource File 2.6.2.

2.6.d Analysis of the completed matrix included in Criterion 2.6.c. If changes have been made in the curricula as a result of the observations and analysis, such changes should be described.

In addition to the comprehensive review detailed below in 2.6.2 and the completion of an updated matrix, the feedback loop for examining progress toward competencies at all phases occurs at bi-monthly staff meetings (which include emphasis area directors), meetings of the Core Faculty Committee, and meetings of the Curriculum Committee (the latter two both include student representation). Data analyzed include student self-assessments (tabulated annually to compare each phase of the program and reported at the Annual Stakeholders' Meeting in September), feedback from internship preceptors (preceptor evaluations include assessments of the degree to which students have achieved their competency-related learning goals, as well as the degree to which they are prepared to contribute meaningfully during their internships), and student and faculty feedback, received both through the annual student and alumni surveys and regular informal meetings with faculty. The primary curriculum changes that have occurred in the last three years as a result of that feedback loop include the following:

Additional content in epidemiology

Faculty and preceptor feedback about student competency in epidemiology, as well as alumni interest in epidemiology fellowship opportunities has led to increased epidemiology content in the required community assessment course, along with appropriate renaming of that course (see syllabus for Applied Epidemiology in Community Assessment in Resource File 2.3.1). As a result of its more rigorous content, advising guidelines were altered to direct students to take this course following their field placement, in their second year of the program. Student interest, preceptor feedback, and alumni feedback also led to the introduction of additional epidemiology content. A new, advanced data analysis course was introduced in Spring 2015 (see corresponding syllabus in Resource File 2.3.1). Course content of related courses—along with minimum required competencies—is routinely reviewed when considering adding each new elective and/or setting prerequisites.

Additional content in global health

Increasing requests for globally aware MPH graduates from employers and preceptors, as well as international opportunities from students entering the program, led to the establishment of the Graduate Certificate in Global Public Health, described in Criterion 3.3. Introduction of global health courses (which are available to MPH students whether or not they pursue the certificate) has led to increased emphasis on global health throughout the curriculum.

2.6.e Description of the manner in which competencies are developed, used and made available to students.

In October 2012 the MPH Director and Associate Director presented at the Association of Accredited Public Health Programs session of the 140th Annual Meeting of the American Public Health Association, San Francisco, CA. The discussion that followed led to a proposal, made to the core faculty upon return, to revisit the MPH program competencies toward reducing the list in number and sharpening the focus in each course. In April 2012 a formal competency review was initiated by the MPH Program Coordinator toward identifying a set of key required competencies that would be attached to each core course or alternative course in the curriculum. Core faculty members and campus partners were recruited into subcommittees for each knowledge area and charged with revising competencies related to subject area and for proposing a set of “minimum required competencies” for required courses in each area. The process for revision and the document-in-progress was shared with the External Advisory Board at the meeting preceding the 2013 Annual Stakeholders' Meeting and approved going forward. Following the subcommittees' work, revised competencies were submitted for review to the entire Core Faculty Committee in February 2014 and faculty members contracted to teach core courses from other

units or from the practice community were asked individually to provide feedback. Final revisions were incorporated into program materials beginning in Fall 2014.

Students are encouraged to use the list of core competencies to guide their learning throughout the program, assess their own progress and shape their job applications. Specific activities that support those efforts include the following:

Competency self-assessment—Administered when students enter the program, before they begin their field placement, and shortly before graduation, this tool introduces students right away to the competencies that they are expected to achieve.

Internships—Field placement learning objective are developed through another review of the competencies, with a particular focus on emphasis area competencies. The language is incorporated into field placement objectives and preceptors evaluate students on their progress. The required student paper following the field placements asks students to choose one or two cross-cutting competencies (professionalism, cultural competence) to discuss in light of their practical experience.

Career advising—The list of competencies is accessible to students through the MPH program website, and career advising activities (for example, the Cover Letter Workshop held in Spring 2015) include discussion of how students might incorporate competency information to describe their strengths and abilities to prospective employers.

2.6.f Description of the manner in which the program periodically assesses changing practice or research needs and uses this information to establish the competencies for its educational programs.

The External Advisory Board is frequently consulted on the development of competencies and their input was instrumental in prioritizing communication, along with the traditional five core areas of public health, on the list. Student self-assessment data is reported annually to the board and to additional stakeholders at the September meeting. The Curriculum Committee is charged both with conducting periodic reviews of how existing curricula work together to advance students toward competencies, including how courses build upon each other and when and if additional prerequisites are required, as well as reviewing each proposed elective in light of competency gaps and strengths. Students and alumni, in addition to serving on the Curriculum Committee, are asked for content-specific feedback through the annual student survey and the alumni survey. Finally, preceptors register feedback to the program through formal (student evaluations that include progress toward competency achievement) and informal (regular conversations with program faculty and the field placement coordinator) channels.

2.6.g Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The MPH Program is following evolving best practices in terms of articulating minimum required competencies through a reduced, more focused list. We continually work to identify ways to make competency expectations transparent to students and to give them concrete ways to demonstrate that they have achieved them for themselves and for future employers. One recent strategy has been to focus on competencies during the career advising process (they were an explicit element in the cover letter writing workshop, for example).

Weaknesses: The program grapples with balancing individual interests and career aspirations with standardizing competency expectations, particularly with regard to the field placement. We currently require that students select from both content area and cross-cutting competencies for their practica, but it may

be that we need to be more explicit about the kinds of activities/deliverables we expect to see. For example, most faculty advisors encourage students to include a translational activity (community presentation/fact sheet development/other) in any research-focused projects, but this is not yet required. A meeting of the Internship/Capstone Committee has been scheduled for Fall 2015 to consider options.

Plans: We hope to incorporate global health more widely into the formal competencies for all students.

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CEPH Self-Study

Criterion 2.7

2.7 Assessment Procedures

There shall be procedures for assessing and documenting the extent to which each student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.

2.7a Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies, including procedures for identifying competency attainment in practice and culminating experiences.

Student progress toward achieving MPH Program Competencies (Resource File 2.7.1) is evaluated from a variety of perspectives: students' academic performance, 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. 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 (Resource File 1.5.15). 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.

Students are first introduced to the MPH Program Competencies at New 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 (Resource File 1.5.6) and are incorporated (as previously described) into courses and field work. A summary of the full list is used in the Self-Assessment Survey (Resource File 2.4.3) that is completed three times over the course of the program by each student. Students rate themselves on the five core subject areas in terms of the following categories: no experience, aware, knowledgeable, and proficient. 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.

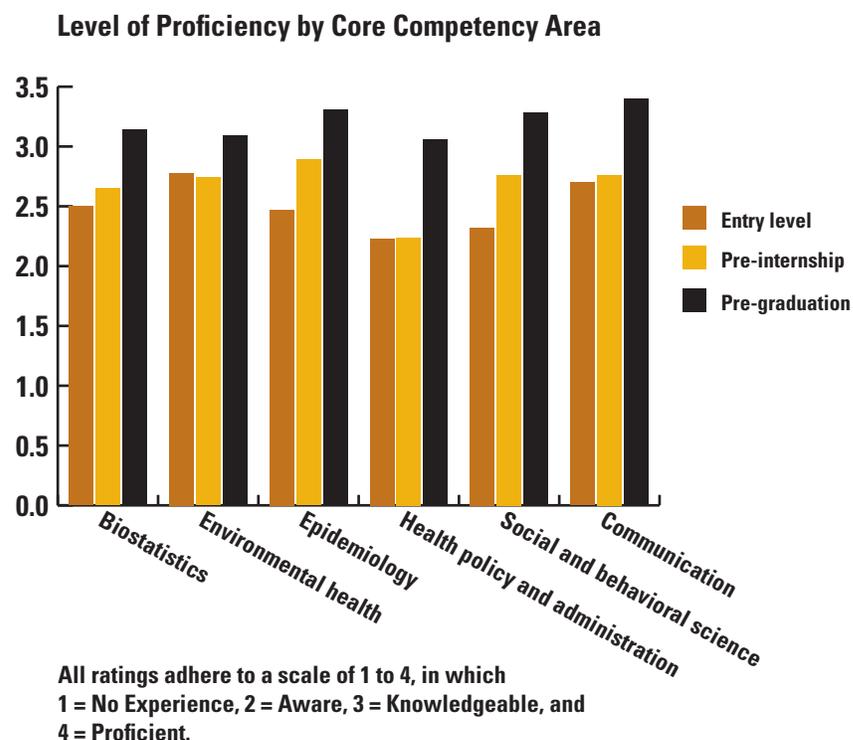
Early familiarization with the MPH Program Competencies allows students to build their individual plans of study toward filling specific gaps in knowledge and experience. Finally, the MPH Program reviews the self-assessment results in aggregate in order to track the results over time and measure them against the other competency information in the program (including instructor reports of what is covered in courses, preceptor evaluations, etc.).

Analysis of the Spring 2015 Self-Assessment Survey is summarized in the following figure. More detailed information, including results by emphasis area, is available in Resource File 2.4.3.

All ratings adhere to a scale of 1 to 4, in which *1 = No Experience, 2 = Aware, 3 = Knowledgeable, and 4 = Proficient.*

Figure 2.7.A

Content-Specific Proficiency



Preceptors are further asked to identify competencies that are required for work in their specific agency. Note: previous survey results have indicated small but steady increases in competency knowledge in all fields, in all phases. The small drop in Environmental Health knowledge this spring is being investigated for significance.

2.7.b Identification of outcomes that serve as measures by which the program will evaluate student achievement in each program, and presentation of data assessing the program’s performance against those measures for each of the last three years. Outcome measures must include degree completion and job placement rates for all degrees included in the unit of accreditation (including bachelor’s, master’s and doctoral degrees) for each of the last three years. See CEPH Data Templates 2.7.1 and 2.7.2. If degree completion rates in the maximum time period allowed for degree completion are less than the thresholds defined in this criterion’s interpretive language, an explanation must be provided. If job placement (including pursuit of additional education), within 12 months following award of the degree, includes fewer than 80% of graduates at any level who can be located, an explanation must be provided. See CEPH Outcome Measures Template.

Table 2.7.1

Students in MPH Degree Program, By Cohorts						
	Cohort of Students	2010-11	2011-12	2012-13	2013-14	2014-15
2010-11	# Students continuing at beginning of this school year	52				
	# Students withdrew, dropped, etc.	0				
	# Students graduated	0				
	Cumulative graduation rate	0%				
2011-12	# Students continuing at beginning of this school year	52	86			
	# Students withdrew, dropped, etc.	2	0			
	# Students graduated	20	0			
	Cumulative graduation rate	38%	0%			
2012-13	# Students continuing at beginning of this school year	30	86	74		
	# Students withdrew, dropped, etc.	4	3	0		
	# Students graduated	13	25	0		
	Cumulative graduation rate	63%	29%	0%		
2013-14	# Students continuing at beginning of this school year	13	58	74	106	
	# Students withdrew, dropped, etc.	0	1	0	1	
	# Students graduated	5	36	26	2	
	Cumulative graduation rate	73%	71%	35%	2%	
2014-15	# Students continuing at beginning of this school year	8	21	48	103	116
	# Students withdrew, dropped, etc.	1	1			0
	# Students graduated	1	5	9	5	0
	Cumulative graduation rate	75%	77%	47%	7%	0%

Table 2.7.2

Destination of Graduates by Employment Type in 2015			
	2011-12	2012-13	2013-14
Employed	51%	67%	53%
Continuing education/training (not employed)	28%	24%	12%
Actively seeking employment	7%	5%	5%
Not seeking employment (not employed and not continuing education/training, by choice)	0%	0%	2%
Unknown	14%	5%	28%
Total	43	42	58

Note that these numbers are only representative of the alumni who responded to the Alumni Survey that asked this information and are not representative of the data presented in Data Template 2.7.1.

The program uses student GPA as the primary quantitative measure for assessing progress. This is represented by the following measurable target (See Criterion 1.2, Table 1.2.1 Outcome Measures):

Objective 1c., Target 1: Less than 5% of grades earned in the MPH Program will be Cs or lower.

Table 2.7.3

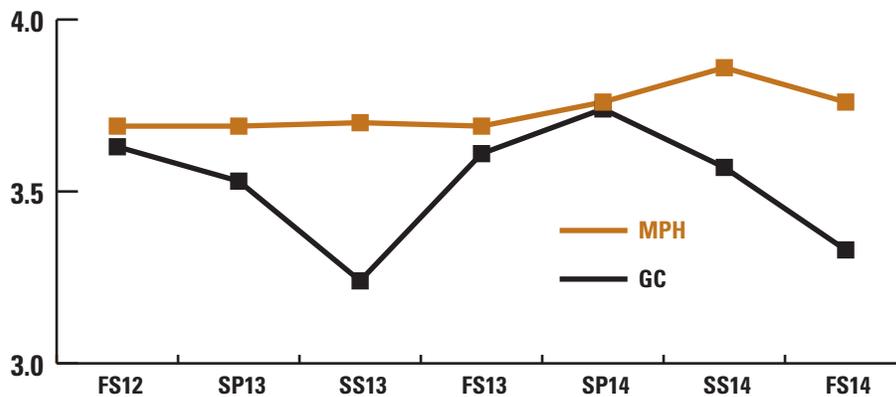
Academic Performance in the MPH Program		
2012-13	2013-14	2014-15
3%	2%	2%

Students earning a C in MPH courses are required to meet with their faculty advisor. That meeting is documented and filed with the academic advisor (Resource File 2.7.4). Follow-up may include a recommendation to repeat the course, take additional coursework, and/or meet with the program director.

As described in Criterion 2.1, data on grades earned by Graduate Certificate students has been factored into the feedback loop addressing program quality for all students, along with data regarding the percentage of Graduate Certificate students failing to earn the certificate. Systematic changes in process introduced to address those trends include narrowing the eligibility of the certificate to applicants who have either achieved an undergraduate GPA of 3.0 or have demonstrated professional experience in public health or a related field.

Figure 2.7.B

Grade Point Averages for Both MPH and Graduate Certificate Students, 2012-2015



Additionally, it is the MPH Program’s policy that 100% of students transferring to the MPH Program with a Graduate Certificate in Public Health will have achieved an average of B or better in courses taken toward the certificate. During this most recent strategic planning phase, a measurable target was included in the goals and objectives to track and limit the proportion of unprepared certificate students enrolled, in order to safeguard the quality of the coursework for all prepared students. This target (See Criterion 1.2, Table 1.2.1 Outcome Measures) is as follows:

Objective 1e., Target 1: More than 90% of Graduate Certificate students will complete the program.

Table 2.7.4

Graduate Certificate Students Completing the Program		
2012-13	2013-14	2014-15
98%	93%	100%

Practical Experience

The measurable target related to the assessment of field placement readiness and performance (See Criterion 1.2, Table 1.2.1 Outcome Measures) is as follows:

Objective 1f., Target 2: 90% of MPH student interns will receive an average Preceptor Final Internship Evaluation score of 4 or above (on a scale of 1-5) upon completing an internship.

Table 2.7.5

MPH Student Interns Scoring 4 and Above (Scale of 5) on Internship Evaluations		
2012-13	2013-14	2014-15
90%	98%	98%

Faculty Performance

Faculty are evaluated anonymously by students at the close of each semester and these evaluations are collected in the program office. Beginning in Fall 2014 the program initiated an online standardized evaluation for all courses with the P_HLTH designator. The measurable target related to faculty evaluation of teaching (See Criterion 1.2, Table 1.2.1 Outcome Measures) is as follows:

Objective 1b., Target 3: 90% of required courses offered through the MPH Program will have obtained average scores of satisfactory or better (at least 3.0 on a 5.0 scale) on student evaluations of “the course as a whole.”

Table 2.7.6

MPH Required Courses Scoring 3.0 or Better (Scale of 5) on Student Evaluations		
2012-13	2013-14	2014-15
100%	93%	100%

2.7.c An explanation of the methods used to collect job placement data and of graduates’ response rates to these data collection efforts. The program must list the number of graduates from each degree program and the number of respondents to the graduate survey or other means of collecting employment data.

Beginning 6 months after graduation, each graduate of the MPH Program receives the Alumni Survey once per year. This survey is used to collect job placement information and solicit feedback on program quality and preparation for a career in public health. The Alumni Survey is created and accessed using an online survey administrator and is emailed to all eligible MPH graduates. Within the last two years, the program has taken a number of steps to increase the response rate:

The program takes a **graduation photo each semester and copies are furnished to graduating students when they supply their contact information;**

The program has an **enhanced social media presence and offers incentives to graduates who fill out surveys;**

In Spring 2015, the program initiated an **Alumni Ambassadors Program, with select alumni serving as contacts for prospective students in the field;**

In Spring 2015, the program also began an **Alumni Society with the mission of fostering a community of public health alumni, professional development, service, and scholarship.**

Table 2.7.7

MU MPH Alumni Survey Response Rate, 2012-2014			
Year	Number of graduates from MPH Program (6 months after graduation)	Number of respondents to Alumni Survey	Response rate
2012	138	Data unavailable*	Data unavailable*
2013	180	33	18%
2014	238	108	45%

*Challenges with data collection and analysis in AY 2012-2013 led to the creation of the Program Fellow position, which is designated for an MPH graduate with competence in program evaluation.

2.7.d In fields for which there is certification of professional competence and data are available from the certifying agency, data on the performance of the program’s graduates on these national examinations for each of the last three years.

N/A

2.7.e Data and analysis regarding the ability of the program’s graduates to perform competencies in an employment setting, including information from periodic assessments of alumni, employers and other relevant stakeholders. Methods for such assessment may include key informant interviews, surveys, focus groups and documented discussions.

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

The MPH Program tracks **employment statistics for each graduate of the program;**

Upon graduation and six months following graduation, alumni are asked to complete the **Annual Alumni Survey** (Resource File 2.7.5), which includes questions relating to student preparation for the job market and success in finding employment;

The program counts among its **External Advisory Board** several representatives of employing agencies, including the Director of Human Resources for the Missouri State Department of Health and Senior Services. Graduate readiness for employment is a frequent agenda item at EAB meetings and in informal discussions, and External Advisory Board members are involved in career advising for graduates, including through the annual Career Advising Round Table discussion;

Qualitative feedback from External Advisory Board members (who frequently employ our graduates) and alumni have contributed to the strategic planning feedback loop in a number of ways. Two examples include the following: an observation that our students were well trained in the work of public health but had insufficient interviewing skills led to an expansion of career advising around job seeking which now includes an entire week of events, and the introduction of

the Graduate Certificate in Global Health was supported by the feedback from an MPH Program Alumni working at the Indian Health Service who remarked that he wished he had had additional opportunities to enhance his skills around cultural diversity while in the program. Finally, ongoing relationships with internship preceptors, who are also frequently employers of our graduates, allows the program to conduct regular, informal assessments of our students' readiness for public health work upon graduation. No formal employer surveys have been conducted.

A short list of Missouri organizations employing our alumni includes the following:

- Center for Health Policy
- Caldwell County Health Department
- Cass County Health Department
- Clay County Health Department
- Columbia Boone County Department of Public Health and Human Services
- Kansas City Health Department
- Taney County Health Department
- Missouri Department of Health and Senior Services
- Missouri Department of Elementary and Secondary Education
- Missouri Primary Care Association
- MU Extension
- MU Health Communication Research Center
- Missouri Institute of Mental Health
- Cerner Corporation
- East-West Gateway Council of Governments
- St. Louis Area Business Health Coalition
- Transdisciplinary Research on Energetics and Cancer Center (TREC)

2.7.f Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

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.

Weaknesses: Response rates continue to be a challenge—in addition, the program has struggled to find an appropriate platform to manage the substantial amount of data associated with tracking student contact information.

Plans: The university and, even more specifically, the University of Missouri's health system plans to upgrade IT tools and support, which will benefit the MPH Program in its data management tasks. The program is looking at incorporating employer focus groups or a survey into the activities around the MODHSS State Public Health Infrastructure work plan.

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CEPH Self-Study

Criterion 2.8

2.8 Bachelor's Degrees in Public Health

Not applicable.

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CEPH Self-Study

Criterion 2.9

2.9 Academic Degrees

Not applicable.

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CEPH Self-Study

Criterion 2.10

2.10 Doctoral Degrees

Not applicable.

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CEPH Self-Study

Criterion 2.11

2.11 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.

2.11.a Identification of joint degree programs offered by the program. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

The University of Missouri Master of Public Health offers four joint degree options, and each of the partner disciplines is represented on the Core Faculty Committee by one or more faculty members. In each case, students must be admitted to both degree programs independently and, in order to maximize integration of the disciplines and streamline the plans of study, students are encouraged to apply to the second degree-granting program either at the same time as the first or within one semester of starting the first.

Table 2.11.1

Instructional Matrix–Degrees & Specializations		
	Academic	Professional
Master’s Degrees		
MPH (Health Promotion and Policy)		X
MPH (Veterinary Public Health)		X
Joint Degrees		
DVM/MPH (Veterinary Public Health)		X
MA (Journalism)/MPH (Health Promotion and Policy)		X
MPA/MPH (Health Promotion and Policy)		X
MSW/MPH (Health Promotion and Policy)		X

2.11.b A list and description of how each joint degree program differs from the standard degree program. The program must explain the rationale for any credit-sharing or substitution as well as the process for validating that the joint degree curriculum is equivalent.

The University of Missouri Master of Public Health Program offers the following joint degree options: Doctor of Veterinary Medicine/Master of Public Health (DVM/MPH), Master of Journalism/Master of Public Health (MA/MPH), Master of Public Health/Master of Public Affairs (MPH/MPA), and Master of Social Work/Master of Public Health (MSW/MPH). Tables detailing the curricula for each of these joint degrees are included in Resource File 2.11.1.

Doctor of Veterinary Medicine/Master of Public Health

The DVM/MPH joint 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) (Syllabi for all courses are located in Resource File 2.3.1)
Health Care in the U.S. (HTH_PR 7300)

Principles of Public Health (P_HLTH 7150)
Human Health and the Environment (P_HLTH 8150)
Social and Behavioral Sciences in Public Health (P_HLTH 8920)
Public Health Internship (P_HLTH 8980)
Statistical Methods in the Health Sciences (STAT 7020) **OR**
Biostatistics I (STAT 7410)

Shared Courses (23 credit hours)

Veterinary Public Health Capstone (P_HLTH 8971)
Veterinary Toxicology (V_BSCI 8509)
Research Methods and Data Analysis (V_M_S 8431)
Veterinary Virology (V_PBIO 8454)
Veterinary Epidemiology (V_PBIO 8455)
Veterinary Parasitology (V_PBIO 8457)
Veterinary Public Health (V_PBIO 8458)
Veterinary Bacteriology I (V_PBIO 8552)
Veterinary Bacteriology II (V_PBIO 8553)

Master of Arts in Journalism/Master of Public Health

The MA in Journalism/MPH combines Health Promotion and Policy with Strategic Communication in the Missouri School of Journalism at the University of Missouri. Graduates are well positioned to find employment in risk communications and public health information in the public or private sector. Students must be admitted to the School of Journalism and the Master of Public Health Program independently. Students wishing to complete the MA in Journalism/ MPH must apply to the MPH Program independently and complete the following courses in public health:

Public Health Courses (21 Credit Hours) (Syllabi for all courses are located in Resource File 2.3.1)

Principles of Public Health (P_HLTH 7150)
Human Health and the Environment (P_HLTH 8150)
Health Care in the U.S. (P_HLTH 8300)
Principles of Epidemiology (P_HLTH 8420)
Social and Behavioral Sciences (P_HLTH 8920)
Applied Epidemiology in Community Assessment (P_HLTH 8120)
Public Policy Processes and Strategy (PUB_AF 8170)

Shared Courses (21 credit hours)

Quantitative Research Methods (JOURN 8006)
Health News and Promotion (JOURN 8042)
Public Health Capstone (P_HLTH 8970)
Public Health Internship (P_HLTH 8980)
Statistical Methods in the Health Sciences (STAT 7020)

And one of the Following:

Philosophy of Journalism (JOURN 8026)
History of Mass Media (JOURN 8030)
Seminar in Communications Law (JOURN 8038)
Media Ethics (JOURN 8080)

Master of Public Health/Master of Public Affairs

The MPH/MPA joint 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) (Syllabi for all courses are located in Resource File 2.3.1)

Principles of Epidemiology (P_HLTH 8420)
Applied Epidemiology in Community Assessment (P_HLTH 8120)
Principles of Public Health (P_HLTH 7150)
Human Health and the Environment (P_HLTH 8150)
Social and Behavioral Sciences in Public Health (P_HLTH 8920)
Statistical Methods in the Health Sciences (STAT 7020) **OR**
Biostatistics I (STAT 7410)

Shared Courses (24 credit hours)

Health Care in the U.S. (HTH_PR 7300)
Public Health Capstone (P_HLTH 8970)
Public Health Internship (P_HLTH 8980)
Research Methods and Inquiry in Public Affairs II (PUB_AF 8181)
Ethics, Democracy and the Public Service (PUB_AF 8210)

Policy Track:

Public Program Evaluation (PUB_AF 8420) **AND**
Public Policy Analysis (PUB_AF 8430)

OR Management Track (two out of three):

Human Resources Management and Development in Public and Nonprofit Sector (PUB_AF 8520)
Strategic Planning and Performance Measurement (PUB_AF 8530)
Financial Management in the Public and Nonprofit Sector (PUB_AF 8720)

Master of Social Work/Master of Public Health

Students can earn a Master of Social Work (MSW) and a Master of Public Health (MPH) with an emphasis in Health Promotion and Policy. Graduates of the joint degree will be well positioned to find employment as a health policy advocate, health agency administrator or in an integrated behavioral health setting as a care managers, health coach, patient advocate, counselor, or team leader. Students wishing to complete the MSW/MPH must apply to the MPH Program independently and complete the following courses in public health:

Public Health Courses (18 credits)

Statistical Methods in Health Science (STAT 7020)
Human Health and the Environment (P_HLTH 8150)
Principles of Epidemiology (P_HLTH 8420)
Social and Behavioral Sciences in Public Health (P_HLTH 8920)
Applied Epidemiology in Community Assessment (P_HLTH 8120)
Public Policy Process and Strategy (PUB_AF 8170)

Shared Courses (27 Credits)

Approved PH elective - e.g. Domestic Violence or Immigrant Health
Principles of Public Health (P_HLTH 7150)
Health Care in the U.S. (P_HLTH 8300)
Community & Organization Dynamics (SOC_WK 7740)
Research Design in SW (SOC_WK 7952)
Eval Research in SW Planning & Admin (SOC_WK 8953)
PH Internship (P_HLTH 8980)
Practicum II (P_HLTH 8980)

Capstone Seminar (P_HLTH 8970/SOC_WK 8970)

While students in each of the degree programs above must complete all the required courses, as well as the Public Health Internship (P_HLTH 8980, Resource File 2.3.1) and Public Health Capstone (P_HLTH 8970/8971), 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 joint degree, a student works carefully with the Academic Advisor and a Faculty Advisor to develop a Plan of Study.

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

This criterion is met.

Strengths: All four joint degree programs require students to complete each primary component of the MPH degree, including 42-45 credit hours, a supervised internship, and a culminating experience. Students are admitted to the MPH program based on internal criteria and are advised and evaluated based on MPH program criteria, as well.

Weaknesses: While offering an opportunity to share some key courses, completing a joint degree requires a substantial commitment of time and effort. The MPH program expects them to grow more slowly than the single focus MPH.

Plans: The MPH Program is working on a proposal for a joint MD/MPH. While there has been substantial interest in public health content among medical students (a handful of med students have begun or completed MPH degrees and one initiated a new public health interest group at the SOM) integration of shared courses is particularly challenging given the School of Medicine's problem-based curriculum. The addition of new population health electives in Medicine creates an opportunity that is being explored.

CEPH Self-Study

Criterion 2.12

2.12 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 learning methods and to systematically use this information to stimulate program improvements. The program must have processes in place through which it establishes that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

Starting the fall semester of 2014, the University of Missouri Master of Public Health Program began offering a fully online MPH degree option. Requirements for the online MPH degree are consistent with the mission of the overall program and the online degree plans of study mirror the existing Health Promotion and Policy curriculum. The evaluation of the academic effectiveness of online degree option is guided by the Distance Education Evaluation Plan (Resource File 2.12.1), which was developed for the purpose of rigorously evaluating learning outcomes for online students. The Evaluation Plan is being implemented and overseen by the Distance Education Coordinator (CV of Jenna Wintenberg included in Resource File 1.5.1) and the program administrative team. The Evaluation Plan includes specific target and outcome measures in the areas of student recruitment, student performance and success, student satisfaction, and faculty support provided by the program. These measures are directly related to the overall program goals for instruction, research, service, and collaboration. In addition, the online degree program is subjected to the same quality control processes as the traditional program, including the following: end-of-semester course evaluations, annual student surveys, annual student competency surveys, field placement evaluations, and graduation rates. The results of these evaluative sources will be used to inform and stimulate program improvements.

The development, implementation and evaluation of online courses are being tailored to the unique characteristics and needs of adult online learners. The online program offers students the opportunity to work long distance with no face-to-face on campus requirements to earn their MPH degree. Distance learning provides location and day-to-day flexibility in scheduling "class" for students who have work, family, or other responsibilities that demand students balance these other obligations. Administrative, communication, and student services support for the online program is provided and is ongoing.

2.12.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 in Criterion 2.1.a may be referenced for this purpose.

Starting the fall semester of 2014, the University of Missouri Master of Public Health Program began offering a fully online MPH degree option. Requirements for the online MPH degree and online plans of study mirror the regular, on-site MPH degree curriculum for the Health Promotion and Policy emphasis area. Similar to the on-site MPH program, the online program can be completed on a part-time or full-time basis. All online courses are instructor-led and spread over a standard 16-week semester term.

2.12.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 methods.

The Master of Public Health Program was launched in January 2007 in response to the country's critical need for trained public health workers, which is particularly acute in the state of Missouri. The increasing mobility of people, food and infectious agents across borders requires a rigorously interdisciplinary and international approach to public health workforce development. The structure of the Master of Public Health Program reflects these trends by emphasizing accessibility to working and nontraditional students, interdisciplinary governance and teaching, and international curriculum components and outreach. Designed primarily with working professionals in mind, the Graduate Certificate in Public Health was the first program element to be offered entirely online (2010). Meanwhile, the percentage of core MPH courses available in distance-mediated settings has climbed from 12.5% in the program's first year (2007/2008) to 70% in the year (2012/2013) before the Online MPH was launched.

Furthermore, best practices indicate that while proximity to the university may be the paramount concern for many distance students, it is not the only concern. For example, job responsibilities and disability may present obstacles to on-campus study. A different array of advising and student support services are required to provide access, maintain quality, and ensure student success in an online program. In support of student and faculty success in Distance Learning, the MPH Program at MU emphasizes the following components:

A dedicated **Coordinator of Distance Education** who serves as a liaison for distance students in troubleshooting technical difficulties, scheduling, and timely contact with faculty advisors and/or other staff (including the field placement coordinator);

Blended classes that include, in each case, a combination of online and residential students (as opposed to an Executive Track where courses contain only distance students);

Orientation to online learning strategies and etiquette for all MPH students as part of required student orientation;

Online equivalents for all major non-academic program components, including special guests, career week events, student activities;

Faculty support for distance teaching, which includes a targeted tutorial as well as regularly scheduled updates and trainings in new technology and platforms;

Faculty support for student advising, including faculty advisor training each fall that includes guidelines, best practices, and tips on advising distance students.

In alignment with the regular, on-site degree program, the online program is interdisciplinary and courses from collaborating academic units are integrated into the core curriculum and the approved electives.

Measurable targets included in the MPH Program's Goals and Objectives that relate to the online program (See Criterion 1.2, Table 1.2.1 Outcome Measures) include the following:

An online program of equal quality to the residential program with regard to instruction, career advising, practical experience, and staff/student interactions.

Objective 1g., Target 1: 90% of required courses offered through the MPH Program will have obtained average scores of satisfactory or better (at least 3.0 on a 5.0 scale) on student evaluations of “the course as a whole.”

Table 2.12.1

Percentage of Student Evaluations Demonstrating Satisfactory or Better Scores		
2012-13	2013-14	2014-15
0%	100%	100%

Objective 1g., Target 2: 100% of core program components and 70% of optional campus-based activities will be distance-mediated and accessible to online students.

Table 2.12.2

Percentage of Core Program Components and Optional Campus-Based Activities Accessible to Online Students		
2012-13	2013-14	2014-15
0%	0%	75%

Offering the MPH program online enables distance students to complete the degree (including the required field placement) without attending classes on campus. It is vital that a systematic plan for coherent and targeted curriculum is in place for student success in an online program. As a result, the program has diligently worked to establish the equipment, staffing, and infrastructure necessary to effectively educate distance students. Our online program strives to integrate infrastructure, course development and implementation, and evaluation of student outcomes into a program that brings the strengths of the MU campus to students regardless of where they live.

2.12.c Description of the processes that the program uses to verify that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

The University of Missouri, as an accredited member of the North Central Association of Higher Learning Commission (NCAHLC), has established that giving online students unique usernames and passwords for logging into the Blackboard (the online learning management system) serves as an authentication of a student’s identify. This log-on information is private and known only by the registering student. All students sign an agreement on their graduate student application acknowledging that they will not share this information with anyone. In addition, written assignments can be submitted to a plagiarism checking service called SafeAssign. This service evaluates student’s submissions and notifies instructors of instances where students may have plagiarized their written submissions. All MPH students are required to complete training in academic integrity early in the program to avoid any confusion about plagiarism and expectations about independent work. The University of Missouri has the right to terminate any student found to be in violation of these policies.

2.12.d Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The MU MPH program offers an online MPH degree with an emphasis area in Health Promotion and Policy, which has all of the same characteristics and the same level of academic rigor as the campus program. It provides a curriculum that offers the opportunity to become trained in core public health knowledge areas and competencies to nontraditional students and students with obstacles

related to distance, disability, and work or travel obligations. The program benefits from an infrastructure of student support that clearly outlines technical and language requirements for distance students, offers appropriate advising for distance students in accessing campus resources including technical assistance, orients them to the MPH program, and provides troubleshooting with scheduling, time zone issues, and other related matters. MU MPH provides structure, including the necessary equipment, which allows residential students to interact meaningfully with an increasingly diverse student body located in communities around the state and the world, and allows distance students to connect with necessary support on campus and with a community of learners. It has established the Distance Education Coordinator position to provide faculty support and oversee the evaluation of the online program. Finally, the MU MPH Program provides faculty liaisons with campus resources in course design and technical assistance, and offers troubleshooting with technical difficulties and student advising.

Weaknesses: The program is not yet fully operational for international students or equipped to orient faculty to the learning needs of international distance students, including those from varied cultural and language origins.

Plans: Continue to recruit a diverse group of students, including working professionals and global students. Continue to provide faculty support in the development of new online courses.

CEPH Self-Study

Criterion 3.0 Creation, Application, and Advancement of Knowledge

Criterion 3.1

3.1 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.

3.1.a Description of the program's research activities, including policies, procedures and practices that support research and scholarly activities.

University of Missouri

The University of Missouri supports research in a variety of ways. Tenure-track appointments are generally structured according to a schedule that allows for 40% research, 40% teaching, and 20% university service. Both junior and senior faculty members are eligible to apply for research leave and financial support through the University of Missouri's Research Board and the MU Research Council. In addition, most tenure-home departments of MPH faculty offer seed grants and travel money to support faculty research projects.

In September 2013, the MPH Program began developing an Interdisciplinary Research Group in Public Health. The group is designed to be expansive and interdisciplinary, including core faculty members, those with courtesy appointments in public health, faculty who do research in public health but do not have a formal role with the program, and non-regular teaching faculty from the public health practice community. The goal of the group is to foster an environment that supports a university-wide public health research agenda and to identify specific ways in which the MPH program can support research and student involvement in research. In May, 2013, the Program Director appointed Dr. Leigh Tenkku Lepper as Director of Research for the MPH program (CV in Resource File 1.4.1). Dr. Tenkku Lepper has a joint appointment in MPH-MSW and extensive experience in public health research projects. To date, the activities in support of the research group include the following:

Survey of core and secondary faculty (including adjuncts from practice community) regarding research interests—identifying overlapping areas;

Email from MPH Program staff (program fellow) registered for RSS feeds, noting opportunities to faculty per interest area;

Follow-up from director of research with individual on-campus faculty to develop research studies and grants;

Updated Research Tab on MPH website with significant amount of resources;

Updated Faculty Profiles on MPH website;

Public Health Investigator eBriefs created: One completed: Deborah Hume; Second one will be completed in April: Stephanie Potochnick;

Research Faculty Lunch Meeting: David Mehr, Guest Speaker, January 29, 2015: TOPIC: PCORI Grant Opportunities;

Research Faculty Lunch Meeting: Neetu Abad, Guest Speaker, April 22, 2015: TOPIC: Experiences responding to Ebola in Sierra-Leone;

Mizzou Advantage Grant Submission: Development of Grant-Writing Retreat for MPH Faculty.

3.1.b Description of current research activities undertaken in collaboration with local, state, national or international health agencies and community-based organizations. Formal research agreements with such agencies should be identified.

The MPH Program currently has no formal research agreements with local, state, national, or international agencies; it is however involved in a variety of practice-and/or research-based initiatives where the agreement exists with the University of Missouri and its partners. For example, the MPH Program participates in the long-standing agreement between the University of Missouri and the University of Western Cape in South Africa to build research collaborations and exchange faculty (Program Director Lise Saffran visited UWC as part of this effort in February 2013) and the MPH Program is helping to develop the Global Innovators Fellowship Program through Mizzou Advantage, for which an agreement with two Cameroonian Universities, Bamenda University of Science & Technology (B.U.S.T.) and the University of Bamenda, has recently been signed. One of the goals of the Director of Research for the MPH Program is to explore opportunities to bring faculty together under the auspices of the MPH Program and to develop research agreements with local, state, national, and international agencies.

3.1.c A list of current research activity of all primary and secondary faculty identified in Criteria 4.1.a and 4.1.b., including amount and source of funds, for each of the last three years. These data must be presented in table format and include at least the following: a) principal investigator and faculty member's role (if not PI), 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. Distinguish projects attributed to primary faculty from those attributed to other faculty by using bold text, color or shading. Only research funding should be reported here; extramural funding for service or training grants should be reported in Template 3.2.2 (funded service) and Template 3.3.1 (funded training/workforce development). See CEPH Data Template 3.1.1.

Complete data table in Resource File 3.1.1.

3.1.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. Specific measures related to faculty research (See Criterion 1.2, Table 1.2.1 Outcome Measures) include the following:

Objective 2b.: Demonstrated excellence in research through publication in peer-reviewed journals and funding for research proposals.

Objective 2b., Target 1: 75% of core faculty members with research appointments will have external or internal funding for public health research projects. In 2014-2015, 11 core faculty members had research appointments.

Table 3.1.1

Percentage of Core Faculty Members With External or Internal Funding		
2012-13	2013-14	2014-15
78%	91%	89%

Objective 2b., Target 2: 90% of core faculty members with research appointments have at least one peer-reviewed publication each year. In the past three years, core faculty members with research appointments have had at least 60 submissions to peer-reviewed journals.

Table 3.1.2

Percentage of Core Faculty Members With At Least One Peer-Reviewed Publication Per Year		
2012-13	2013-14	2014-15
78%	82%	67%

Objective 2c.: Relevant research findings from MU faculty members and students are made accessible to state agencies and other community partners.

Objective 2c., Target 1: The following tables show the number of faculty and student presentations at conferences and professional meetings.

Table 3.1.3

Number of Faculty and Student Presentations at Conferences and Professional Meetings		
2012-13	2013-14	2014-15
Faculty 35 Student 13	Faculty 38 Student 18	Faculty 34 Student 29

Table 3.1.4

Number of Faculty Research-focused Presentations		
2012-13	2013-14	2014-15
48	56	63

Objective 2c., Target 2: The following table shows the number of research-focused presentations of faculty to lay and professional audiences via grand rounds, health department in-services, or other place-based programs.

Table 3.1.5

Number of Faculty Research-focused Presentations		
2012-13	2013-14	2014-15
19	36	28

3.1.e Description of student involvement in research.

Faculty Research in Course Instruction

Faculty research consistently informs the courses taught within the MPH program. In just a few

examples, Deborah Hume incorporates her research into the prevention of human trafficking (supported by a prior Department of Health and Human Resources grant and ongoing through her work with the Stop Trafficking Coalition) into her seminar on Immigrant Health (see syllabus in Resource File 2.3.1), Lynelle Phillips uses data sets from Missouri Health departments in her course P_HLTH 8001 Topics in Public Health: Applied Epidemiology in Community Assessment (see syllabus in Resource File 2.3.1) and Lise Saffran incorporates her research into guided fiction writing and cultural competence into the HPP capstone course (see syllabus in Resource File 2.3.1).

Research Mentorship of students by MPH Program Faculty

Student field placements frequently include participation in research, and a number of students have written research papers as an outgrowth of their internship experiences, often with the mentorship of faculty members. Faculty are encouraged to present and publish with students as a way of developing professional skills and in 2014, faculty and student joint research was included among the measurable targets in the MPH program strategic plan. Recent presentations and papers that involved faculty/student teams include the following, with most recent publications listed first.

Publications and Presentations Resulting from Student/ Faculty Research Collaborations

Majee, W., Goodman, L., Vetter-Smith, M., & Canfield, S. (Under review with the Journal of the Community Development Society). *Healthy Communities Initiative: A preliminary assessment of a Midwestern university-community health promotion partnership.*

Baker, M.D. & Pithua, P. (2014). *Low seroprevalence of Coxiella burnetii in Boer Goats in Missouri.* BMC Res Note, 7(1): 421. DOI: 10.1186/1756-0500-7-421. PMID: 24994554.

Jordan, J., McElroy, J., & Everett, K. (2014). *An Examination of Smoking Initiation, Tobacco Product Use, and Secondhand Smoke Exposure Among General Population and Sexual Minority Youth, 2011-2012.* Prev Chronic Dis, 11.

Lepper, T. & Kramer, B. (2014). *Are health care providers getting better at screening and discussing alcohol use during prenatal care visits? A multi-state comparison between 2001 and 2011.* MOPHA Conference. Columbia, MO.

Salih, M., Bjornstrom, E., Majee, W. & Phillips, L. (2014). *Increasing Farmers' Market Utilization and Benefits for Low-Income Individuals: Preliminary Results from a Pilot Study on the Access to Healthy Foods Program in Columbia, MO.* Missouri Public Health Association Annual Conference, Columbia, MO.

Yaglom, H.D., Rottinghaus, A.A., & Pithua, P. (2014). *Evidence of Toxoplasma gondii exposure in Boer goat herds in Missouri, USA.* Zoonoses Public Health, 61(6), 395- 397.

Pithua, P. & Kollias, N.S. (2013). *Prevalence of caprine paratuberculosis in Boer goat herds in Missouri.* ASAS Midwestern Section/ ADSA Midwestern Branch Annual Meeting. Des Moines, Iowa (Poster Presentation).

Hume, D., & Nelson, A. (2012). *Human trafficking: Impact on Missouri youth.* Missouri Association of School Nurses Conference. Columbia, Missouri.

Thapaliya, D., Kadariya J., Hume, D., & Kapp, J.M. (2012). *Public perception and preventive health practices. Exploring the health belief model.* Healthy Lives, Healthy Communities Conference.

McIntyre, K., La Shaune, J., & McElroy, J.A. (2011). *Walking in the Spirit: Increasing Breast Cancer Awareness Among African American Women through Faith-Based Community Events.* Missouri Public Health Association Conference. Columbia MO.

Chako, C.Z., Tyler, J.W., Chiguma, L., Schultz, L.G., Beerntsen, B.T. (2010). *Cryptosporidiosis in people: It's not just about the cows*. J. Vet Intern. Med. (24), 37-43.

The measurable target related to faculty and student joint research is as follows:

Objective 2a.: Faculty members and graduate students involved in relevant public health research.

Objective 2a., Target 1: Increase in faculty/student submissions of work to peer-reviewed journals and/or presented at state or national conferences.

Table 3.1.6

Number of Faculty/Student Acceptances by Peer-Reviewed Journals and/or Conferences		
2012-13	2013-14	2014-15
7	10	29

3.1.f Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

The criterion is met.

Strengths: The MPH Program has taken some important steps to build upon our unique position in facilitating interdisciplinary research in public health. Prioritizing faculty/student collaborations has led to excellent examples of mentorship.

Weaknesses: Research grants are almost exclusively sponsored by participating faculty members' academic home departments and the MPH program is not yet in a position to benefit from grant-associated RIF funds in any significant way. This limits the financial support that the program can provide to interdisciplinary research efforts. Program does not currently track submissions that are not accepted for conferences and/or publication.

Plans: The program is working on a formula to distribute a portion of RIF funds associated with MPH program contributions toward facilitating research. We have also budgeted for faculty research-related travel on a case-by-case basis; we are looking at a plan to provide financial support to interdisciplinary research teams on a competitive basis. The Director of Research Leigh Tenkku Lepper has also drafted a proposal to submit for internal funding that would support a grant-making workshop for interdisciplinary research teams in public health.

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CEPH Self-Study

Criterion 3.2

3.2 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.

3.2.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 geographic location of MU, as Missouri's land grant university in the center of the state just thirty minutes from the state's capitol, has allowed the program to build its service activities around many of the strong linkages that public health faculty already had with state and local government and agencies serving public health professionals and communities statewide, including the State Department of Health and Senior Services, the Missouri Association of Local Health Departments, the Center for Health Policy (which leads the Missouri Health Equity Coalition) and the Missouri Public Health Association. All four of those entities are represented on the MPH Program's External Advisory Board.

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, Deborah Hume's frequent service activities in the area of human-trafficking prevention are incorporated into coursework in her Immigrant Health seminar and Lynelle Phillips regularly incorporates the data analysis needs of local health departments into assignments in her Applied Epidemiology for Community Assessment course.

MU's long-standing partnership with the South African University of the Western Cape and other international partners has further resulted in student/faculty service and collaboration abroad, including seminars on emerging public health topics for community preceptors in Cape Coast, Ghana, where a number of MPH students have completed field placements.

Students are introduced to a variety of service activities beginning with their required new student orientation and questions related to student service are included in the annual survey and reported to stakeholders, along with faculty service, at the Annual Stakeholders' Meeting in September.

3.2.b Description of the emphasis given to community and professional service activities in the promotion and tenure process.

The MPH Program asks faculty for an updated report of service activities each year and faculty service is explicitly identified in the program's strategic plan, along with measurable targets (See Criterion 1.2, Table 1.2.1 Outcome Measures). Service information is both reported to stakeholders at the annual meeting in September and 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. Finally, the MPH Program Director's materials submitted in support of tenure include an account of service in public health.

3.2.c A list of the program's current service activities, including identification of the community, organization, agency or body for which the service was provided and the nature of the activity, over the last three years. See CEPH Data Template 3.2.1. Projects presented in Criterion 3.1 should not be replicated here without distinction. Funded service activities maybe reported in a separate table; see CEPH Template 3.2.2. Extramural funding for research or training/

continuing education grants should be reported in Template 3.1.1 (research) or Template 3.3.1 (funded workforce development), respectively.

The MPH Program’s involvement in a number of collaborative efforts creates opportunities for both student and faculty service, above and beyond individual faculty service, which is detailed in table 3.2.1, including the following:

Collaboration with the Missouri Public Health Association: Faculty are regularly involved with planning the annual conference, which takes place in Columbia, and frequently present in sessions or facilitate presentations of affiliated members. For example, this coming September the MPHA conference will feature a break-out session by Kelly Straka, the MPH Program’s newest External Advisory Board (EAB) member and Missouri’s first wildlife veterinarian. The current president of MPHA serves on the MPH Program EAB, as well. The program supports student involvement in the annual meeting by paying for costs associated with student entries in the poster competition and by offering technical assistance to students in the development of their posters.

Community forums on Research and Public Health Trends: The MPH program organizes a variety of opportunities for faculty to share timely information for diverse audiences on topics of interest and concern, ranging from a forum on zoonotic disease sponsored by the MPH Program and held at the St. Louis Zoo in July 2012, to a workshop on narrative in public health advocacy at the US Embassy in Lome, Togo, to a panel for students and faculty on Ebola at the From Poverty to Promise conference in April 2015 at the University of Missouri.

See Resource File 3.2.1 for Table 3.2.1 (Faculty Service for Last 3 Years).

3.2.d 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. See CEPH Outcome Measures Template.

Objectives and measurable targets related to faculty and student service (See Criterion 1.2, Table 1.2.1 Outcome Measures) are detailed as follows:

Objective 3b.: A culture of service among faculty and students supported by a range of opportunities.

Objective 3b., Target 1: 50% of students surveyed in the Annual Survey will report having participated in at least one extracurricular service activity during the academic year.

Table 3.2.1

Percentage of Students Who Participated in at Least One Extracurricular Service Activity		
2012-13	2013-14	2014-15
Data unavailable*	34%	49%

*Challenges with data collection and analysis in AY 2012-2013 led to the creation of the Program Fellow position, which is designated for an MPH graduate with competence in program evaluation.

Objective 3b., Target 2: 80% of core faculty members will be contributing to public health through service at the local, state, regional, and/or national level through volunteer work, service on boards, translation of research into public health practice, and other service activities.

Table 3.2.2

Percentage of Core Faculty Contributing to Public Health Through Service Activities		
2012-13	2013-14	2014-15
93%	94%	93%

3.2.e Description of student involvement in service, outside of those activities associated with the required practice experience and previously described in Criterion 2.4.

Students are encouraged to begin their service activities in public health at the required student orientation at the beginning of their semester of entry, and guests offering options (the MU Wellness Center, the Truman School’s Grant Writing Program) are a regular feature of the orientation. Over the course of the year, students participate in a variety of service activities, including the following (from the 2014 Annual Student Survey):

Select Public Health-related Community Events*

- Alcohol Responsibility Month
- National Public Health Week
- Mizzou Dance Marathon
- Empty Bowls
- Farm-to-Table Dinner
- CCUA Harvest Hootenany
- Women’s Health and Wellness Fair
- Earth Day Festival
- Racing for Recovery 10K
- Clean Up Columbia
- Drowning Prevention Foundation Water Safety Event for Kids

Select Public Health-related Activities/Involvement*

- Columbia Health Development Youth Advisory Committee
- MPHGSA
- MoPHAC
- Centro Latino
- The Food Bank for Central and Northeast Missouri
- Meeting of the Minds Conference
- APHA (Conference)
- MoPHA (Conference)
- Cambio de Colores Conference
- Tobacco Free Missouri
- Loaves and Fishes Soup Kitchen
- Local Food Community Organizing Advisory Board
- Habitat for Humanity
- Meals on Wheels
- ACA outreach
- Planned Parenthood
- MedZou
- Columbia Center for Urban Agriculture

*Detailed list available upon request

Many MPH students service activities fall under the umbrella of one or more of the program’s active, student-led groups: The MPH Graduate Student Association (MPHGSA), the Missouri Public Health Advocacy Coalition (MOPHAC) and Mizzou Public Health (which includes both undergraduates and graduate students as members). These include student involvement in raising awareness of community health issues, detailed as follows:

Table 3.2.3

MoPHAC Involvement in Topical Community Forums			
	2012-13	2013-14	2014-15
Prop B education	X		
Tobacco preemption legislative hearings	X		
Sedalia City Council meetings re: smoke free policy	X	X	
Vicky Hartzler town hall meeting on public health funding		X	
Public Health Advocacy Day at the Capitol		X	
Earth Day tabling		X	
Tobacco 21 Board of Health meeting			X
Tobacco 21 Substance Abuse Advisory Commission meeting			X
Tobacco 21 City Council meeting			X
Medicaid expansion panel			X
Medicaid expansion Days of Action (x3)			X
Women’s Health and Wellness Fair			X

Table 3.2.4

MPHGSA Involvement in Topical Community Forums			
	2012-13	2013-14	2014-15
The Homestretch documentary screening (Co-hosted with Social Work)			X

MPHGSA students and those involved in Mizzou Public Health also host a variety of National Public Health week events each year, including health screenings, information sessions, and community clean-up events. A flyer for this year’s events is included in Resource File 3.2.2.

3.2.f Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The MPH Program has clearly articulated service goals and measurable targets. Service is incorporated systematically into the activities of the program and tracked for both students and faculty members. Service expectations and performance are included in hiring, promotion, and tenure decisions.

Weaknesses: New and untenured faculty may struggle to balance service with the demands of research and teaching. Data collection shortcomings from 2012-2013 have left some holes in information that would be helpful for continuing to track and develop these areas.

Plans: The MPH Program will seek to strengthen international partnerships to promote mutual expectations of service and collaboration.

CEPH Self-Study

Criterion 3.3

3.3 Workforce Development. The program shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.

3.3.a Description of the ways in which the program periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.

The MPH program at MU was founded, in great part, to address the public health workforce needs in the 115 independent local health agencies in the state, in the nonprofit organizations that work closely with them to improve the state's public health indicators and in the Missouri Department of Health and Senior Services which is located in Jefferson City, Missouri, just forty minutes from the University of Missouri. In the past several years, the program has identified three additional target populations for workforce enhancement: the public health workforce in the Kansas City area (where continuing education on the graduate levels was limited); overseas partners, in particular the nongovernmental organizations that host MPH program interns in Ghana, West Africa; and community partners involved in the prevention of human trafficking, which is a core research and service area of our Emphasis Area Coordinator in Health Promotion and Policy and in which numerous students in the program and elsewhere on campus have become involved. The program collects data on workforce needs in each of these categories in the following manner:

Local Health Agencies

The program relies on several sources of data for assessing need, including the Local Public Health Agency Infrastructure Survey Report (updated by MODHSS every five years), the Health Professional Shortage Areas and Medically Underserved Areas/Populations (HRSA), and periodic targeted assessments. Since its inception, the program has counted among its External Advisory Board members several individuals who are stakeholders in local health agencies (Bert Malone, Chair, Director of Environmental Health at the Kansas City Department of Health) and representative of statewide agencies involving and serving local health agency staff (Mahree Skala, Executive Director of the Missouri Association of Local Health Agencies and Linda Copperstock, President of the Missouri Public Health Association). Program Director Lise Saffran serves on the Public Health Interagency Task Force for Workforce Infrastructure, spearheaded by the Missouri Department of Health and Senior Services. In this capacity, the MU MPH Program has assumed a leadership role in coordinating technical assistance to underserved local health departments with regard to hosting graduate public health interns and in incorporating that additional resource into strategic planning and assessment tasks. As part of the Beacon of Hope Fellowship (described more fully in Resource File 3.3.1) an assessment of local health agency obstacles to hosting graduate interns was conducted in Fall 2014 and is being used to inform the development of tool kits and other technical assistance materials, in collaboration with Missouri's other academic public health programs.

State Department of Health and Senior Services

Participation in the Public Health Interagency Task Force for Workforce Infrastructure, spearheaded by the Missouri Department of Health and Senior Services, involves an assessment of both local and state workforce needs and is informed by the same workforce documents mentioned previously. The External Advisory Board also includes key stakeholders who can speak to workforce needs on the state level, including Tuck VanDyne, Director of the Office of Women's Health, MODSS, and Mary Hoskins, the Chief of Human Resources at the State. Decisions to

co-sponsor conferences (including the Missouri Public Health Association annual conference and the Teen Pregnancy and Prevention annual conference) are driven, in large part, by the extent to which these programs serve our target populations on the state and local level. Financial and technical support to facilitate student research posters at these events have been brought about, in large part, by stakeholders at the state and local level identifying exposure to student research as an important educational element of meeting attendees. In past three years the program has also conducted surveys using the mailing lists of both the state and local agency groups to assess needs and interest in online education (in advance of the launch of MU's Online MPH in 2014) and global health issues (in advance of the launch of MU's Graduate Certificate in Global Public Health in Fall 2013).

Kansas City Area

The External Advisory Board has, from the beginning, included representatives from across the state, including St. Louis and Kansas City. In St. Louis, there are two accredited graduate programs or schools of public health, but in Kansas City, the closest public health graduate training is in the state of Kansas and requires students to pay out-of-state tuition. Input from advisory board members in Kansas City and other stakeholders in the Kansas City Area drove the development of a partnership with the UMKC School of Nursing to offer options for MPH students to transfer additional credit toward their MU MPH (Memorandum of Understanding with UMKC is located in Resource File 1.3.3) and has led to ongoing meetings with local nonprofits and members of the public health practice community in the area. In addition, two new Kansas City area members have been added to the External Advisory Board, Margo Quiriconi, Director of Community Health Initiatives at Children's Mercy Hospital, and Ann Cary, Dean of the University of Missouri Kansas City School of Nursing.

Overseas Preceptors

Two core faculty members in the MPH Program (the director and the field placement coordinator) have both led several study abroad trips to Ghana, West Africa, and have worked with local nonprofit organizations there who have hosted MPH students for field placements. Informal conversations about training needs and occasional technical assistance and continuing education were followed in August 2013 by a targeted survey of local organizations, followed by a continuing education seminar in summer of that same year. Survey materials, agenda, and evaluation information are included in the Resource File 3.3.2 (Joint ProWorld, MU MPH Program Public Health Seminar, Cape Coast, Ghana). Faculty have continued to provide follow-up information and links via email on an informal basis and another formal workshop is planned for the summer of 2015, this time with MU's MPH Program and the International Center sharing sponsorship in order to provide lunch and travel stipends so that additional preceptors may attend.

Human Trafficking Prevention

From May 2009 to April 2011, Emphasis Area Director Deborah Hume was the Principle Investigator on the U.S. Department of Health and Human Services Project, Rescue and Restore Victims of Human Trafficking Regional Program. Though a continuing proposal submitted in 2012 was not funded, Dr. Hume continues to be a leader in the program and in the region on the prevention of human trafficking and works with coalition partners, students, MPH faculty, and other stakeholders to improve education and awareness of the issue and facilitate coordinated systems to assist victims and those at risk. Training needs are assessed through consultation with providers of services to other victims of violence, consultation with criminal justice experts, and reviews of the literature (both academic research and government reports on human trafficking). Other agencies and groups self-identify as seeking training for their staffs.

3.3.b A list of the continuing education programs, other than certificate programs, offered by the program, including number of participants served, for each of the last three years.

A detailed list is included in Resource File 3.3.3.

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

The MPH program offers two graduate certificates: the Graduate Certificate in Public Health and the Graduate Certificate in Global Public Health. Admissions criteria are equivalent for each certificate (applicants must have a minimum undergraduate GPA of 3.0 or demonstrated professional experience in public health or a related field such as social work) and either certificate can be combined with a complementary graduate program on campus or with the MPH. In order to transfer courses for credit toward the MPH and formal admission, certificate students in both programs must earn a minimum of a B in each course taken. Section 1.2 describes how changes to the certificate admission criteria resulted from an evaluation feedback loop incorporating student success indicators (grades earned), applicant readiness (professional experience) and stakeholder feedback (student and faculty assessment of course quality). The certificates differ in focus in the following ways:

Graduate Certificate in Public Health: Was launched with the MPH Program in 2007 explicitly to provide a pathway for working public health professionals in the state of Missouri to demonstrate their readiness for graduate school through the successful completion of limited coursework on the graduate level. The program tracks measures to evaluate the impact of the certificate in several ways, including the following:

- Applicants/enrollments with **professional public health experience;**
- Applicants/enrollments from **underserved rural counties;**
- Applicants/enrollments from **underrepresented minority students;**
- Successful matriculation of **certificate students into the MPH Program;**
- The **destination of alumni**, including those who began as certificate students.

Coursework and enrollment data for the Graduate Certificate in Public Health (General) are detailed in the following table.

Table 3.3.1

Coursework and Enrollment Data for the Graduate Certificate in Public Health (General)			
Required Courses	2012-13	2013-14	2014-15
P_HLTH 7150: Principles of Public Health AND STAT 7020: Statistical Methods in the Health Sciences AND ONE OF THE FOLLOWING: P_HLTH 8420: Principles of Epidemiology OR P_HLTH 8150: Human Health and the Environment OR P_HLTH 8920: Social: Social and Behavioral Sciences in Public Health AND Approved Elective	58	82	81

Graduate Certificate in Global Public Health: Designed to enhance institutional and program engagement with global communities, respond to the notable increase in student inquiries for international public health education opportunities, and develop cultural competency among health professionals entering the workforce, the Graduate Certificate in Global Health was formally approved by the Graduate Faculty Senate in 2013. Market research for the program included feedback from 508 working public

health professionals, surveyed through the Missouri Department of Health and Senior Services and the Missouri Association of Local Public Health agencies. A specific set of competencies was developed for the certificate by the Faculty Advisory Committee which is also charged with reviewing any changes to curriculum requirements or the required international public health experience. The committee is comprised of Mansoo Yu (MPH/MSW), Wilson Majee (MPH/DHS), Jane McElroy (MPH/MD), Lynelle Phillips (MPH/NURS) and Program Director Lise Saffran. Several new courses were developed that are available to MPH students, whether or not they choose to pursue the certificate, including an annual study abroad in public health, the location of which is determined by the lead faculty member's research or service program. The certificate proposal, including competencies, is included in the Resource File 3.3.4.

Coursework and enrollment data for the Graduate Certificate in Global Public Health are detailed in the following table.

Table 3.3.2

Coursework and Enrollment Data for the Graduate Certificate in Global Public Health			
Required Courses	2012-13	2013-14	2014-15
P_HLTH 7160: Interdisciplinary Perspectives in Global Health AND STAT 7020: Statistical Methods in the Health Sciences P_HLTH 8420: Principles of Epidemiology P_HLTH 8953: Developing & Evaluating Global Public Health Programs AND ONE OF THE FOLLOWING: Approved Elective AND International Public Health Experience*	5	14	15

*International Public Health Experience is defined in the following way:

- It must be at least **two weeks MPH faculty led** OR at least four weeks with a specific focus on public health;
- It must occur in a **country other than student's home** country;
- It must be **public health-related**;
- It must be **supervised by a public health professional**;
- It must be **linked to a registered institution** or organization in the country it occurs;
- It must **meet certificate core competency requirements**;
- It **may be completed prior to entering the program**.

3.3.d Description of the program's practices, policies, procedures and evaluation that support continuing education and workforce development strategies.

The MPH program at MU occupies a crucial role in workforce development in the state of Missouri. There is currently one accredited school of public health in our state and it is located at St. Louis University, which is a private university (tuition is almost three times what it is at MU, which is a land grant university and the flagship university in our system) with a Jesuit mission, which has important implications for reproductive-health workforce issues, in particular. Of the three accredited public health programs (including MU) in Missouri, one is located at Washington University (also private) and another

at Missouri State University, which has a significantly smaller total student population. Over a million and a half of Missouri's residents live in rural areas, the state is dead last in per capita funding for public health, and rarely do professional staff at rural and semi-rural health departments have graduate training in public health. Consequently, the MPH program has identified underserved rural health departments as priority communities and tracks activities in such counties, and recruitment from them, as part of our regular evaluations and as formal indicators of diversity.

Located in the geographic center of the state, the MU MPH Program has robust initiatives focusing on rural workforce development and, specifically, on creating pathways for our graduates (Over 100 graduates have remained in Missouri to work in public health) to work in under-resourced local health departments. Currently 39% of our enrolled students are part-time working students, a number we expect to rise given our introduction of an entirely online MPH this past fall. We have a high proportion of under-represented minority students, as well.

In addition to revising admission requirements for the general Graduate Certificate in Public Health (described fully in Section 3.3.c), beginning in Spring 2014, the program undertook a major re-evaluation and revision of MPH admission requirements. The goal of program staff and core faculty was to continue to increase the quality of the program while remaining focused on our key role in enhancing the state's public health workforce. The process included an examination (by staff, core faculty, and a core faculty subcommittee formed for the purpose of proposing revisions) of student grades examined against the applicant's test scores and undergraduate grades, best practices in holistic admission across campus and in other accredited public health programs, trends in public health working experience among applicants and a variety of other factors. The subcommittee (which included Program Coordinator Jessica Hosey, Field Placement Coordinator and Instructor Lynelle Phillips, Core Faculty Member Stephanie Potochnick and Health Promotion and Emphasis Area Director Deborah Hume) presented its report at the Core Faculty Committee meeting in April 2015 and the following revisions were adopted. The new process will be put into effect beginning with SP16 admissions.:

A revised essay prompt (requiring students to research an emerging issue in public health) piloted for the online program in fall 2014 was adopted for the residential program;

A graduate-school-readiness scale was adopted, in which applicants with GRE scores between the 30th and 50th percentile could gain consideration for admission with a GPA of 3.25 or above last sixty hours of undergraduate work. Applicants with GPAs between 3.0 and 3.25 would be considered with GRE scores above the 50th percentile;

Applicants failing to achieve a minimum score on the graduate-school-readiness scale who apply with over two years' professional experience in public health would be **allowed to demonstrate their readiness**, as before, through the completion of the Graduate Certificate in Public Health with a B or better in each course taken;

Having passed the threshold for minimum academic readiness, formal MPH applicants would be **assessed by the committee against a holistic set of criteria** including diversity indicators and demonstrated commitment to public health.

Finally, in Fall 2014, the Beacon of Hope Fellowship (Resource File 3.3.1) was solicited—and funded—to create a tangible pathway for MU MPH students to a) have deep meaningful field placements in rural areas; b) provide some much-needed resources in planning and assessment to under-resourced counties; and c) increase the likelihood that program graduates would choose to seek employment in rural areas. MPH Program Director Lise Saffran who serves on the Interagency Task Force for Workforce Infrastructure (Missouri Department of Health and Senior Services) has advanced MU's leadership in incorporating graduate-student field placements into the overall state infrastructure plan through that group, and through subsequent planning meetings with representatives of the state's other academic public health programs (one of which was held at the Missouri Public Health Association meeting in

September 2014).

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

The MU MPH Program works primarily with the following organizations to offer continuing education: The Missouri Public Health Association (the President serves on the MPH Program External Advisory Board), the Missouri Department of Health and Senior Services (Chief of Human Resources and Director of Office of Women's Health serve on MPH Program EAB), the Center for Health Policy (Associate Director Stan Hudson serves on the EAB), and the Missouri Association of Local Public Health Agencies (the Executive Director serves on the EAB).

3.3.f Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The MPH program has a clearly defined role in providing continuing education and training to the public health workforce and has focused program goals and measurements on several documented high need areas and populations. Further, the program continues to prioritize continuing education within new partnerships, for example, with overseas preceptors as the program's global engagement is strengthened.

Weaknesses and Plans: The program will continue to explore opportunities for individual faculty members to participate in continuing education at the state and local level.

CEPH Self Study

Criterion 4.0 Faculty, Staff, and Students

Criterion 4.1

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

4.1.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*, g) graduate degrees earned, h) discipline in which degrees were earned, i) institutions from which degrees were earned, j) current instructional areas and k) current research interests.

Table 4.1.1, see next page

Table 4.1.1

Table 4.1.1 Primary Faculty who Support Degree Offerings of the Program

Specialty Area	Name	Title/Academic Rank	Tenure Status or Classification*	FTE to the program	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
HPP	Hume, Deb	Associate Teaching Professor, HPP Area Director	Tenured	1.00	MA, PhD	University of Missouri- Columbia	Social Psychology	Public Health, Health Sciences, Psychology, Women's Studies	Social Determinants of Health, Violence against Women, Health Disparities
HPP	Lee, Su-hwon	Assistant Teaching Professor	Non-Tenure Track	0.90	MS, PhD	Ewha Woman's University of Missouri - Columbia	Statistics	Statistical methods in the health sciences	Nonparametrics, Statistical Consulting, Categorical Data Analysis
HPP	Majeed, Wilson	Assistant Professor	Tenure Track	0.80	MSc, PhD, MPH	University of Zimbabwe Harare, University of Wisconsin-Madison, University of Missouri- Columbia	Economics, Developmental Studies, Public Health	Global health	Community Development, Global Public Health
HPP	McElroy, Jane	Associate Professor	Tenured	0.75	MSc, PhD	Antioch New England Graduate School, University of Wisconsin, Madison WI	Teaching, Environmental Health	Public health, epidemiology	Environmental Health
HPP	Phillips, Lynelle	Faculty, Field Placement Coordinator	N/A	1.00	MPH	Emory University	Environmental/ Occupational Health	Public Health	N/A

Table 4.1.1 Primary Faculty who Support Degree Offerings of the Program

Specialty Area	Name	Title/ Academic Rank	Tenure Status or Classification*	FTE to the program	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
HPP	Potochnik, Stephanie	Assistant Professor	Tenure Track	0.90	MA, PhD	University of North Carolina-Charlotte, University of North Carolina- Chapel Hill	Sociology, Public Policy	Immigrant health, research methods	Social Demography; Immigrant Education and Health; Education Policy
HPP	Saffran, Lise	Director, Faculty	N/A	0.65	MPH, MFA	University of North Carolina- Chapel Hill, University of Iowa	Public Health, Fine Arts	Capstone, Public and Community Health	
HPP	Schnitzer, Patty	Faculty	Tenured	0.50	MS, PhD	University of Alaska- Anchorage, University of North Carolina- Chapel Hill	Nursing, Epidemiology	Community-Based Public Health Interventions, Principles of Epidemiology	Injury epidemiology and prevention, child abuse and neglect, methods for improving public health surveillance
HPP	Tencku Lepper, Leigh	Associate Research Professor, Director of Public Health Research Group	Non-Tenure Track	1.00	MPH, PhD	Saint Louis University	Public Health	Capstone	Fetal Alcohol Spectrum Disorders; Screening Brief Intervention Referral and Treatment; Preconception Health; Mental Health of Women; Social and Cultural Context of Health

Table 4.1.1 Primary Faculty who Support Degree Offerings of the Program

Specialty Area	Name	Title/ Academic Rank	Tenure Status or Classification*	FTE to the program	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
HPP	Vetter-Smith, Molly	Assistant Teaching Professor,	Non-Tenure Track	0.60	M.Ed., MPH, PhD	University of Missouri	Education, Public Health, Health Education and Promotion	Social and Behavioral Sciences, Health Care in the U.S., Principles of Public Health	Health Policy, Behavior Change and Wellness.
HPP	Yu, Mansoo	Associate Professor	Tenured	0.55	MA, MSW,				
PhD	Yonsei University, Washington University in St. Louis	Social Welfare, Social Work	Global health, research methods, epidemiology	Epidemiology, Vulnerable and Underserved Populations, Health Disparities Among Ethnicity/Race, Gender, and Social Class					
VPH	Beerntsen, Brenda	Associate Professor	Tenured	0.85	MS, PhD	University of Wisconsin-Madison	Veterinary Sciences, Entomology	Veterinary Public Health	Zoonosis, Infectious Diseases

Table 4.1.1 Primary Faculty who Support Degree Offerings of the Program

Specialty Area	Name	Title/ Academic Rank	Tenure Status or Classification*	FTE to the program	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
VPH	Pithua, Patrick	Assistant Professor	Tenure Track	1.00	MSc, PhD	The Royal Veterinary College and the London School of Hygiene & Tropical Medicine, University of Minnesota-Twin Cities	Veterinary Epidemiology, Veterinary Medicine	Data Analysis for Epidemiology of Zoonosis and Emerging Infectious Diseases Principles of Epidemiology	Epidemiology, Epidemiology of Zoonotic and other Infectious Diseases in Livestock
VPH	Reddy, Chada	Associate Professor	Tenured	0.60	MS, PhD	Alabama A&M University, University of Mississippi Medical	Food Science and Technology, Pharmacology & Toxicology	Human Health and the Environment	Developmental Toxicology
VPH	Schultz, Loren	Associate Teaching Professor, VPH Area Director	Non-Tenure Track	0.96	DVM, MSc	Kansas State University	Veterinary Medicine, Clinical Sciences	Veterinary Public Health	Food Animal Medicine

Notes on FTE: For the 2010 accreditation process, faculty FTEs were calculated assigning 0.15 FTE to the teaching of each core MPH course, 0.1 FTE to participation on the Core Faculty Committee, 0.05 FTE to participation on a Faculty Subcommittee, and 0.1 FTE to service as an Emphasis Area Director or 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.

Notes on "Primary" and "Secondary" classification: According to CEPH, a designation as "primary faculty" means the faculty member is employed full-time by the university AND dedicates at least .50 FTE to the MPH Program. "Secondary faculty" are those faculty members who are not full-time University employees and/or dedicate less than .50 FTE to the MPH Program.

CEPH Data Template 4.1.1, located in Resource File 4.1.1, illustrates the contribution of each of the 15 core faculty members in the MPH program. The chart includes demographic, academic, and research characteristics of each faculty member. Core faculty may have research, teaching or tenure track appointments, but in each case must be employed with an FTE of 100% at MU and must have at least 50% of their FTE focused on public health research, teaching, and service (although depending upon the nature of the appointment, the % in each category may differ). Core faculty members contribute substantially beyond teaching, including serving on the Core Faculty Committee, serving on at least one subcommittee, and advising students. Administrative staff solicited input from CEPH in determining an appropriate standard for categorizing faculty into core and secondary positions within the program.

4.1.b Summary data on the qualifications of other program faculty (adjunct, part-time, secondary appointments, etc.). Data should be provided in table format and include at least the following: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to the program, e) highest degree earned (optional: programs may also list all graduate degrees earned to more accurately reflect faculty expertise), f) disciplines in which listed degrees were earned and g) contributions to the program.

CEPH Data Template 4.1.2 illustrates the contribution of faculty in the secondary category. This list includes tenured or tenure-track faculty in collaborating departments who support the MPH program through teaching or service, but who are either not employed full-time by the University of Missouri or who do not spend a minimum of 50% of their FTE on public health teaching, research or service. The MPH program has made great efforts toward, and been successful in, recruiting adjunct faculty from the public health practice community and representatives from the following organizations currently teach for the program: The Centers for Disease Control and Prevention (Atlanta), Missouri Institute of Mental Health (St. Louis), Kansas City Health Department, Office of Infectious Disease (Vector-borne and Zoonotic) at the Arizona Department of Health Services, JLewis Global Health Consulting, MU’s Center for Health Policy, the Missouri Department of Health and Senior Services, and the Missouri Hospital Association. Secondary faculty serve, as appropriate, on select subcommittees and are included in the activities of the Interdisciplinary Research Group in Public Health.

See Data Template 4.1.2 located in Resource File 4.1.2.

Table 4.1.2

Other Faculty Used to Support Teaching Programs (adjunct, part-time, secondary appointments, etc.)							
Specialty Area	Name	Title/Academic Rank	Title & Current Employer	FTE	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
HPP	Dills, Jenny	Adjunct Instructor	Health Scientist, Centers for Disease Control and Prevention	0.15	MPH	Health Promotion and Policy	Principles of Public Health
HPP	Evans, Carol	Adjunct Instructor	Research Associate Professor, University of Missouri-St. Louis	0.15	MPA, PhD	Public Administration, Community Psychology	Mental Health Policy

Other Faculty Used to Support Teaching Programs (adjunct, part-time, secondary appointments, etc.)							
Specialty Area	Name	Title/ Academic Rank	Title & Current Employer	FTE	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
HPP	Grim, Autumn	Adjunct Instructor	Senior Epidemiology Specialist, Missouri Department of Health & Senior Services	0.15	MPH	Epidemiology	Principles of Epidemiology
HPP	Hosokawa, Michael	Faculty	Professor, Family and Community Medicine	0.40	M.Ed., Ed.D.	Public Health and Education	Medicine, Public Health
HPP	Hudson, Stan	Adjunct Instructor	Associate Director, University of Missouri Center for Health Policy	0.30	MA	Sociology	Health Care in the U.S.
HPP	Jenkins, Chris	Adjunct Instructor	Director, Western Institutional Review Board	0.30	MPH, PhD	Biosecurity and Disaster Preparedness	Human Health and the Environment, Biosafety and Laboratory Issues
HPP	Lewis, Judy	Adjunct Instructor	Community Health and Civil Society Team Consultant, USAID	0.15	MA	Philosophy	Interdisciplinary Perspectives of Global Public Health
HPP	Libbus, Kay	Admissions Committee Member	Professor Emerita, University of Missouri Sinclair School of Nursing	0.05	MS, DrPH	Public Health	N/A
HPP	Malone, Bert	Adjunct Instructor	Manager, Division of Environmental Health Services, Kansas City Health Department	0.15	MPA	Public Administration	Public Health Capstone

Other Faculty Used to Support Teaching Programs (adjunct, part-time, secondary appointments, etc.)							
Specialty Area	Name	Title/ Academic Rank	Title & Current Employer	FTE	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
HPP	Martz, Nola	Adjunct Instructor	Public Health Nurse Consultant, Missouri Department of Health and Senior Services	0.30	MSN	Nursing-Public Health	Applied Epidemiology for Community Assessment
HPP	Nguyen, Vu	Adjunct Instructor	Postdoctoral Fellow, Mizzou Advantage,	0.30	M.Ed., PhD	Health Education and Promotion	Public Health Campaign Successes

4.1.c Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the program. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.

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, Sharmini Rogers, Chief, Bureau of Genetics and Healthy Childhood at the Missouri Department of Health and Senior Services is a regular guest lecturer for the Health Promotion and Policy Capstone course on the topic of state appropriations for public health. Adjunct faculty with extensive expertise in an emerging area of public health are also encouraged to submit elective proposals to the curriculum committee for review. For example, the course Era of Health Care Reform was proposed to the Curriculum Committee by Dr. Leslie Porth, who is Vice President of the Missouri Hospital Association and a member of the MPH External Advisory Board. Approved by the committee, the course will introduce key components of the Patient Protection and Affordable Care Act intended to improve quality of care and population-based health status. A syllabus is included in Resource File 2.3.1.

4.1.d Identification of measurable objectives by which the program assesses 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. See CEPH Outcome Measures Template.

The MPH program adds to the strength of the curriculum by recruiting new tenure-track and teaching faculty to the program through collaborative agreements with participating departments and colleges. Assessments of faculty qualifications include formal training in public health and/or a record of significant contribution to the field through professional experience. New core faculty have been added in each emphasis area in the previous three years (Dr. Chada Reddy in Veterinary Public Health and Dr. Leigh Tenkku Lepper, Dr. Molly Vetter-Smith, and Jon Stemmler in Health Promotion and Policy) and the program continues to maintain above the required 3 core faculty for each emphasis area. Currently, there are 11 core faculty for Health Promotion and Policy and 4 Core faculty for Veterinary Public Health. In addition, the following measurable targets are included in our MPH Program Goals and Objectives (See Criterion 1.2, Table 1.2.1 Outcome Measures).

Objective 1b.: A high-quality education in public health communication by drawing on MU’s curricular strengths in those areas.

Objective 1b., Target 3: 90% of required courses offered through the MPH Program will have obtained average scores of satisfactory or better (at least 3.0 on a 5.0 scale) on student evaluations of “the course as a whole.”

Table 4.1.3

Percentage of Required Courses With Average Student Evaluation Scores Above 3.0 on a 5.0 Scale		
2012-13	2013-14	2014-15
100%	93%	100%

Objective 2b.: Demonstrated excellence in research through publication in peer-reviewed journals and funding for research proposals.

Objective 2b., Target 1: 75% of core faculty members with research appointments will have external or internal funding for public health research.

Table 4.1.4

Percentage of Core Faculty with External or Internal Funding		
2012-13	2013-14	2014-15
78%	91%	89%

Objective 2b., Target 2: 90% of core faculty members with research appointments have at least one peer-reviewed publication each year.

Table 4.1.5

Percentage of Core Faculty with at Least One Peer-Reviewed Publication Each Year		
2012-13	2013-14	2014-15
78%	82%	67%

Objective 3b.: A culture of service among faculty and students supported by a range of opportunities.

Objective 3b., Target 2: 80% of core faculty members will be contributing to public health through service at the local, state, regional, and/or national level through volunteer work, service on boards, translation of research into public health practice, and other service activities.

Table 4.1.6

Percentage of Core Faculty Contributing to Public Health Through Service Activities		
2012-13	2013-14	2014-15
93%	94%	93%

4.1.e Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The MPH Program has a growing 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.

Weaknesses: The core faculty is short of our goal for annual peer-reviewed publications—the formation of the Interdisciplinary Research Group in Public Health was formed in an effort to provide opportunities for additional mentorship and collaboration.

Plans: The MPH Program is pursuing funding for a grant-making workshop that involves teams of junior and senior faculty members investigating public health research topics.

CEPH Self Study

Criterion 4.2

4.2 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.

4.2.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 (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.

4.2.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 the following 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 6 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.

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.

In addition, the MPH Program has, in the last three years, sponsored two core faculty members' participation in MU's Global Scholars program, which is a program designed to support MU faculty members who seek to internationalize their teaching and research.

Finally, the Interdisciplinary Research Group in Public Health (the IRGPH is fully described in 3.1) is deliberately structured to include non-tenure-track and adjunct faculty in interdisciplinary research activities.

4.2.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 (see Resource File 4.2.2). 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 compiles 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 in the dossier of 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.

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For faculty with tenure homes in collaborating departments who do not have formal joint appointments with the MPH Program, the program director defers 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. From Spring 2010 to Spring 2014, core and secondary faculty in the MPH Program submitted this information annually through the use of the online Annual Faculty Form. Since Fall 2014, this information has been collected via email through the new Faculty Information Form (Resource File 4.2.3).

4.2.d Description of the processes used for student course evaluation and evaluation of instructional 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 (Resource file 4.2.4 for Standard Evaluation Form) 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. (Resource File 4.2.5 & 4.2.6 for Course Evaluation summary results for FS14 & SP15.)

In spring 2015, the MPH Program adopted an online evaluation process (managed through Mizzou Online) for all courses, regardless of whether or not they are taught online, in order to facilitate collection, analysis, and organization of data.

To assess teaching qualifications and success, the program director and program coordinator 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:

The **Annual Student Survey** (Resource file 1.5.18) asks students to specifically rate teaching quality in each of the five core areas of public health knowledge;

Senate Bill 389 makes accessible to the public, including students, course evaluation results for all courses at the University of Missouri, with regard to overall usefulness of the course, organization, and quality of instruction;

Questions specifically related to public health relevance on the formal course evaluations of instructors wishing to add their courses to the list of approved elective courses (Resource File 2.2.1). 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.

4.2.e Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: All MPH core and secondary faculty members 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 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.

Weaknesses: The MPH Program requires flexibility with hiring of non-tenure-track and adjunct faculty to adjust to changes in tenure-track faculty teaching and grant obligations.

Plans: The MPH Program is exploring options for funding additional faculty development, including enhanced travel opportunities for interdisciplinary research teams.

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CEPH Self Study

Criterion 4.3

4.3 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.

4.3.a Description of the program's recruitment policies and procedures. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.

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, with a particular emphasis on underserved minority students, working, nontraditional students and international students. The MPH Program recruits students using a variety of strategies:

Development of High-quality Brochures (Resource File 4.3.1): Printed materials are designed to reflect the diversity of both public health as a field and the student body and to reflect real and emerging opportunities for graduates. The materials are developed both for mailing to diverse audiences in hard copy and for electronic distribution;

Attendance at Professional Conferences: The MPH program is routinely involved in a number of continuing education efforts in the state of Missouri (detailed in 3.3) and, when appropriate, displays program information and staffs information tables to speak with prospective students;

Direct Outreach to Organizations Representing Underserved Minority Populations in Missouri and beyond, including the McNair's scholar programs, Cambio de Colores and others;

Regular Updating of the MPH Program Website (<http://publichealth.missouri.edu>) with news, student accomplishments, and new courses;

Regular E-newsletter, *Public Health Highlights* (Resource File 4.4.2) that is sent to a wide mailing list of stakeholders, including employers, preceptors and collaborating community agencies;

Guest Speaking to Undergraduate Courses, including Women's and Gender Studies, Global Health, a variety of Health Sciences courses, and others;

Consistent Policy of Outreach to Campus and Community Press, which includes press releases on the program and new developments in emerging public health issues (see "Jointly authored Op-Ed" in Resource File 1.4.2);

New Alumni Ambassadors Program is designed to involve alumni in sharing information with workplace contacts about MU's Online MPH Program, specifically.

4.3.b Statement of admissions policies and procedures. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.

The MPH Program accepts students for the summer, fall and spring semesters, except for international students, who are only accepted in fall. Application deadlines are as follows, April 1st for the summer semester, June 1st for the fall semester, and October 1st 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>):

Completed Application for Graduate Admission;

Completed MPH Program Personal Data Sheet (Resource File 4.3.3);

Official transcripts for all coursework from all universities, colleges and/or technical schools attended;

Personal essay that explains the way in which the student's education 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 (Requirement until Fall 2015, to be replaced by the following requirement);

Beginning Spring Semester 2016, the following **essay prompt**—used for the online program—will be given to all students. (All changes introduced through the Revised Admissions Criteria, adopted by the Core Faculty Committee in April 2015, are described more fully in Resource File 1.5.3);

In two (2) to three (3) pages, address the essay prompts below. Essays should be typed, double-spaced, written in Standard English with accepted spelling, grammar, and punctuation. Essays should be written in a professional tone and style and identify your role in public health. Your essay should demonstrate a basic understanding of public health issues, present a persuasive argument related to the public health problem identified, provide support for ideas presented, demonstrate logical organization and presentation of ideas, and provide a feasible approach to understanding the issue. Use of accepted writing formats, such as the American Psychological Association published standards is encouraged. Address the following essay prompt:

Identify and describe a significant current public health issue in the United States or globally. What more could be done to address this issue and where do you see an opportunity to participate as a public health professional?

Current resume or curriculum vitae with an explanation of any significant gaps in educational or work experience;

Two letters of recommendation written by individuals who are well acquainted with the applicant and can attest to the applicant's intellectual, experiential, and interpersonal abilities and the applicant's potential for success in a graduate program. Letters from university faculty members are weighted most heavily. Letters from employment-related professionals are encouraged, as well;

Official GRE score report. Alternative qualifying exams for advanced degrees, including the LSAT, MCAT, and GMAT are considered, as well;

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;

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 Education Testing Services (ETS) to the University of Missouri Office Of Graduate Studies. For the TOEFL, 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;

Grade point average of at least 3.0 (on a 4.0 scale) for the last 60 hours of undergraduate coursework;

Interview, either on campus or by Skype, with program faculty may be requested.

The Admissions Committee may waive the GRE requirement for applicants who have completed or are currently enrolled in a graduate or professional degree program such as DVM, MD, or Nursing.

Beginning in Fall 2014, program staff and core faculty undertook an evaluation and revision of admission criteria, with the intention of preserving both the quality of the program and its diversity. A subcommittee of the Core Faculty Committee reviewed best practices for holistic admission requirements across campus and in other programs and proposed a rubric (Resource File 1.5.7) that was approved at the Core Faculty Committee meeting in April 2015 and will go into effect for Spring 2016.

4.3.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 (Resource File 1.5.6) and the Master of Public Health Program Internship Handbook (Resource File 1.5.15) 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 4.3.1) and the Master of Public Health Annual Report (Resource File 2.7.3) 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 stakeholders. The MPH Program website (<http://publichealth.missouri.edu>) contains links to these regularly updated sources. In addition, the MPH Program routinely develops recruitment materials designed to appeal to specific target audiences, such as online students (Resource File 4.3.4) and on topics of interest, such as the Public Health Is...series of flyers (Resource File 4.3.5).

4.3.d Quantitative information on the number of applicants, acceptances and enrollment, by concentration, for each degree, for each of the last three years. Data must be presented in table format.

See CEPH Data Template 4.3.1 in Resource File 4.3.6.

4.3.e Quantitative information on the number of students enrolled in each specialty area of each degree identified in the instructional matrix, including headcounts of full-and part-time students and an FTE 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 degree or specialization. Data must be presented in table format.

See CEPH Data Template 4.3.2.

Table 4.3.1

Student Enrollment Data from 2013 to 2015						
	2013		2014		2015*	
	HC	FTE	HC	FTE	HC	FTE
MPH (Health Promotion and Policy)	102	90	120	89		
MPH (Veterinary Public Health)	14	12.5	21	18		
DVM/MPH (Veterinary Public Health)	20	19	26	24.5		
MA (Journalism)/MPH (Health Promotion and Policy)	4	3	2	1.5		
MPA/MPH (Health Promotion and Policy)	10	8.5	7	6.5		
MSW/MPH (Health Promotion and Policy)	4	4	4	4		

*2015 data will be added after the beginning of the Fall 2015 semester.

4.3.f Identification of measurable objectives 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.

During the first accreditation phase, the MU MPH Program included in its outcome measures a number of process-oriented goals related to student recruitment, including minority recruitment, the recruitment of nontraditional working students, and the overall number of applicants to the program. These goals have been met and routinely exceeded and thus, during the strategic planning retreat in spring 2014, the Core Faculty Committee and core staff shifted focus to maintaining and improving the quality of the program by recruiting applicants well positioned to succeed in graduate work and maintaining holistic criteria so that the student body remains diverse. This shifting focus was accompanied by two systematic changes in policy:

The requirement that Graduate Certificate applicants with an undergraduate GPA of less than 3.0 demonstrate a professional commitment to public health or a related field for at least two years prior to admission, post-graduation;

The adoption of new MPH admission criteria, to be implemented starting Fall semester 2015 for Spring 2016 admits (Resource File 1.5.3).

As before, 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 recommendations, or essay 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 course taken before being recommended for admission to the MPH Program. This standard is a primary strategy for ensuring that qualified students are admitted to the MPH program from the Graduate Certificate program. This policy was instituted in Fall 2008. The measures by which the program assesses student readiness (See Criterion 1.2, Table 1.2.1 Outcome Measures) are included below:

Objective 1c.: MPH students completing required and elective coursework with the highest standards of excellence and professionalism.

Objective 1c., Target 1: Less than 5% of grades earned in the MPH Program will be Cs or lower.

Table 4.3.2

Percentage of MPH Program Students With Grades C or Lower		
2012-13	2013-14	2014-15
3%	2%	2%

Objective 1e.: Students completing the Graduate Certificate in Public Health with sufficient mastery of new content areas to promote their work and/or to succeed in ongoing public health study.

Objective 1e., Target 1: More than 90% of Graduate Certificate students will complete the program.

Table 4.3.3

Percentage of Graduate Certificate Students Completing the Program		
2012-13	2013-14	2014-15
98%	93%	100%

Data for both measures, along with data pertaining to overall recruitment and the recruitment of students from identified target populations, is collected annually and reviewed systematically at Core Faculty Meetings at least once per semester. This information is also reported to stakeholders at the annual meeting in September.

4.3.g Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The MPH Program has recruitment goals that are ambitious and well-suited to the demographic environment and the public health needs of Missouri.

Weaknesses: Program faculty and administration are committed to balancing the quality of the program—and the qualifications of admitted students—with maintaining diversity and accessibility in a state that has dire needs for public health professionals trained on the graduate level.

Plans: The program will assess the impact of changes implemented in AY15-16 and report any impacts at the stakeholders’ meeting in September 2016.

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CEPH Self Study

Criterion 4.4

4.4 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.

4.4.a Description of the program's advising services for students in all degrees and concentrations, including sample materials such as student handbooks. Include an explanation of how faculty are selected for and oriented to their advising responsibilities.

The MPH Program introduces students to the advising process at the new student orientation (required for in-coming students and offered each semester, including an online format for distance students and available to view during site visit). The orientation is designed to introduce new students to program staff, faculty, fellow students, relevant policies and procedures, and program and campus resources available to them. Students are given a variety of orientation materials and are directed to more, including the Master of Public Health Program Student Handbook (Resource File 1.5.6) and the Master of Public Health Internship Handbook (Resource File 1.5.15) 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 (Resource File 1.5.8) and at any point in the program that they deviate from their set plan. Faculty advisor assignments are made in the first semester (and made according to emphasis area and or joint-degree status) and students are encouraged to meet briefly but individually with their faculty advisors, to get acquainted. A faculty advisor's approval is required any time a student desires to take an elective that is not on the preapproved list (Resource File 2.2.1). Students who receive a C or below in any course are required to meet with their faculty advisors, as well, and the results of those meetings are reported to the program director should further action be recommended or required.

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 to MPH program competencies. The faculty advisor's signature is required on all forms before a student begins an internship and students are encouraged to involve faculty advisors in identifying competencies, if additional guidance is needed.

The MPH Program also orients faculty advisors (once per semester) to their role and to any policies and procedures regarding advising that may have changed. In academic year 2014-2015, this has included additional guidance about advising distance students, along with training opportunities (See "Online Advising Training" and "Online Advising Resource Sheet" in Resource Files 4.4.1 and 4.4.2). Students are encouraged to consult with their faculty advisors about career goals and faculty advisors are oriented to that role, as well, at the orientation.

4.4.b Description of the program's career counseling services for students in all degree programs. Include an explanation of efforts to tailor services to meet specific needs in the program's student population.

The MPH Program has made a concerted effort to provide career assistance and counseling throughout the program's existence and this includes involving, whenever possible, professional members of the External Advisory Board in mentoring and advising students. The annual career panel (initiated in 2009 and held every year since then) is comprised of External Advisory Board members and that resource has been regularly supplemented by commissioned workshops on resume writing and interviewing, held by the Graduate School for MPH Program students. This previous academic year, the MPH Program

extended the career panel to an entire week of activities which included workshops on cover letter writing, navigating the hiring process at the State Department of Health and Senior Services, and a networking cocktail hour with program alumni still residing in the area.

Additional measures include the MPH Program website, which includes continually updated postings about jobs in public health and the program's sponsoring of professional headshots at the graduation dinner for students to use in social networking such as LinkedIn.

4.4.c Information about student satisfaction with advising and career counseling services.

In the Annual Student Survey, students are asked to provide feedback on their satisfaction with advising and career counseling services. In general these ratings have tended to fluctuate over the last 3 years; in 2014, the average career advising rating was 3.22, and the academic advising rating was 3.35. For a summary of the Annual Student Survey data, please see Resource File 1.5.18.

The program also administered a separate survey to students participating in 2015 Career Week events and that information is included in Resource File 4.4.3.

4.4.d 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 and/or student grievances submitted for each of the last three years.

University of Missouri

The University of Missouri's Non-discrimination Policy is available as an executive summary (<http://missouri.edu/statements/eo-aa.php>) or in long form (<http://identity.missouri.edu/policies-guidelines/nondiscrimination.php>).

The University of Missouri Student Discrimination Grievance Procedure (http://www.umsystem.edu/ums/rules/collected_rules/grievance/ch390/grievance_390.010) reads as follows: *It is the policy of the University of Missouri to provide equal opportunity for all enrolled students and applicants for admission to the University on the basis of merit without discrimination on the basis of their race, color, religion, sex, sexual orientation, national origin, age, disability, or Vietnam-era veteran status. Sexual harassment shall be considered discrimination because of sex. This policy shall not be interpreted in such a way as to violate the legal rights of religious organizations or military organizations associated with the Armed Forces of the United States of America.*

To ensure compliance with this policy, all University of Missouri prospective or enrolled students shall have available to them this student discrimination procedure for resolving complaints and/or grievances regarding alleged discrimination.

This grievance procedure neither supersedes nor takes precedence over established University procedures of due process for any and all matters related to Academic Dishonesty, Grade Appeals, Traffic Appeals, Disciplinary Appeals, or other specific campus procedures which are authorized by the Board of Curators and deal with faculty/staff responsibilities.

These proceedings may be terminated at any time by mutual agreement of the parties involved.

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. Student complaints to the Director have been few, but have included a handful about teaching style, fairness in grading, and teacher accessibility (particularly as it pertains to instructors from the practice

community). These are addressed directly with the instructor and, when desired, the Program Director will also meet or Skype with the complaining student to achieve a resolution. Over the past five years, there have been 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. The annual survey given to all students includes questions related to staff/student interactions and the results are reviewed at the core staff meetings. The program director regularly meets individually with students upon request and with the Master of Public Health Graduate Student Association to address concerns and answer questions.

4.4.e Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

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. This interdisciplinary structure requires program staff to communicate broadly and clearly and to maintain a high level of transparency to all stakeholders, including students.

Weaknesses: The program has yet to establish a solid alumni association.

Plans: To expand efforts with the alumni association to provide opportunities for mentorship of graduating students.

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