Master of Public Health Self Study
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# Table of Contents

1.0 The Public Health Program 9  
Table T1A. Acronyms Used in Self Study 10

1.1. Mission 11  
1.1.a. Mission Statement 11  
1.1.b. Goal Statements 12  
1.1.c. Measurable Objectives 13  
1.1.d. Process for Maintenance of Mission 14  
1.1.e. Values 16  
1.1.f. Criterion Assessment 17

1.2 Evaluation and Planning 18  
1.2.a. Programmatic Evaluation and Planning 18  
Table T1B. Summary of Stages of Emphasis in Programmatic Evaluation and Planning by Year 19  
1.2.b. Use in Quality Enhancement 21  
Table T1C. Summary of Representative Quality Enhancement Projects and Associated Tangible Products 21  
Table T1D: Exam Security / Academic Integrity Strategies Employed in Online Courses and Programs 22  
1.2.c. Outcome Measures 23  
Table T1E. Outcome Measures and Targets for Criterion 1.2.c Mission, Goals and Objectives 23  
1.2.d. Candid Assessment 26  
Table T1F. Assessment of UWF MPH program Against CEPH Criteria 27  
1.2.e. Response to Previous Accreditation Reports 28  
1.2.f. Development of Self-Study 29  
1.2.g. Criterion Assessment 31  
Table T1G. Outcome Measures and Targets for Criterion 1.2 Evaluation and Planning 31

1.3. Institutional Environment 33  
1.3.a. Description 33  
Figure F1A. Organizational Chart Showing MPH Degree Program and Associated Reporting Lines 34  
Figure F1B. Organizational Chart Showing MPH Degree Program Relative to Other Academic Units 34  
1.3.b. Organizational Charts 34  
1.3.c. University Practices 36  
1.3.d. Participating Institutions 40  
1.3.e. Collaborate Program – Formal Agreement 41  
1.3.f. Criterion Assessment 42

1.4. Organization and Administration 43  
1.4.a. Organizational Charts 43  
Figure F1C. Organizational Chart Showing Administrative Organization of MPH Program and Higher-Level Units 43  
1.4.b. Roles and Responsibilities of Major Units 44  
1.4.c. Interdisciplinary Coordination 45  
Figure F1D. Organizational Chart Showing Interdisciplinary Appointments and Associated Reporting Lines 45  
1.4.d. Fair and Ethical Dealings 47  
1.4.e. Student Grievance/Complaint Procedures 48  
Table T1H. Student Complaints, Grievances, and Violations of Honor Code for Last Three Years 49  
1.4.f. Criterion Assessment 50
1.5 Governance  
1.5.a. Committee Structure and Processes  
1.5.b. Policy Documents  
1.5.c. Standing and Ad Hoc Committees  
1.5.d. Program Faculty and University Committees  
1.5.e. Student Roles in Governance  
1.5.f. Criterion Assessment  
1.6 Resources  
1.6.a. Description of Budgetary and Allocation Processes  
  Table T1I. Summary of Budgetary and Allocation Processes for Last Three Years  
1.6.b. Budget Statement  
  Template A - Table 1.6.b. Sources of Funds and Expenditures by Major Category, Fiscal Years 2003 to 2007  
1.6.c. Collaborative Program Information  
1.6.d. Headcount of Core Faculty  
  Table T1J. Headcount of Core Faculty in Fall Semesters for Last Three Years  
1.6.e. Faculty, Students, and Student/Faculty Ratios  
  Template B - Table 1.6.e Faculty, Students and Student/Faculty Ratios by Department or Specialty Area  
  Table T1K. Explanation of FTEF Core Faculty Calculation Utilized in Template B-Table 1.6.e.  
  Table T1L. Explanation of FTEF Other Faculty Calculation Utilized in Template B-Table 1.6.e.  
1.6.f. Other Personnel  
1.6.g. Program Space and Purpose  
1.6.h. Laboratory Space  
1.6.i. Computer Facilities and Resources  
1.6.j. Library/Information Resources  
  Table T1M. Number of e-book Titles Available in Related Public Health Fields at UWF Library as of September 2007  
1.6.k. Community Resources  
1.6.l. “In-Kind” Academic Contributions  
1.6.m. Outcome Measures  
  Table T1N. Outcome Measures and Targets for Criterion 1.6 Resources  
1.6.n. Criterion Assessment  

2.0 Institutional Programs  
2.1 Master of Public Health Degree  
2.1.a. Instructional Matrix  
  Template C - Table 2.1.a. Instructional Matrix – Degree/Specialization  
2.1.b. Official Publication  
  Table T2A. Matrix of MPH Core Courses  
  Table T2B. Matrix of MPH Elective Courses  
2.1.c. Criterion Assessment  

2.2 Program Length  
2.2.a. Definition of a Credit  
2.2.b. Minimum Degree Requirements  
  Table T2C. Typical Course Loads for Full and Part-Time Students  
  Table T2D. Time to Degree Completion and Approximate Full-Time/Part-Time Composition of UWF MPH Program (as of submission of Self-Study)  
2.2.c. Number of MPH Degrees Awarded  
  Table T2E. Number of MPH Degrees Awarded with Less Than 42 Credit Hours  
2.2.d. Criterion Assessment
2.3. Public Health Core Knowledge 99
2.3.a. Program Assurances
   Table T2F. Epidemiology Competencies 102
   Table T2G. Biostatistics Competencies 102
   Table T2H. Social and Behavioral Sciences 103
   Table T2I. Health Care Policy and Administration 103
   Table T2J. Environmental Health Competencies 104
   Table T2K. Communication and Informatics Competencies 104
2.3.b. Criterion Assessment 105
2.4. Practical Skills 106
2.4.a. Policies and Procedures
   Table T2L. Number of Internships per Academic Year (cumulative) 108
2.4.b. Agencies and Preceptors
   Table T2M. Summary of Internship Placements, 2006-2007 through 2007-2008 110
   Table T2N. Preceptors and Agencies Approved for Internship Experience 110
2.4.c. Waivers of Practice Experience
   Table T2O. Summary of Students Receiving Waiver for Internship 113
2.4.d. Number of Preventive Medicine Residents 114
2.4.e. Criterion Assessment 115
2.5. Culminating Experience 117
2.5.a. Culminating Experience
   Table T2P. Comprehensive Exam Pass Rate 119
2.5.b. Criterion Assessment 120
2.6. Required Competencies 121
2.6.a. Core Competencies 121
2.6.b. Matrix
   Table T2Q. Core and Elective Courses in MPH Program 123
   Table T2R. Core Competencies Emphasized in Each Core and Elective Course in MPH Program 124
   Table T2S. Interdisciplinary Competencies Emphasized in Each Core and Elective Course in MPH Program 126
2.6.c. Competencies for Specialty Areas 129
2.6.d. Competency Development 130
2.6.e. Periodic Assessment Plans 132
2.6.f. Criterion Assessment 133
2.7. Assessment Procedures 134
2.7.a. Monitoring and Evaluating Student Progress
   Table T2T. Student Learning Experiences Used to Monitor and Evaluate Competency Attainment 134
2.7.b. Outcomes to Measure Student Achievement
   Table T2U. Measures of Student Achievement 135
   Table T2V. Admissions to Graduation 135
   Table 2.7.e. Current Employment Status of Graduates in 2008 (as of October 2008) 136
2.7.c. Additional Indicators 138
2.7.d. Destination of Graduates
   Template D - Table 2.7.d. Destination of Graduates in 2008 139
2.7.e. Performance on National Examinations 140
2.7.f. Periodic Assessments of Alumni and Employers 141
2.7.g. Criterion Assessment 142
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8. Academic Degrees</td>
<td>143</td>
</tr>
<tr>
<td>2.8.a. Identification of Degree Programs</td>
<td>144</td>
</tr>
<tr>
<td>2.8.b. Means of Program Assurance</td>
<td>145</td>
</tr>
<tr>
<td>2.8.c. Culminating Experience</td>
<td>146</td>
</tr>
<tr>
<td>2.8.d. Criterion Assessment</td>
<td>147</td>
</tr>
<tr>
<td>2.9. Doctoral Degrees</td>
<td>148</td>
</tr>
<tr>
<td>2.9.a. Identification of Programs</td>
<td>149</td>
</tr>
<tr>
<td>2.9.b. Number of Students</td>
<td>150</td>
</tr>
<tr>
<td>2.9.c. Criterion Assessment</td>
<td>151</td>
</tr>
<tr>
<td>2.10. Joint Degrees</td>
<td>152</td>
</tr>
<tr>
<td>2.10.a. Joint Degree Programs</td>
<td>153</td>
</tr>
<tr>
<td>2.10.b. Criterion Assessment</td>
<td>154</td>
</tr>
<tr>
<td>2.11. Distance Education or Executive Degree Programs</td>
<td>155</td>
</tr>
<tr>
<td>2.11.a. Degree Programs Other Than Regular On-Site Courses</td>
<td>155</td>
</tr>
<tr>
<td>2.11.b. Distance Education or Executive Degree Programs</td>
<td>156</td>
</tr>
<tr>
<td>Figure F2A. Desire To Learn Course Interface</td>
<td>158</td>
</tr>
<tr>
<td>2.11.c. Criterion Assessment</td>
<td>162</td>
</tr>
<tr>
<td>3.0. Creation, Application and Advancement of Knowledge</td>
<td>163</td>
</tr>
<tr>
<td>3.1. Research</td>
<td>163</td>
</tr>
<tr>
<td>3.1.a. Program Research Activities</td>
<td>163</td>
</tr>
<tr>
<td>3.1.b. Current Community-based Research Activities</td>
<td>164</td>
</tr>
<tr>
<td>3.1.c. Current Research Activity of Primary and Secondary Faculty</td>
<td>165</td>
</tr>
<tr>
<td>Template E - Table 3.1.c. Research Activity of Primary and Secondary Faculty from 2005 to 2008</td>
<td>165</td>
</tr>
<tr>
<td>3.1.d. Outcome Measures for Research Activities</td>
<td>167</td>
</tr>
<tr>
<td>Table T3A. Outcome Measures and Targets for Criterion 3.1 Research</td>
<td>167</td>
</tr>
<tr>
<td>3.1.e. Student Involvement in Research</td>
<td>169</td>
</tr>
<tr>
<td>3.1.f. Criterion Assessment</td>
<td>170</td>
</tr>
<tr>
<td>3.2. Service</td>
<td>171</td>
</tr>
<tr>
<td>3.2.a. Program Service Activities</td>
<td>171</td>
</tr>
<tr>
<td>3.2.b. Current Program Service Activities</td>
<td>172</td>
</tr>
<tr>
<td>3.2.c. Outcome Measures for Service Activities</td>
<td>174</td>
</tr>
<tr>
<td>Table T3B. Outcome Measures and Targets for Criterion 3.2</td>
<td>174</td>
</tr>
<tr>
<td>3.2.d. Student Involvement in Service</td>
<td>175</td>
</tr>
<tr>
<td>3.2.e. Criterion Assessment</td>
<td>177</td>
</tr>
<tr>
<td>3.3. Workforce Development.</td>
<td>178</td>
</tr>
<tr>
<td>3.3.a. Continuing Education Activities</td>
<td>178</td>
</tr>
<tr>
<td>3.3.b. Certificate Programs and Other Non-degree Offerings</td>
<td>180</td>
</tr>
<tr>
<td>Table T3C. Enrollment Trends in Certificate Programs for Last Three Years</td>
<td>180</td>
</tr>
<tr>
<td>3.3.c. Listing of Continuing Education Programs</td>
<td>181</td>
</tr>
<tr>
<td>Table T3D. Representative Enrollment Trends in Continuing Education Programs for Last Three Years</td>
<td>181</td>
</tr>
<tr>
<td>3.3.d. Educational Institutions or Public Health Practice Organizations</td>
<td>182</td>
</tr>
<tr>
<td>3.3.e. Criterion Assessment</td>
<td>183</td>
</tr>
</tbody>
</table>
4.5.d. Student Diversity Outcome Measures 222
   Table T4E. Outcome Measures and Targets for Criterion 4.4-4.5 Students 222
4.5.e. Criterion Assessment 223

4.6. Advising and Career Counseling 224
   4.6.a. Advising and Career Counseling Services 224
   4.6.b. Student Concerns Communication Procedures 225
   4.6.c. Student Satisfaction with Advising and Career Counseling Services 226
   4.6.d. Criterion Assessment 227

5.0 Appendices 228
   Appendix A. Master of Public Health Faculty Bylaws and Standing Rules 229
      MPH Curriculum Committee  MPH Internship Coordination Committee 229
      Ad Hoc Search Committee 229
      Ad Hoc MPH CEPH Self-Study/On-Site Resource File Committee 229
      Exam Security / Academic Integrity Strategies Employed in Online Courses and Programs 230
   Appendix B. Student Association for Public Health Constitution 240
   Appendix C. MPH Honor Code 243
   Appendix D. Solicited Feedback from Students 244
   Appendix E. Unsolicited Feedback from Students 245
   Appendix F. Examples of Core Faculty-Led Research Projects Open to MPH Students 247
1.0 The Public Health Program

Executive Summary

The Master of Public Health (MPH) program at the University of West Florida (UWF) is offered as a fully online 42 hr degree program as part of the course offerings at this regional comprehensive university. Current total enrollment at UWF is approximately 10,500 students. The MPH program is housed within the School of Allied Health and Life Sciences (SAHLS) within the College of Arts of Sciences, which is one of three colleges at UWF. The planning, development, and evaluation of the MPH program is guided by the Master of Public Health Steering Committee against program competencies adopted from the Association of Schools of Public Health. The online format was employed to reach the widest possible audience within the broad geographic region served, and was officially launched in Spring 2006, with online development occurring in the semesters prior to this. The theme of the MPH's online launching is: "High Quality, with Innovation to Build and Support an Engaged Online Learning Community" and emphasizes a commitment to applying innovation in varied formats for varied learners, and recognizing the importance of "community" for student-to-student, student-to-instructor, and instructor-to-instructor engagement in the program. The development and delivery of quality online instruction within the program is guided by course development and implementation rubrics adapted from the Quality Matters™ project of MarylandOnline, Inc. The delivery vendor utilized for the MPH program is the Desire 2 Learn eLearning course management system.

As of the final submission of the Self-Study, 59 students have been admitted to the MPH program. Of these, 48 have remained actively enrolled in at least one course since admission (as of submission of the Self-Study) and 1 student has been dismissed from the program due to a failure to meet minimum academic standards. The UWF MPH program approved its first graduate in Spring 2008. Two additional students graduated in Summer 2008. Of the graduating students in 2007-2008, one was enrolled full-time and the other two were enrolled part-time. The first student organization associated with the MPH program, the Student Association for Public Health, was formed in 2007.

The UWF MPH program is supported by 3 core faculty, 3 joint faculty and 14 adjuncts. Since 2006, core faculty have received $28,000 in intramural and $25,000 in extramural funding to support evaluation and planning of the MPH program and associated workforce development efforts. An additional $3,000 in intramural funding and $10,000 in extramural funding has been secured by MPH core faculty for public health related research since the 2005-2006 academic year. One extramural grant for $2.5 million that MPH core faculty contributing to is currently pending in 2008-2009. Including multi-year grants secured in the 2004-2005 academic year, joint faculty associated with the MPH program have secured approximately $1.76 million in extramural funding for laboratories or projects encompassing research in public health areas.

To begin, the table on the following page summarizes acronyms used in this Self Study.
Table T1A. Acronyms Used in Self Study

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Meaning</th>
<th>Relevance</th>
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<tbody>
<tr>
<td>ALP</td>
<td>Academic Learning Plan</td>
<td>Required UWF graduate-level programmatic planning to support SACS accreditation initiatives and State of Florida Board of Governors-mandated institutional assessment</td>
</tr>
<tr>
<td>ASPH</td>
<td>Association of Schools of Public Health</td>
<td>The association representing CEPH-accredited schools of public health. The UWF MPH program has adopted Version 2.3 (May 2007) of the core competencies for public health promoted by this association</td>
</tr>
<tr>
<td>ATC</td>
<td>Academic Technology Center</td>
<td>UWF division that supports colleges and faculty in all efforts related to designing and delivering priority distance learning programs at UWF through professional development, strategic program/course development services, and Desire 2 Learn eLearning course management system</td>
</tr>
<tr>
<td>ASPH</td>
<td>Association of Schools of Public Health</td>
<td>The competencies of this organization were adopted for use by the MPH Steering Committee</td>
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<tr>
<td>BLSR</td>
<td>Bylaws and Standing Rules</td>
<td>Bylaws and standing rules for the UWF MPH program</td>
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<tr>
<td>BOG</td>
<td>Board of Governors</td>
<td>The State of Florida legislative body to which UWF reports</td>
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<td>BOT</td>
<td>Board of Trustees</td>
<td>The regional oversight body to which UWF reports</td>
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<tr>
<td>CAS</td>
<td>College of Arts and Sciences</td>
<td>The college in which the MPH program is housed</td>
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<tr>
<td>CCR</td>
<td>Curriculum Change Request</td>
<td>Process for requesting new programs/courses at UWF, or changes to existing courses/programs</td>
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<td>COIC</td>
<td>Certified Online Instructor Course</td>
<td>Online course sponsored by ATC to train faculty in online course delivery</td>
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<td>CS</td>
<td>Career Services</td>
<td>UWF division that facilitates internship and job placement. CS also oversees Volunteer UWF! to provide service and learning opportunities that encourage civic engagement</td>
</tr>
<tr>
<td>CULTA</td>
<td>Center for University, Teaching, Learning and Assessment</td>
<td>UWF division that facilitates the efforts of faculty and academic units to develop and sustain practices that promote the highest quality of teaching and learning</td>
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<td>DLHS</td>
<td>Division of Life and Health Sciences</td>
<td>The division within the College of Arts of Sciences in which the MPH program originally evolved. Formed in 2002 and renamed School of Allied Health and Life Sciences in 2006</td>
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<tr>
<td>D2L</td>
<td>Desire 2 Learn</td>
<td>The eLearning course management system utilized to deliver the MPH program online</td>
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<td>eJams</td>
<td>eLearning Jam sessions</td>
<td>Training sessions for faculty and adjuncts teaching in the MPH program, covering use of the Desire 2 Learn eLearning course management system and best practices for online instruction and engagement</td>
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<td>FTEs</td>
<td>full time equivalents</td>
<td>Measure of faculty and student productivity. Explicit definitions of this for faculty and student are provided as footnotes in the relevant sections</td>
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<tr>
<td>GS</td>
<td>George Stewart</td>
<td>Director, MPH Program; Director, School of Allied Health and Life Sciences</td>
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<td>ICC</td>
<td>Internship Coordination Committee</td>
<td>Committee within the UWF MPH program</td>
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<td>ITS</td>
<td>Information Technology Services</td>
<td>UWF division that provides university faculty, staff, and students with information technology support services. ITS maintains a central point of contact, the ITS HelpDesk, that any UWF faculty, staff or student may contact for assistance with technology issues</td>
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<tr>
<td>JM</td>
<td>Justice Mbizo</td>
<td>Academic Advisor and Program Coordinator, MPH Program</td>
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<tr>
<td>MOU</td>
<td>Memorandum of Understanding</td>
<td>A formal agreement of the UWF MPH program and another entity</td>
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<td>MS</td>
<td>Melanie Sutton</td>
<td>Associate Professor, MPH Program</td>
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<tr>
<td>P &amp; T</td>
<td>Promotion and Tenure</td>
<td>Process for career advancement in tenure-earning lines</td>
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<tr>
<td>QEP</td>
<td>Quality Enhancement Project</td>
<td>A project contributing to ongoing quality improvement</td>
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<tr>
<td>SACS</td>
<td>Southern Association of Colleges and Schools</td>
<td>Regional accreditation body for UWF</td>
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<tr>
<td>SAHLS</td>
<td>School of Allied Health and Life Sciences</td>
<td>The school within the College of Arts of Sciences in which the MPH program is housed. Formed in 2006 from DLHS</td>
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<tr>
<td>SAPH</td>
<td>Student Association for Public Health</td>
<td>The online student organization of the MPH program</td>
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<td>SUSSAI</td>
<td>State University System Student Assessment of Instruction</td>
<td>The State of Florida-mandated student evaluation survey for courses</td>
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<td>UWF</td>
<td>University of West Florida</td>
<td>The university in which the MPH program is housed</td>
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<tr>
<td>WIRED</td>
<td>Workforce Innovation in Regional Economic Development</td>
<td>Grant program of the U.S. Department of Labor providing funding for regional economies, including Florida’s Great Northwest</td>
</tr>
</tbody>
</table>
1.1. Mission

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

1.1.a. Mission Statement

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

The mission of the UWF Master of Public Health program is to empower a generation of public health professionals with skills, knowledge and competencies to contribute creatively and ethically to education, research and service to promote public health and disease prevention.
1.1.b. Goal Statements

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

The MPH program has these goals in support of its mission statement:

**Goal 1: Recruitment/Retention of Motivated and Committed Students**

Train future generations of public health professionals equipped with public health skills for the 21st century by recruiting and retaining a highly qualified, motivated, and committed pool of MPH candidates.

**Goal 2: Development of a Learning Environment Emphasizing Diversity and Individual Potential**

Promote a learning environment that encourages the development of diverse communities of learners and individual potential in students, faculty, and staff.

**Goal 3: Promotion of Service Aligned to Community Needs**

Align programmatic services with community needs and interests through teamwork and collaboration.

**Goal 4: Incorporation of High-Quality Instruction Responsive to Continuous Quality Improvement**

Conduct continuous quality improvement of teaching methodologies used in the program.

**Goal 5: Promotion of Research and Integration of Best Practices**

Promote faculty research, dissemination of scientific knowledge, and integration of best practice methods into public health curriculum.
1.1.c. Measurable Objectives

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

The MPH program has these objectives in support of its goals:

Goal 1: Recruitment/Retention of Motivated and Committed Students

Objective 1A: Annually increase the number of students admitted to the program that exceed the current minimum admission requirements.

Objective 1B: Increase the percentage of students that graduate within the expected normal time for degree completion.

Objective 1C: Increase the number of students with full-time status in the program.

Goal 2: Development of a Learning Environment Emphasizing Diversity and Individual Potential

Objective 2A: Admit percentage of minorities in program equivalent to current State of Florida demographics (21% ethnic at UWF).

Objective 2B: Admit percentage of females and males in program equivalent to current State of Florida demographics (60% females, 40% male at UWF).

Objective 2C: Attract a diverse set of staff, as well as core, joint, and adjunct faculty from the public health, health care, and military communities.

Goal 3: Promotion of Service Aligned to Community Needs

Objective 3A: Establish and maintain partnerships with national, regional, and community-based organizations with public health missions, ensuring representation from public health, health care, and military communities.

Objective 3B: Design workforce development initiatives that address areas of critical need in public health in the Florida Panhandle and surrounding regions.

Objective 3C: Increase student involvement in community outreach and participation in public health events in the student’s respective community.

Goal 4: Incorporation of High-Quality Instruction Responsive to Continuous Quality Improvement

Objective 4A: Use student evaluations and feedback each semester to implement recommendations for improvement consistent with program competencies.

Objective 4B: Maintain a teaching team skilled in the use of the highest quality instructional methodologies, innovative delivery methods, and interactive approaches to engage students.

Goal 5: Promotion of Research and Integration of Best Practices

Objective 5A: Increase scholarly activities of core, joint, and adjunct faculty.

Objective 5B: Increase extramural funding associated with core, joint, and adjunct faculty scholarly activities.

Objective 5C: Increase student involvement in faculty research and participatory research.

Associated targets and benchmarks for these objectives are available in Section 1.2.c.
1.1.d. Process for Maintenance of Mission

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

The goals for the UWF MPH program were inspired by the University’s mission, goals and objectives and address the non-Research 01, regional, comprehensive educational mission of the University of West Florida to serve the region through workforce development and educational opportunities. The mission, goals and objectives were designed by MPH faculty with initial input from the Division of Life and Health Sciences (DLHS) Advisory Committee. This committee was formed in 2002 and consisted of representatives from different walks of the health care community and from units within UWF offering health and life science related programs (e.g., Biology, Clinical Laboratory Sciences, Nursing, Psychology, the College of Business, etc.). Input from health care specialists both on the DLHS Advisory Committee and from the health care community at-large identified several areas in health care for which there was a strong demand both regionally and nationally.

Subcommittees (including an ad hoc MPH Working Group) were formed to focus on investigating the demand, feasibility and requirements for developing the targeted programs. During this time, the Director of DLHS, Dr. George Stewart, was also asked to serve on numerous committees, task forces, and Boards of Directors that address pressing issues in the life and health sciences, including the Board of Directors for the Northwest Life Sciences Council, the Pensacola Chamber of Commerce Health Task Force, the Western Panhandle for BioFlorida (Co-Chair), the Committee of the whole for the Northwest Florida Life Sciences Council, and the Workforce Innovation in Regional Economic Development (WIRED) Committee on Life Sciences, among others.

Evolving from 2002, four programs (including the MPH program) were initially identified for development over the next two to three years. The School of Allied Health and Life Sciences (SAHLS) was created in 2006 from the Division of Life and Health Sciences, and this school launched the online MPH program in Spring 2006 with guidance on mission and goals provided by the newly named SAHLS Advisory Committee, as well as UWF’s Center for University Teaching, Learning and Assessment (CUTLA). In 2006, the Emerald Coast Advisory Committee was also created to provide additional outreach and an avenue for community feedback from the entire Florida panhandle area. The Master of Public Health Steering Committee was formed as a standing committee in January 2007, derived in part from the former ad hoc MPH Working Group of the DLHS/SAHLS Advisory Committees.

The MPH Steering Committee approved the current version of the mission, goals, and objectives in November 2007, with CUTLA’s approval following in January 2008. The effectiveness of the MPH program in fulfilling the mission, goals and objectives is monitored and assessed by the MPH Steering committee through evaluation of the educational, research and service accomplishments of the program. This body is also responsible for revising the mission, goals and objectives as the needs of the community change and as the breadth and depth of educational efforts grow and adjust to address the community’s health needs and challenges.

Consistent with the SAHLS-adopted timeframe for review of documentation submitted to UWF’s CUTLA for the Southern Association of Colleges and Schools (regional accreditation body) and State of Florida Board of Governors-mandated academic planning, the mission, goals, objectives, values and associated academic learning plan for the MPH program are on a 2 year cycle for review with November 2009 set as the next scheduled date for review by the MPH Steering Committee. The MPH program is also slated for a general UWF-mandated program review in 2009, in line with guidelines that require a minimum 7-year review cycle or review cycle in line with external accreditation agencies (whichever is more periodic).
The mission, goals and objectives are displayed on the main MPH web page:


This page is also linked from the faculty/adjunct development and training pages. Students also have a direct link to this page from within the eLearning portal for their Student Association for Public Health. The web pages for this online program play a central role in providing detailed information for all students, faculty and the public on all aspects of the program.
1.1.e Values

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

The values for the MPH program evolved from the University’s values and those adopted by the School of Allied Health and Life Sciences (approved by the SAHLS Advisory Committee in 2002-2003):

- Integrity and candor in the pursuit of knowledge through intellectual inquiry and discourse
- Dedication to and innovation in educating our students to excel
- Excellence in teaching, research and service
- Creativity in designing and implementing our programs to fit the needs of the region
- Cooperation and collaboration with community and UWF partners in providing quality education in the life and health sciences
- Diversity in thought, attitude, understanding, appreciation and practice
- Responsibility in managing, utilizing and protecting our resources and the environment
- Concern over the creation of a safe and dynamic learning environment that encourages development of individual potential

These values are made available to faculty, staff, and students on the SAHLS website here:

http://uwf.edu/sahls/mission

All faculty teaching in the MPH program are expected to employ these values in their teaching, research and service. These values are operationalized through reinforcement at regular eTraining sessions (referred to as “eJams”) hosted throughout the year by SAHLS for all faculty and adjuncts teaching in the MPH program. In addition, the theme employed in the MPH’s online launching, "High Quality, with Innovation to Build and Support an Engaged Online Learning Community", employs these values in all associated strategic planning impacting the MPH program. Finally, these values are operationalized via several eLearning portals created for the constituencies we serve, including:

- SAHLS Templates for a New Online Course – portal for MPH faculty and adjuncts to share and import best practices for online teaching and engagement
- SAHLS Student Association for Public Health – portal for current and prospective MPH students, as well as MPH faculty and adjuncts, to share tips for program/course preparation, research and service opportunities, and post-graduation employment prospects
1.1.f. Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is met.

The UWF MPH program has a clear and concise mission statement for the program as a whole. This mission is supported with five stated goals that address the areas of teaching, research and service, as well as related priorities in recruitment/retention, with an emphasis on creating a learning environment that encourages the development of individual potential in students and faculty/adjuncts associated with the program. Each goal has a set of measurable objectives and a statement of values is in place to provide scoping of the expectations promoted by the MPH program in all its initiatives.

Feedback on the School’s mission in public health educational endeavors has been vetted through the local community via the DLHS/SAHLS Advisory Committee (including military representatives, health care executives and local public health officials) since 2002, through UWF’s CUTLA as part of SACS credentialing and State of Florida mandates since 2005-2006, and via public health officials from the 5-county area via the MPH Steering Committee since 2007.
1.2 Evaluation and Planning

The program shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals and objectives; for assessing the program’s effectiveness in serving its various constituencies; and for planning to achieve its mission in the future.

1.2.a. Programmatic Evaluation and Planning

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

The mission, goals, and objectives of the MPH program are reviewed and approved by the MPH Steering Committee, which includes up to two positions for current MPH students (i.e. the current President of the UWF Student Association for Public Health (SAPH) or his/her appointed representative, and a representative student nominated by SAPH and from within the U.S. Armed Forces). The outcome measures tracked for the mission, goals, and objectives are provided in Section 1.2.c. These outcome measures are reviewed annually by the MPH Program Director and core faculty. Areas of concern are presented to the MPH Steering Committee for review. In addition, core faculty associated with the MPH program assume leadership roles for tracking the outcome data associated with the MPH goals as follows:

- **Goal 1:** Recruitment/Retention of Motivated and Committed Students (Drs. Justice Mbizo and George Stewart)
- **Goal 2:** Development of a Learning Environment Emphasizing Diversity and Individual Potential (Dr. Justice Mbizo)
- **Goal 3:** Promotion of Service Aligned to Community Needs (Dr. Melanie A. Sutton)
- **Goal 4:** Incorporation of High-Quality Instruction Responsive to Continuous Quality Improvement (Dr. Melanie A. Sutton)
- **Goal 5:** Promotion of Research and Integration of Best Practices (Dr. George Stewart)

These leadership positions involve the associated core faculty members using the tracking data (provided in Section 1.2.c.) along with community feedback to monitor existing initiatives and to propose, plan, and implement new initiatives congruent with these goals and suggested or supported by the MPH Steering Committee. In addition to the assessment review cycle indicated in Section 1.1.d. for the MPH Steering Committee, the MPH program is also slated for its first general UWF-mandated program review in 2009. Constituent groups to be employed in this process include 3 outside reviewers and a student representative. This process will include faculty, student, administrator and community member interviews and will culminate in mid-2009 with a final report assessing the MPH Program’s implementation of its mission, goals, and values, the level of institutional support, and other needs of the program.

Given the relevance of the MPH program at UWF as a fully online program, the remainder of this section provides additional details related to the evaluation and planning associated with Goal 4. The following table summarizes the staged emphasis of the evaluation procedures and planning processes used within the MPH program and the associated constituents involved with each stage.
### Table T1B. Summary of Stages of Emphasis in Programmatic Evaluation and Planning by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Emphasis of Evaluation and Planning</th>
<th>Strategic Priorities</th>
<th>Involved Constituents</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-</td>
<td>programmatic/course assessment-based</td>
<td>Stage 1: Design the right set of courses for an MPH degree that addresses workforce needs</td>
<td>Faculty/adjuncts; Advisory Committees; Accreditation agencies; Board of Governors; Board of Trustees; UWF Faculty Senate</td>
<td>Workforce needs identified by Advisory/Steering Committees</td>
</tr>
<tr>
<td>current</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005-</td>
<td>faculty/adjunct satisfaction-based</td>
<td>Stage 2: Train faculty and adjunct practitioners to deliver high quality courses in online format</td>
<td>Faculty/adjuncts</td>
<td>Faculty feedback (informal) Organizational assessment tools and processes</td>
</tr>
<tr>
<td>current</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006-</td>
<td>student satisfaction-based</td>
<td>Stage 3: Respond to student feedback in design/delivery of each course</td>
<td>Students</td>
<td>Student Complaint Log SUSSAI course evaluations</td>
</tr>
<tr>
<td>current</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional details regarding impacted constituents relative to these stages include:

- **Stage 1:** Evaluation and planning addressed programmatic/course assessment-based mandates in support of accreditation requirements (SACS/CEPH) and Board of Governors academic learning mandates required for undergraduate programs and encouraged at UWF in support of all graduate programs. Additional vetting at UWF during this stage involved the Faculty Senate and Board of Trustees.

- **Stage 2:** Evaluation and planning addressed faculty and adjunct satisfaction-based mandates recognized by SAHLS and the MPH program as priorities to address via organizational assessment to ensure client-centered services in place to support the launching and delivery of a high quality online program. These efforts were described in the following manuscript recently accepted for publication:

  ▪ Sutton, M.A., White, L.J., Mbizo, J., & Stewart, G.L. Assessment in Online Programs: Use in Strategic Planning for Faculty/Adjunct Development and Course Instruction to Improve Faculty and Student Engagement. Accepted to appear in *International Journal on E-Learning*. (Submitted March 2008)

- **Stage 3:** Evaluation and planning addressed student satisfaction-based mandates recognized by SAHLS and the MPH program and driven by Student Complaint Log entries and review of State of Florida-mandated State University System Student Assessment of Instruction (SUSSAI) course evaluation surveys.

Strategic evaluation and planning for the launching of the program online was conducted within the ad hoc MPH Working Group of the DLHS/SAHLS Advisory Committees during the period 2002-2006, with the MPH Steering Committee inheriting these responsibilities beginning in 2007. The Center for University Teaching, Learning and Assessment (CUTLA) was additionally involved in the review of assessment practices for the Academic Learning Plan for the MPH program, beginning with the 2005-2006 academic year. Articulation with Information Technology Services as well as Academic Technology Services on campus has been ongoing during all planning and delivery stages to address feedback/concerns raised by faculty, staff and students regarding the online format and associated eLearning course management system. Formal articulation to address evaluation and planning of internship placement assistance was initiated with UWF’s Career Services in Spring 2008 alongside negotiations with AfterCollege (an external vendor), also commissioned during this time to address this need.
The Student Association for Public Health, formed in Summer 2007 and approved by Student Government Association in Fall 2007, forms a key avenue for student involvement in evaluation and planning, as the current President of SAPH is an invited member of MPH Steering Committee and the MPH Curriculum Committee. In addition, SAPH is charged with (1) nominating one additional student representative to the MPH Curriculum Committee and (2) nominating one additional student representative from within the U.S. Armed Forces to the MPH Steering Committee.

With the MPH Steering Committee now serving as the central body for evaluation and planning, students, MPH faculty and adjuncts, as well as administrators overseeing these faculty/adjuncts, and local representatives from the military, health care and public health, all have a voice in this process. Given the newness of the MPH program and its delivery in an online format, strategic planning with respect to Stages 2-3 above is expected to continue to be a regular agenda item at each MPH Steering Committee meeting (i.e., at each meeting it is expected that new quality enhancement initiatives can be proposed/reported on to address any concerns related to faculty or student satisfaction within the program). This committee can also deliberate recommendations to expand elective course offerings at any time. However, the 2 year review cycle alluded to in Section 1.1.d. has been adopted in terms of formal review of core course requirements and any associated changes needed to address growth and direction based on the stated mission, goals and values of the online program.
1.2.b. Use in Quality Enhancement

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

UWF’s Annual Report process provides formal documentation of evaluation and planning and the data-driven feedback loops associated with programmatic assessment and ongoing quality improvement. With the adoption of the Academic Learning Plans for graduate programs at UWF, this process involves annual reporting of both indirect (e.g., student course surveys) and direct (faculty evaluation of student performance) measures of quality. Beginning with the 2005-2006 Annual Report, the MPH program reported direct measures along the UWF-mandated domains of Content, Critical Thinking, Communication, Project Management, and Integrity/Values, for instructor-selected assignments or projects in each of the core and elective courses. Review of these results, combined with feedback derived from student course evaluations and Student Complaint Log entries has been conducted annually by the Director of the MPH program, with quality enhancement initiatives then planned and directly reported to the MPH faculty/adjuncts with additional summative updates provided to the SAHLS Advisory Committee, the MPH Steering Committee, and/or university-wide audiences as part of invited presentations or panel discussions sponsored by ATC or CUTLA. A sampling of quality enhancement projects (QEPs) emerging from this process includes those described in the following table.

**Table T1C. Summary of Representative Quality Enhancement Projects and Associated Tangible Products**

<table>
<thead>
<tr>
<th>Semester Initiated</th>
<th>QEP Title</th>
<th>Tangible Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>Course Design/Implementation and SUSSAI Audit</td>
<td>Changes made to course design and delivery in response to course grading against ATC-mandated online course design checklists and student feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New digital online/offline faculty training materials for online teaching developed and approved for use by SAHLS faculty/adjuncts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New policies for minimum training developed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New mechanisms implemented by ITS to improve SUSSAI return rate</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>Course Rigor, Redundancy, and Topic/Competency Coverage Audit</td>
<td>Improved compliance of competency coverage in courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expected:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expected: Improved compliance of competency coverage in submitted questions for Comprehensive Exam</td>
</tr>
<tr>
<td>Spring 2008 (ongoing)</td>
<td>Syllabus Audit</td>
<td>Expected:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expected: Improved compliance of competency coverage in course and submitted questions for Comprehensive Exam</td>
</tr>
<tr>
<td>Spring 2008 (ongoing)</td>
<td>SUSSAI-So What Multi-Semester Performance Review Audit</td>
<td>Expected:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focused attention to improvements of course areas receiving consistent suboptimal feedback from students</td>
</tr>
<tr>
<td>Spring 2008 (ongoing)</td>
<td>Building High-Quality Online Programs at UWF: Support for Strategic Planning and Accreditation Efforts Using a Team-Oriented Model Emphasizing Quality, 360-Degree Assessment, and Public Accountability</td>
<td>Expected:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focused attention to improvements needed to address faculty and student satisfaction and program marketability with cost-effective, efficient, client-centered training</td>
</tr>
</tbody>
</table>
Invited presentations to acquire feedback from university-wide audiences on evaluation and planning and best practices utilized to increase course engagement include the following:


Additionally, the MPH program has engaged in evaluation and planning to address academic integrity issues since the inception of the program. In the table that follows, various exam security and academic integrity strategies employed or considered for use in the MPH program are listed. Details regarding use of these settings and strategies for individual courses within the MPH program are provided in the On-Site Resource File.

### Table T1D: Exam Security / Academic Integrity Strategies Employed in Online Courses and Programs

<table>
<thead>
<tr>
<th>Key</th>
<th>Exam Security / Academic Integrity Strategy</th>
<th>Utilized in one or more MPH courses</th>
<th>Level of Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Disable right click - do not allow usage of right-click when taking course exams</td>
<td>Yes</td>
<td>course-level</td>
</tr>
<tr>
<td>2</td>
<td>Disable pager access - do not allow the sending or reception of pager messages while taking exams</td>
<td>Yes</td>
<td>course-level</td>
</tr>
<tr>
<td>3</td>
<td>Respondus lockdown browser required to take exams (restricts browsing/opening software outside the exams)</td>
<td>Yes</td>
<td>course-level</td>
</tr>
<tr>
<td>4</td>
<td>Respondus lockdown browser required to view exam feedback and results (restricts running other software while viewing)</td>
<td>Yes</td>
<td>course-level</td>
</tr>
<tr>
<td>5</td>
<td>Notification email upon exam completion (to confirm timing of submission of exam and IP address of exam)</td>
<td>No</td>
<td>not utilized at this time</td>
</tr>
<tr>
<td>6</td>
<td>IP address restriction for exam launching</td>
<td>No</td>
<td>not utilized at this time</td>
</tr>
<tr>
<td>7</td>
<td>Password protection on exam launching</td>
<td>No</td>
<td>not utilized at this time</td>
</tr>
<tr>
<td>8</td>
<td>Use Elluminate sessions and confirm student identity as part of exams</td>
<td>No</td>
<td>not utilized at this time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D2L Exam Setup Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program-level Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>17</td>
</tr>
<tr>
<td>18</td>
</tr>
</tbody>
</table>

\(^1\)A copy of the Honor Code for the UWF MPH program is provided in Appendix C.
1.2.c. Outcome Measures

**Identification of outcome measures that the program uses to monitor its effectiveness in meeting its mission, goals and objectives. Target levels should be defined and data regarding the program’s performance must be provided for each of the last three years.**

The table below summarizes the primary outcome measures used in the MPH program to monitor its effectiveness in meeting its mission, goals, and objectives. Secondary metrics that relate back to these goals are provided in additional tables throughout the Self-Study.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target/Desired Outcome</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>[for Objective 1A] Percentage of admitted students with incoming GPA &gt; 3.0</td>
<td>&gt;=80%</td>
<td>33%</td>
<td>81%</td>
<td>80%</td>
</tr>
<tr>
<td>[for Objective 1B] Percentage of admitted students that graduated within expected normal time for degree completion(^2)</td>
<td>&gt;=80%</td>
<td>n/a</td>
<td>n/a</td>
<td>100%</td>
</tr>
<tr>
<td>[for Objective 1C] Percentage of admitted students with full-time status during the academic year, including summer</td>
<td>&gt;=10%</td>
<td>0%</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>[for Objective 2A] Percentage of admitted students with ethnicity other than Caucasian (21% match with UWF/State of FL)</td>
<td>&gt;= 21%</td>
<td>33%</td>
<td>19%</td>
<td>45%</td>
</tr>
<tr>
<td>[for Objective 2B] Percentage of admitted students who are male (50% match with UWF/State of FL)</td>
<td>&gt;= 40%</td>
<td>33%</td>
<td>10%</td>
<td>50%</td>
</tr>
<tr>
<td>[for Objective 2C] Percentage of staff with ethnicity other than Caucasian (match ethnicity of UWF faculty in CAS)</td>
<td>&gt;=20% ethnic</td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>[for Objective 2C] Percentage of staff who are male (match diversity of UWF faculty in CAS)</td>
<td>~60%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>[for Objective 2C] Strategic planning in Years 1-3: Number of core courses with an IOR who is a public health/health care practitioner or performing service/research in public health</td>
<td>&gt;=3 of 7 core courses</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>[for Objective 3A] Number of public health, health care, and military organizations involved in collaborative agreements via MPH Steering Committee or SAHLS Advisory Committee</td>
<td>At any given time</td>
<td>PH=1 HC=5 M=2</td>
<td>PH=3 HC=5 M=2</td>
<td>PH=5 HC=5 M=2</td>
</tr>
</tbody>
</table>

\(^2\)For the purposes of UWF’s MPH program, a student is classified as full-time (FT) if the student is enrolled in at least 6 MPH courses across the calendar year, with a normal time for degree completion within 1-2 years. Alternatively, a part-time (PT) student is one that is enrolled in less than 6 MPH courses across the calendar year, with a normal time for degree completion within 4-6 years. UWF’s official definition of FT status requires 3 courses per semester during the academic year. However, this definition does not capture the workload of professionals attracted to fully online programs that often work full-time while enrolled in the program.
<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target/Desired Outcome</th>
<th>Year 1 05-06</th>
<th>Year 2 06-07</th>
<th>Year 3 07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>[for Objective 3B] Number of co-sponsored events with local, regional, and national partners/year</td>
<td>&gt;=1 local (L) &gt;=1 regional/national (R/N)</td>
<td>L=4 R/N=5</td>
<td>L=1 R/N=5</td>
<td>L=5 R/N=3</td>
</tr>
<tr>
<td>[for Objective 3B] Number of needs assessment projects</td>
<td>&gt;=1 every 3 years (survey at least one focus group per year, not including ongoing efforts of MPH Steering Committee and alumni surveys)</td>
<td>1 (informatics)</td>
<td>1 (informatics)</td>
<td>2 (informatics, emergency management)</td>
</tr>
<tr>
<td>[for Objective 3C] Number of SAPH, student-led public health outreach activities in their communities</td>
<td>&gt;=1 per year</td>
<td>n/a</td>
<td>n/a</td>
<td>1 (Healthy Families)</td>
</tr>
<tr>
<td>[for Objective 4A and 4B] Number of quality enhancement initiatives initiated to address student feedback</td>
<td>&gt;=1 as appropriate (at least one student feedback issue addressed per year)</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>[for Objective 4B] Percentage of core faculty trained as Certified Online Instructors</td>
<td>100%</td>
<td>50%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>[for Objective 4B] Number of faculty teaching core courses trained as Certified Online Instructors</td>
<td>6 out of 6 faculty teaching core courses</td>
<td>0</td>
<td>3</td>
<td>4^</td>
</tr>
<tr>
<td>[for Objective 5A]^4 Percentage of core faculty engaged in public health related scholarly activities in the form of peer-reviewed publications submitted or accepted or presentations on public health related topics</td>
<td>100%</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>[for Objective 5B] Number of submitted or received public health-related extramural grants by MPH program core faculty</td>
<td>1 a=accepted p=pending review s=submitted but rejected</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>[for Objective 5C] Number of core faculty-led research projects open to MPH students across program^5</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

^3The final two faculty in need of this training are registered in 2008-2009.
^4Key to initials used for core faculty: GS=George Stewart; MS=Melanie A. Sutton; JM=Justice Mbizo
^5Examples of core-faculty led research projects provided in Appendix F.
Trends in tracking these objectives suggest the following target attainments and/or additional strategic planning moving forward:

- **Goal 1: Recruitment/Retention of Motivated and Committed Students**
  - This target is on-going and is well-served by our close associations with regional public health departments/health care from which we have recruited a highly motivated group of students. However, a high percentage of students from this pool are not inclined to enroll full-time and cannot be expected to complete the degree within a traditional period of time. Thus, future recruiting efforts will be expanded to recruit more traditional students in addition to our current part-time students who are employed in public health/health care and therefore have limited time to invest in their education.

- **Goal 2: Development of a Learning Environment Emphasizing Diversity and Individual Potential**
  - This goal is central to our activities in recruiting students, faculty and staff. We have plans to seek funding to support partnering with regional minority organizations and recruiting at traditional minority institutions to promote recruitment of minorities into the program as students, staff and faculty.

- **Goal 3: Promotion of Service Aligned to Community Needs**
  - Progress has been made, and we are positioned to achieve and exceed this target in the near future. This goal is well-served by our close collaborative and integrative relationships with 5 regional county public health departments and our close ties with regional health care. Engagement of key players from the aforementioned entities has allowed us to tailor the MPH degree to effectively address regional public health/health care needs in workforce development.

- **Goal 4: Incorporation of High-Quality Instruction Responsive to Continuous Quality Improvement**
  - Targets have been reached. High performance standards, on-going assessment of instructor performance, and intensive training for online instructors in combination with a comprehensive assessment program provides continuous acquisition of data on programmatic performance and course-aligned fulfillment of job competencies.

- **Goal 5: Promotion of Research and Integration of Best Practices**
  - We are making progress with this goal. As the program grows in size and reputation, and establishes new working relationships with public health and health care entities, additional collaborative opportunities will emerge and support expansion of faculty publication rates, extramural funding and student engagement in faculty research. A concerted effort is underway to engage students in faculty research and to integrate research results into the courses through student projects.
1.2.d. Candid Assessment

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

The remainder of this document provides a qualitative and quantitative assessment of how the UWF Master of Public Health program achieves its mission, goals and objectives. The candid assessment of this program against the CEPH criteria is also summarized in the table on the following page.
**Table T1F. Assessment of UWF MPH program Against CEPH Criteria**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Assessment</th>
<th>Notes/Current Strategic Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Mission</td>
<td>Met</td>
<td>N/A</td>
</tr>
<tr>
<td>1.2 Evaluation and Planning</td>
<td>Met</td>
<td>N/A</td>
</tr>
<tr>
<td>1.3 Institutional Environment</td>
<td>Met</td>
<td>N/A</td>
</tr>
<tr>
<td>1.4 Organization and Administration</td>
<td>Met</td>
<td>N/A</td>
</tr>
<tr>
<td>1.5 Governance</td>
<td>Partially met</td>
<td>Increase student participation in community service</td>
</tr>
<tr>
<td>1.6 Resources</td>
<td>Partially met</td>
<td>Request 2 additional faculty lines within next 1-2 years if program growth continues to justify; Support UWF’s efforts to secure a new building</td>
</tr>
<tr>
<td>2.1 Master of Public Health Degree</td>
<td>Met</td>
<td>Appropriate checks and balances are in place at all levels to assess and maintain programmatic quality</td>
</tr>
<tr>
<td>2.2 Program Length</td>
<td>Met</td>
<td>In compliance with CEPH mandates</td>
</tr>
<tr>
<td>2.3 Public Health Core Knowledge</td>
<td>Met</td>
<td>In compliance with CEPH mandates</td>
</tr>
<tr>
<td>2.4 Practical Skills</td>
<td>Partially met</td>
<td>Solid plan in place; expansion of opportunities for students ongoing</td>
</tr>
<tr>
<td>2.5 Culminating Experience</td>
<td>Partially met</td>
<td>Consider alignment of Comprehensive Exam with national exam standards</td>
</tr>
<tr>
<td>2.6 Required Competencies</td>
<td>Met</td>
<td>N/A</td>
</tr>
<tr>
<td>2.7 Assessment Procedures</td>
<td>Partially met</td>
<td>While assessment procedures are in place, this is a dynamic process which will be monitored by the MPH Steering Committee for any need to modify</td>
</tr>
<tr>
<td>2.8 Academic Degrees</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2.9 Doctoral Degrees</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2.10 Joint Degrees</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2.11 Distance Ed/Executive Degree Programs</td>
<td>Met</td>
<td>Extensive evaluation and planning undertaken to deliver in online format</td>
</tr>
<tr>
<td>3.1 Research</td>
<td>Partially met</td>
<td>Use annual evaluation process to encourage core faculty to increase research productivity in line with multi-year career advancement planning</td>
</tr>
<tr>
<td>3.2 Service</td>
<td>Met</td>
<td>Use annual evaluation process to encourage core faculty to increase service in line with multi-year career advancement planning</td>
</tr>
<tr>
<td>3.3 Workforce Development</td>
<td>Met</td>
<td>This is an ongoing process that is monitored by the MPH Steering Committee and the SAHLS Advisory Committee for fulfillment of regional workforce needs</td>
</tr>
<tr>
<td>4.1 Faculty Qualifications</td>
<td>Met</td>
<td>In compliance with CEPH requirements for 3 faculty that invest 50% of their time in the MPH program; Goal to increase MPH-prepared core faculty is a high priority.</td>
</tr>
<tr>
<td>4.2 Faculty Policies and Procedures</td>
<td>Met</td>
<td>MPH Faculty Bylaws and Standing Rules are in place for the MPH program and UWF Faculty Handbook and other relevant publications provide complete coverage of issues related to faculty rights and responsibilities</td>
</tr>
<tr>
<td>4.3 Faculty and Staff Diversity</td>
<td>Partially met</td>
<td>While faculty diversity is currently where it needs to be according to benchmarks we have established, we are committed to improving staff diversity</td>
</tr>
<tr>
<td>4.4 Student Recruitment and Admissions</td>
<td>Met</td>
<td>Successful recruitment and admissions demonstrated by enrollment growth in the MPH program over the past 3 years</td>
</tr>
<tr>
<td>4.5 Student Diversity</td>
<td>Partially met</td>
<td>The MPH program needs to intensify efforts to recruit Hispanics, African American males, Asians, etc.</td>
</tr>
<tr>
<td>4.6 Advising and Career Counseling</td>
<td>Met</td>
<td>See website for Job Resource Center and other services related to career counseling, including faculty and community partner involvement in advising on career counseling; faculty are heavily involved in advising and a faculty advisor is designated for the program</td>
</tr>
</tbody>
</table>
1.2.e. Response to Previous Accreditation Reports

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

Not applicable. This is the first application to CEPH for accreditation review.
1.2.f. Development of Self-Study

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

The Self-Study document was initiated in January 2007 by the MPH Director (George Stewart, Professor) and a core faculty member, (Melanie A. Sutton, Associate Professor), with the formation of the Ad Hoc MPH CEPH Self-Study/On-Site Resource File Committee. At that time, administrative support was provided by Joyce Boyce (Administrative Specialist) for budget-related items in Section 1.0, by Lyn Schank (Office Specialist) for faculty/staff demographic-related data analysis summarized in Section 4.0, and by Steve Celestial (Academic Advisor and Program Coordinator, SAHLS) for student-related data analysis summarized in Section 4.0. Justice Mbizo joined the Self-Study writing effort in July 2007 with his appointment as Lecturer of Public Health. Karen Gibbs replaced Joyce Boyce in August 2007 and retained responsibility for the budget-related items in Section 1.0. Kristen Gunn replaced Lyn Schank in Spring 2008, with the faculty/staff demographic-related data analysis summarized in Section 4.0 reassigned to Justice Mbizo.

Informal monthly meetings from January-July 2007 with George Stewart and Melanie Sutton involved the drafting of Sections 2.0 and 3.0 with an emphasis on the associated tangible products needed for the On-Site Resource File (e.g., updated drafts of the MPH Internship Guide, MPH Comprehensive Exam Guide, etc.). Large portions of these sections were drafted as part of redesigning the main MPH website, located here:

http://uwf.edu/sahls/masters-ph

CUTLA was involved indirectly in the writing of Section 1.0 before and during this timeframe, with input on the effective use of outcome measures provided as part of consultation during and after various assessment-based workshops offered at UWF to facilitate implementation of assessment-based planning for undergraduate and graduate programs. CUTLA staff were also involved in the design and approval of the academic learning plan developed for the MPH program in 2005-2006.

An eLearning portal was also designed early in Spring 2007 to post various items required in the Self-Study and On-Site Resource File (e.g., the Student Complaint Log). The MPH Steering Committee was queried in March 2007 for suggestions for programmatic competencies for Section 2.0 and suggested job resource links for graduates, as part of the write-up in Section 4.0. Support for graduate student assistants to assist with the data collection and analysis associated with the quality-enhancement projects described in Section 1.2.b was first provided by CAS in Spring 2007 (and again in Fall 2007-Spring 2008).

Beginning in July 2007, Justice Mbizo joined these meetings with initial input provided on Section 1.0. As the new MPH Academic Advisor and Program Coordinator, he was also assigned full responsibility for the student-centric areas of Section 4.0. Beginning in late Summer 2007, meetings with George Stewart, Melanie Sutton and Justice Mbizo were conducting weekly, with the goal of addressing each criterion in chronological order and assimilating the information gathered into a final, complete draft. To solicit institutional support for these efforts, the CEPH Orientation Materials provided during the CEPH Orientation Meeting in July 2007 (attended by Melanie Sutton) were emailed to Barbara Lyman (Associate Vice President for Academic Affairs) and Jane Halonen (Dean, College of Arts and Sciences) in August 2007. ITS provided the bulk of the writing for Section 1.6.i in response to a request in Fall 2007. The UWF Library provided the bulk of the writing for Section 1.6.j, also based on a request in Fall 2007. The draft resulting from these efforts, while lacking some sections, was presented to the CEPH Director of Accreditation Services, Mollie Mulvanity, during the CEPH consultation on-site visit on October 15, 2007.
Following the CEPH consultation visit, the MPH Steering Committee was queried again in Fall 2007 to provide feedback and approve/adopt the updated mission, goals/objectives, and the Association of Schools of Public Health (ASPH)-based competencies for the new MPH Academic Learning Plan, in support of Sections 1.0 and 2.0. Finally, in Spring 2008 the MPH Steering Committee provided feedback and approved the MPH Honor Code, MPH Comprehensive Exam Guide, and MPH Internship Guide in support of Section 2.0. Following the MPH Steering Committee meeting, the Student Association for Public Health (formed in Summer 2007 and officially a UWF student organization in Fall 2007) was also queried in Spring 2008 and responded with suggestions related to the policies and procedures for the MPH Comprehensive Exam Guide and the MPH Internship Guide described in Section 2.0.

CUTLA approved the new ASPH-based competency focus of the MPH ALP in January 2008. Peggy Maki, a national leader in assessment and invited speaker at CUTLA events, provided feedback on the evolving and improving assessment-driven evaluation and planning utilized in the MPH program during several consultation visits, including visits in September 2007 and April 2008. At her request, a summary of these activities was also provided to her for inclusion in discussion at a congressional meeting in D.C. In addition, the following book chapter submitted to her in Spring 2008 and describing these efforts, as implemented the MPH program, is currently under review:

- Sutton, M.A., Mbizo, J., Stewart, G.L., & White, L.J. Using 360-Degree Assessment to Improve Faculty and Student Engagement in Online Programs. Submitted as part of Engaging Faculty in the Assessment Process at the University of West Florida (Stanny, et al.) to Maki, P. (Editor), Faculty Experiences with and Perspectives on Assessing Student Learning.

Peer-review from national reviewers was sought with the following publication for the strategic planning outlined in Section 2 for the training program designed for faculty and adjuncts:

- Sutton, M.A., White, L.J., Mbizo, J., & Stewart, G.L. Assessment in Online Programs: Use in Strategic Planning for Faculty/Adjunct Development and Course Instruction to Improve Faculty and Student Engagement. Accepted to appear in International Journal on E-Learning. (Submitted March 2008)

Supplementing these activities to garner institutional support, at the invitation of CUTLA, the following presentation was also given at a CUTLA-sponsored conference hosted at UWF for feedback from the regional educational community (UWF and surrounding community colleges):


John Crane from ATC provided the ATC checklists used in the initial QEP projects described in Section 1.2.b, as well as support in terms of interpretation of these criteria and suggested feedback provided to faculty and adjuncts based on SUSSAI items. John Crane also provided feedback on initial publication drafts related to evaluation and planning of the training program.

UWF’s Career Services provided the information describing their services for Section 4.0 and as part of a redesign of the MPH website in Spring-Summer 2008.
1.2.g. Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is met.

The table below summarizes outcomes measures tracked by the MPH program to ensure sustainability of its efforts in evaluation and planning of its online program. As summarized in this table, student participation in this process is measured by the response rate on course evaluations, as alumni surveys prior to Year 3 were not possible (i.e., first MPH graduate was in 2007-2008).

In addition to ensuring that students are adequately providing feedback as part of this process, the MPH program values tangible administrative support in the form of release time or assistants, with the results of evaluation and planning leading to scholarly activities in the form of peer-reviewed publications and presentations. Finally, to ensure long-term sustainability of multi-year quality-enhancement projects related to evaluation and planning, it is expected that funding from intramural and extramural sources will continue to be sought as appropriate for ongoing quality enhancement related to evaluation and planning.

Table T1G. Outcome Measures and Targets for Criterion 1.2 Evaluation and Planning

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target/Desired Outcome</th>
<th>Year 1 05-06</th>
<th>Year 2 06-07</th>
<th>Year 3 07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of administrative support for implementation of strategic planning needed to address evaluation findings</td>
<td>administrative support provided in the form of graduate student assistantships (GTAs) as appropriate</td>
<td>No</td>
<td>yes (1 GTA)</td>
<td>yes (1 GTA)</td>
</tr>
</tbody>
</table>
| Evidence of scholarly activity related to evaluation and planning of online program | activities published/presented as appropriate | 0 | 0 | 5%
| Evidence of funding related to evaluation and planning of online program | intramural/extramural funding sought as appropriate | $0 | $3000\(^6\) (intramural) | $25,000\(^7\) (intramural) |
| | | | $25,000\(^9\) (extramural) |
| Number of above outcome measures met or exceeded | >=50%/year | 0% | 66% | 100% |
| Range and average of response rates to SUSSAI course evaluation requests in courses taught by core faculty | range indicating average of 30% or more responding | 0% avg=0% | 53%-90% avg=73% | 12.5%-69% avg=45% |

As evidenced by the table above, this criterion is met. The infrastructure and dedication to establishing and maintaining a high-quality MPH program are in place. Evaluation and planning is embraced at UWF with support divisions (e.g., CUTLA, ATC, ITS, and Career Services) responsive to feedback and willing to consider and respond to suggestions for changes to improve various services contributing to enhanced programmatic quality. The MPH program has in place the critical components essential for conducting routine assessment of programmatic performance. Enormous progress has been made in putting in place the means and procedures for measuring programmatic success, and these processes have been thoroughly vetted by the MPH faculty and MPH Steering Committee. Invited presentations to various audiences at UWF have provided venues for feedback from faculty and administrators outside of SAHLS and the MPH program, as well as outside of UWF. Intramural and extramural funding has been awarded

\(^6\)Includes 1 journal article (accepted), 1 book chapter (submitted), 2 invited presentations (completed), 1 invitation to provide representative evaluation/planning materials for a national audience (w/ Peggy Maki)

\(^7\)UWF CAS small equipment grant, received for development of marketing materials as part of strategic planning of outreach to local high schools to facilitate career counseling and job placement in public health/health care.

\(^8\)UWF Pace Academic Development Grant, received for strategic planning, Spring 2008.

\(^9\)U.S. Department of Labor Workforce Innovations in Regional Economic Development (WIRED) Grant, received for marketing and recruitment efforts, December 2007.
in support of evaluation and planning. For example, recent intramural funding of $25,000 has been awarded to complete the development of the online courses in the MPH program and extend the strategies to related programs:


This additional grant provides support for marketing/recruitment efforts:

- Stewart, G. (Fall 2007). “Marketing of UWF's Health Programs and Okaloosa Schools Health Academy Tracks”. U.S. Department of Labor Workforce Innovations in Regional Economic Development (WIRED) Grant, $25,000.

Additional grants not summarized in the previous table have been submitted to fund related activities in marketing/recruitment for public health outreach, as described below:

Unfunded activities impacting evaluation and planning (2006-2008):

- Mbizo, J. & Stewart, G. “Creating Community Service Outlets for Student Engagement and Service Through the Public Health Community Service Corps”. Submitted to CUTLA QEP Grant program, $5,000. [unfunded]
- Stewart, G. “WIRED Grant/CHOICE Allied Health Institute School Advisory Board Consultation”. Submitted to UWF Pace Academic Development Grant, $25,000. [unfunded]

While these grants remain unfunded at this time, each will be resubmitted in the next funding rounds of these programs.

Finally, publications related to evaluation and planning for the deployment and maintenance of a high quality online program have been submitted to peer-reviewed sources, with one acceptance to an international journal and additional book chapter under review at this time.
1.3. Institutional Environment

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

1.3.a. Description

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

The University of West Florida is a member of the State University System of Florida. Celebrating its 40th anniversary in 2007, UWF has three colleges: (1) Arts and Sciences, (2) Business, and (3) Professional Studies, and is accredited by the Southern Association of Colleges and Schools (reaffirmed in 2005, with its next affirmation scheduled for 2015). UWF serves a student population of approximately 10,500 (as of Fall 2007). The university offers undergraduate degrees in 49 different areas with 110 specializations, master's degrees in 24 different areas with 50 specializations, two specialist degrees, and a doctorate in education with five specializations. UWF has 343 distinguished faculty members, with 85% of faculty holding the highest degree granted (i.e. the terminal degree attainable for their discipline). The average class enrollment for upper-level lecture courses is 21.5 students, while average class enrollment for freshman lecture courses is 31.9 students.

In addition to its main campus in Pensacola, UWF serves students east of Santa Rosa County at UWF Emerald Coast locations in Fort Walton Beach, Eglin Air Force Base, Hurlburt Field and shared facilities at regional community colleges. UWF additionally owns waterfront beach property on Santa Rosa Island that is available for recreational, academic and research pursuits. In downtown Pensacola, the university manages 22 historic properties. Programs are being developed to maximize the use of these facilities and to integrate the university more deeply into the economic development of Northwest Florida.
1.3.b. Organizational Charts

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

![Organizational Chart Showing MPH Degree Program and Associated Reporting Lines](image-url)

Figure F1A. Organizational Chart Showing MPH Degree Program and Associated Reporting Lines
Figure F1B. Organizational Chart Showing MPH Degree Program Relative to Other Academic Units
1.3.c. University Practices

A brief description of the university practices regarding

– lines of accountability, including access to higher-level university officials
– prerogatives extended to academic units regarding names, titles and internal organization
– budgeting and resource allocation, including budget negotiations, indirect cost recoveries, distribution of tuition and fees, and support for fund-raising
– personnel recruitment, selection and advancement, including faculty and staff
– academic standards and policies, including establishment and oversight of curricula

Lines of accountability, including access to higher-level university officials

The faculty within the MPH program are accountable to the Director of the MPH Program who is accountable to the Director of the School of Allied Health and Life Sciences (SAHLS), who is accountable to the Dean of the College of Arts and Sciences (CAS), who is accountable to the Provost (head of Academic Affairs which includes all academic and associated units). The Provost is accountable to the President, who is accountable to the Board of Trustees (BOT). The BOT is accountable to the Florida Board of Governors (BOG).

Faculty within the MPH Program have daily access to the Director of the Program, who has immediate access to the Director of SAHLS, who meets on a regular monthly basis, and as needed at other times, with the Dean of CAS. The MPH Director, Director of SAHLS, and the Dean of CAS can meet with the Provost, President or members of the BOT upon appointment. Both the Dean and President also have scheduled walk-in office hours each month.

Prerogatives Extended to Academic Units Regarding Names, Titles and Internal Organization

Within the guidelines established by the University, and in consultation with the Dean of CAS, the Director of SAHLS retains the right to establish within SAHLS inter-department and community collaborations, to create subgroups and name them, to organize committees, to organize the School’s structure as needed, to execute the SAHLS budget, and to oversee the conduct of day-to-day operations within the School. In consultation with the Director of SAHLS, the MPH Director retains authority regarding the naming of subdivisions within the program and associated titles for labor-intensive activities assigned to personnel within the program, to alter faculty and staff work assignments, to execute the program budget, to establish community and inter-unit collaborations, to plan course offerings and to oversee the day-to-day operations of the Program.

Budgeting and Resource Allocation, Including Budget Negotiations, Indirect Cost Recoveries, Distribution of Tuition and Fees, and Support for Fund-raising

The University of West Florida is “formula-funded” and awarded that portion of its budget by the Board of Governors based on FTEs earned at the undergraduate and graduate levels. Based on negotiations within the University Budget Council, of which Academic Affairs is a member, Academic Affairs is
provided an annual budget by the President in concert with the University Budget Council. A budget is allocated to CAS by Academic Affairs based on historical considerations and performance in the FTE arena. CAS provides a predetermined operating budget to each of the units under it based on historical needs of the particular units. The Director of SAHLS determines the budget for the units under it, with the exception of the MPH Program which was funded through a “profit-sharing” arrangement overseen for totally online programs by Academic Affairs during the first two years of the MPH Program’s existence. With this early arrangement, the unit earned $200 per student credit hour. After two years, the MPH was awarded an annual operating budget of $20,000 by Academic Affairs in place of this arrangement. The Chairs of Departments and Directors of programs determine allocation of funds within their units. Budget negotiations are made in the form of annual academic unit budget requests submitted to the level immediately above the unit, but in general this is merely an exercise since units are funded based on historical funding. Due to budget cuts by the State Legislature in 2007-2008, a 10% across-the-board budget reduction was implemented which affected every academic unit in Academic Affairs, except the MPH program. All budgets are funded by tuition and fees distributed by the University Budget Council. Remaining amounts are either “ear-marked” or discretionary and distributed according to the edicts of the University Budget Council.

For indirect costs, 10% of indirect costs from grants awarded to MPH faculty is returned to CAS, 10% to the MPH Program and 10% is returned to the PI. Support for grant writing activities is provided by the Office of Research and Graduate Studies.

Tuition goes to the University and makes up about 30% of the institutional budget. Fees are “designated” and must be expended to address the services/items for which they were collected. Some fees, such as equipment and supply fees, which are to be used to replace equipment and supplies used in courses, remain with the department generating these fees (they are collected by the appropriate arm of Administrative Affairs and allocated to the appropriate department/program after registration for the current semester is complete). Such “designated” fees are deposited into special accounts to be used by the department/program for the purpose for which they were collected. There are currently no equipment fees levied for MPH courses. The State of Florida grants authority for community colleges and universities to charge a distance learning fee for fully online students with the stipulation that fully online courses are placed in the Florida Distance Learning Consortium catalog and that the fees can be justified to offset the cost of distance learning operation on a campus. The fees can only be used for the costs of developing and implementing online learning where funds are not already available through some other source. This fee is administered by ATC, but the collections from the fee are dispersed to several places on the campus, including: the colleges, ITS, UWF Library and ATC. An additional technology fee will be implemented during the 2009-2010 academic year. This fee can encompass 5% of tuition, with additional parameters and administration bodies to be set prior to initial collections. This fee has been established to offset costs of technology on campus, such as labs, software, infrastructure, etc.

Workshops, seminars, certificates and short courses may be conducted by a department or program both at the graduate or undergraduate levels or as not-for-credit offerings to address academic needs or community needs, such as workforce development. Fees may be charged and collected by the sponsoring department/program. Continuing education credits (such as CMEs and CEUs) may be granted through an outside accrediting agency or through UWF’s Division of Continuing Education.

With respect to fund raising, oversight and support is provided by the University Development Office. All fund raising efforts in the community at-large must be coordinated through that office. Fund-raising targeting individuals and companies immediately associated with a department/program may occur but an alert needs to be issued to the Development Office that such activities are or have taken place.
**Personnel Recruitment, Selection and Advancement, Including Faculty and Staff**

Faculty lines are allocated to academic units by Academic Affairs and the Dean of the College or when an existing position is vacated within the Program. When a faculty line is provided or becomes available to the MPH Program, a faculty search committee is formed according to the MPH Faculty Bylaws and Standing Rules. The search is conducted according to the rules established for faculty searches by UWF's Office of Human Resources.

Each new faculty member is assigned one or more senior faculty by the Director of the MPH Program to serve as mentor(s) during their untenured years, or during an equivalent window of time for non-tenure-earning lines. In addition to routine interactions with untenured faculty, the MPH Director schedules a meeting each semester with each untenured faculty to assess their progress toward tenure. Some aspects of faculty advancement occur according to the MPH Faculty Bylaws and Standing Rules established for the MPH program. For example, the guidelines for annual evaluation and for promotion and tenure are outlined in this document. Annual evaluations are made by the MPH Director. The evaluation is based on the annual work assignment letter written by the MPH Director and acknowledged by the faculty member. The assignment letter addresses expectations for teaching, research, and service. The MPH Director and faculty member review and discuss the material submitted by the faculty member in the form of an updated CV, a statement of accomplishments, and student evaluations from all courses taught during the academic year under consideration. The Director writes a letter of evaluation with a rating of Poor, Fair, Good, Excellent, or Distinguished in each area being evaluated based on assessment of the submitted materials. An overall evaluation is also provided based on the results of assessing the submitted materials. The letter of evaluation, signed by the faculty member, is forwarded to the Dean for further evaluation. During the third year in rank, an untenured, tenure track faculty member is assessed by the MPH Director in terms of their progress toward tenure based on the Director's knowledge of the faculty member's performance in service, teaching and research, and on input from the candidate’s mentor(s). No later than the 6th year in rank an assistant professor will submit their credentials for consideration for promotion to the rank of associate professor with tenure (P&T). This process begins as the candidate for P&T submits an updated CV, arranges for no more than 10 letters of recommendation from peers within and outside the university, and provides a statement of accomplishment and supporting materials to the MPH Director. These materials are made available to the full faculty of the program and are evaluated by those colleagues through two vehicles: (1) a signed evaluation form required by University-level guidelines for each candidate for P&T in which the candidate’s credentials are evaluated against the yardstick provided in the MPH Bylaws and Standing Rules; and (2) an anonymous ballot in which each tenured faculty member votes on tenure alone. The candidate’s credentials along with the evaluation forms completed by the MPH faculty, and a letter from the MPH Director commenting on the candidate's suitability for P&T are forwarded to the College of Arts and Sciences Dean who passes this information to the CAS Personnel Committee for evaluation for P&T. The Dean views the CAS Personnel Committee’s recommendation and generates a letter of evaluation of the candidate's suitability for P&T. The packet is then submitted to the University Personnel Committee for further evaluation of the candidate’s material. This evaluation is followed by assessment of the candidate’s suitability for P&T by the Provost and then the President.

All staff lines are allocated to academic units by Academic Affairs and the Dean of the College or when an existing position is vacated within the Program. When a staff line is provided or becomes available to the MPH program, a staff search committee is formed made up of two staff appointed by the MPH Director, a student representative from the MPH program, and one staff member selected by the Director of the School of Allied Health and Life Sciences (SAHLS) from an outside academic unit within the SAHLS, and a member of the MPH Steering Committee elected by the membership of that committee. Each search committee must include one minority member and must comply with the rules and regulations established by the Office of Human Resources at the University of West Florida, the guidelines for which are at:

http://uwf.edu/ohr/Employment/RecrSeleAppt.cfm
The search is conducted according to the rules established for staff searches by UWF’s Office of Human Resources.

For a staff search, the pool of candidates is narrowed down to three candidates by the search committee through evaluation of credentials and phone interviews, a list of which is given to the MPH Director. Following approval of the candidate list by the MPH Director, each of the three candidates is invited to campus for interviews with the Search Committee. The Search Committee will list the strengths and weaknesses of each candidate and present this information to the MPH Director who is the final hiring authority. Based on input from the Search Committee, the MPH Director will approve the favored candidate or meet with the Search Committee and discuss objections to the list. Once the list is approved, the Search Committee will meet to choose the candidate to which the job offer will be extended. The MPH Director will contact the selected candidate and discuss details of the job offer and will send the chosen candidate a letter of offer which must be signed and returned within the stated time. Receipt of a signed letter of offer from the candidate will complete the process.

**Academic Standards and Policies, Including Establishment and Oversight of Curricula**

Overarching academic standards and policies are determined at the level of Academic Affairs and may be accessed at:

http://uwf.edu/academicaffairs

Units determine discipline-specific appropriate standards with input from the faculty within their unit in the form of total faculty votes or specific committees. The establishment and oversight of curricula is determined by appropriate committees of faculty within each unit. The MPH Program has a Curriculum Committee that oversees curriculum. Any decisions made by this committee are submitted to the MPH Steering Committee for assessment for their value in serving the public health community. Decisions impacting the UWF Catalog must be approved by curricula committees at the College and Faculty Senate levels.

Scheduling of classes is accomplished by the MPH Director. For establishment of new courses or programs, a Curriculum Change Request (CCR) must be completed. The CCR must include a rational for offering the course/program, a description of the course/program, a list of other departments/programs with which articulation is required (if there is a potential for overlap with existing courses offered by these departments or conflict with an existing program or course offered by these departments), in addition to a list of additional information (see On-Site Resource File for an example of a CCR). The CCR must be accompanied by a course syllabus that includes a list of course topics, grading policy, student learning outcomes/competencies, and statements on policies regarding cheating, behavior, disabilities, etc. (see example syllabi in the On-Site Resource File). The CCR is approved by a college-level CCR committee as well as the Faculty Senate CCR Committee.
1.3.d. Participating Institutions

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

Not applicable. The UWF MPH program is not a collaborative program.
1.3.e. Collaborate Program – Formal Agreement

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

Not applicable. The UWF MPH Program is not a collaborative program.
1.3.f. Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is met.

UWF has a well-established reporting structure and the communication channels operate effectively between levels. The Master of Public Health program is well-served by its position within the School of Allied Health and Life Sciences.
1.4. Organization and Administration

**Organization and Administration.** The program shall provide an organizational setting conducive to teaching and learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration. The organizational structure shall effectively support the work of the program’s constituents.

1.4.a. Organizational Charts

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

![Organizational Chart](image.png)

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**Figure F1C.** Organizational Chart Showing Administrative Organization of MPH Program and Higher-Level Units
1.4.b. Roles and Responsibilities of Major Units

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

The Dean of the College of Arts and Sciences is the executive officer for the College of Arts and Sciences. Similarly, the Director of the School of Allied Health and Life Sciences is the executive officer for the School of Allied Health and Life Sciences. The Director of SAHLS works in collaboration with the SAHLS Advisory Committee to make decisions for the School. The Director of the Master of Public Health program works with the core faculty, joint faculty, and adjuncts/practitioners in collaboration with the MPH Steering Committee to make decisions for the MPH program. See Section 1.3.c. for prerogatives at these levels.
1.4.c. Interdisciplinary Coordination

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

The figure below summarizes the organization structure for interdisciplinary cooperation and collaboration within the MPH program. In keeping with the diverse and practitioner-based focus of the UWF MPH program, the program draws on the services of personnel from other disciplines within and outside UWF. While core faculty reside within the School of Allied Health and Life Sciences, additional jointly-appointed faculty with an academic focus are appointed from within the ranks of full-time faculty in the Departments of Math, Psychology, and Communication Arts. Adjunct appointments are made from within SAHLS to both academic-focused and practitioner-focused personnel. Additional adjunct appointments directed through the College of Business pull from appropriate areas addressing the business-side of public health, with practitioner-focused personnel offering expertise in policy, management, marketing, and legal fundamentals.

![Organizational Chart](image)

**Figure F1D. Organizational Chart Showing Interdisciplinary Appointments and Associated Reporting Lines**
The separate pools of adjuncts included in this mix support the professional nature of the MPH program and ensure both core courses and elective courses draw from public health, health science, and business-oriented pockets of expertise. This distribution of teaching assignments also supports some overlap in teaching credentials to ensure stability of the program should various practitioners/professionals be called away from teaching due to a public health crisis or other career changes. Co-teaching assignments supporting interdisciplinary teaching and blended academic-practitioner focus in a course are also fully supported and encouraged by the MPH program and have been well-received by MPH students.

The public health community commitment to the UWF MPH program is clearly demonstrated by the quality of the practitioners that have volunteered to teach within the program. The same quality of practitioners are participating in and supporting all aspects of the program. Representatives from each source of teaching expertise or administrators overseeing these teaching faculty serve on the MPH Steering Committee, which serves as the organizing force driving interdepartmental coordination. The MPH Director, in consultation with the MPH Steering Committee, provides philosophical support, as well as financial support, as appropriate, for the concept of diversity and breadth of discipline within the MPH.
1.4.d. Fair and Ethical Dealings

*Identification of written policies that are illustrative of the program's commitment to fair and ethical dealings.*

Representative examples of written policies illustrative of the MPH program's commitment to fair and ethical dealings include:

- The MPH program adheres to and promotes:
  - the Intellectual Property Policy agreements set forth by UWF for the ownership of course materials,
  - the Faculty Handbook agreements set forth by UWF regarding academic freedom and responsibilities,
  - the Promotion, Tenure, and Annual Evaluation Criteria and Procedures set forth by UWF and approved as part of collective bargaining agreements with UWF's representative faculty union, the United Faculty of Florida,
  - the Student Computer Use Policy, the UWF Policy on Electronic Mail, and the ArgoNet Account Policy, all of which govern students' use of UWF information technology resources, and
  - the UWF Student Planner and Handbook agreements set forth for student grievances as a mechanism to bring complaints to the attention of university personnel and to receive a fair hearing and prompt disposition of the complaint.

- Memoranda of Understanding (MOU) with the Florida Department of Public Health and other MOUs that are in place or in progress clearly demonstrate the MPH program's commitment to fair and ethical dealings with the public health community.

- The MPH Steering Committee adopted and promotes an MPH Honor Code as part of its strategic planning in the area of academic integrity.

- The Constitution of the Student Association for Public Health promotes open membership and does not permit discrimination on the basis of race, color, gender, age, nationality, disability, or sexual orientation.
1.4.e. Student Grievance/Complaint Procedures

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

The MPH Director has an open-door/e-mail policy regarding receiving feedback or complaints from students in the MPH program. Advertisement of this policy includes:

- Invitations to respond directly to the MPH Director are stated in various places on the MPH website.
- Encouragement of students to forward discussion points to the President of SAPH for consideration at upcoming MPH Steering Committee and the MPH Curricula Committee meetings is stated on the SAPH website.
- A Dropbox in SAPH’s eLearning portal allows students to submit confidential comments for review by the MPH Director.

The MPH program has the following goals associated with the receipt of student complaints in its Student Complaint Log:

- To acknowledge 100% of complaints received.
- To make programmatic improvements as warranted by the data supporting a student complaint.

When a student complaint is received via a face-to-face conversation, or via phone, fax, or email, it is documented in the Student Complaint Log maintained in eLearning. A follow-up meeting with the MPH Director is then made to determine if additional data collection is warranted prior to proposing an action plan and any associated follow-up with the student.

Students who wish to make a formal grievance, including grade appeals and non-academic grievances, are referred to the Student Grievance System in the Rights & Regulations section of the UWF Student Planner and Handbook. For a grievance to be considered by the Academic Appeals Committee, it must be made in writing and submitted to the Office of the University Registrar. Students are asked to secure required recommendations (signatures from the advisor, department chair and/or college dean) prior to submission. Students who wish to further appeal a decision made by the Academic Appeals Committee must also do so in writing with a letter addressed to the Office of the Provost/Vice President for Academic Affairs including any new information and stating the appealing of the Committee’s decision. This letter is also submitted to the Office of the Registrar.
The following table summarizes the number of documented complaints in the current Student Complaint Log. Each of the complaints counted in this table has been addressed with an associated QEP-level audit of all courses whenever appropriate (see QEP project examples in Section 1.2.b). Results of these audits are provided in the On-Site Resource File, with the full Student Complaint Log, and a separately maintained Student Complement Log. Note in the table below that complaints submitted by faculty are also maintained in this log. Historically we have found that maintaining and responding to issues impacting faculty satisfaction has had a positive impact on deterring future student complaints.

<table>
<thead>
<tr>
<th>Nature of Student Feedback</th>
<th>Year 1 05-06</th>
<th>Year 2 06-07</th>
<th>Year 3 07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Complaint</td>
<td>3</td>
<td>3</td>
<td>2 (+2 from faculty with potential impact on students)</td>
</tr>
<tr>
<td>Student Grievance</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Violations of MPH Honor Code or Academic Integrity Policies</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
1.4.f. Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is met.

The MPH program works collaboratively and cooperatively with departments within its host college, the College of Arts and Sciences, as well as departments in the College of Business. In 2008, faculty in UWF’s third college, the College of Professional Studies, also approached the MPH program to propose additional inter-collegial partnerships in support of workforce development needs for students seeking educational opportunities in community health education while also pursuing the Certified Health Education Specialist (CHES) credentialing. While this potential partnership is still in exploration stages, these collaborations demonstrate that the MPH program is respected positively campus-wide.

UWF and the MPH program have a suite of well-documented policies and procedures to draw upon in support of fair and ethical dealings, on and off-campus. Finally, a process for receiving and responding to student complaints has been in place since 2005. Action items associated with responding to these complaints have led to positive programmatic changes in the MPH program that have improved both faculty and student satisfaction.
1.5 Governance

1.5.a. Committee Structure and Processes

Description of the program's governance and committee structure and processes, particularly as they affect:

- general program policy development
- planning
- budget and resource allocation
- student recruitment, admission and award of degrees
- faculty recruitment, retention, promotion and tenure
- academic standards and policies
- research and service expectations and policies

This figure provides an organizational chart summarizing the MPH program's governance and committee structure:

![Organizational Chart]

Figure F1E. Organizational Chart Showing Governance Structure of MPH Program and Associated Reporting Lines
As indicated in this figure, key administrative support is provided at two levels:

- MPH Program, Director – The MPH Director is the executive officer of the MPH program. See Section 1.3.c. for prerogatives at this level. The MPH Director, in collaboration with the MPH Steering Committee, acts on recommendations from standing committees, ad hoc committees, and program faculty regarding any changes to academic standards and policies and general program policy development.

- MPH Academic Advisor and Program Coordinator – The Advisor meets with students regarding course scheduling and degree planning and helps students with logistical planning to be successful in completing the degree requirements. The Advisor also monitors student progress towards degree completion and coordinates recruitment.

- SAHLS Academic Advisor and Program Coordinator – The School Advisor handles recruiting/marketing for all programs in SAHLS (including MPH program).

**General Program Policy Development**

General program policy is developed by the MPH Director in consultation with the MPH faculty. The MPH Director carries out the daily application of general policy issues. All such policies are submitted to the MPH Steering Committee for input. Meetings are conducted between the MPH Director and the MPH faculty at which all issues affecting the MPH Program are discussed. It is at these meetings that general policy is presented/created and discussed. At these meetings the Director apprises faculty of mandates set by the upper administration for academic programs in general (enrollment goals, academic priorities, etc.) and works with faculty to devise the best strategy for effectively responding to such mandates/goals.

**Planning**

Planning for the MPH Program takes place at faculty meetings and MPH Steering Committee meetings. Both short-range and long-range planning is discussed. In the initial stages of evaluating the need for the MPH program, the DLHS Advisory Committee and its Ad Hoc MPH Working Group subcommittee to the Advisory Committee on the MPH were engaged in the planning process. Once the MPH Program was formed and approved by the Board of Trustees, the former process was put in place and continues today. Planning for enrollment growth are integrated with mandates established by Academic Affairs and goals are set for the program.

A new building in which to house the programs and departments within SAHLS (including the MPH Program) has been requested and has been included on the list of buildings for which funds are being requested by UWF from the Board of Governors for the State University System. Decisions related to planning for new facilities are handled by the UWF Planning Committee, a university-level committee. Design of the facilities for housing the MPH Program are formulated during faculty meetings by MPH faculty.
Budget and Resource Allocation

The MPH program budget is provided by Academic Affairs for the purpose of fulfilling the MPH program's performance in contributing to graduate FTEs and promoting workforce development. The MPH Director administers the budget to fulfill the mandates from Academic Affairs and to promote the professional development and goals in teaching, research and service of MPH faculty and adjuncts. Resource allocations are a topic discussed at MPH faculty meetings and, where appropriate, are presented to the MPH Steering Committee for input.

Student Recruitment, Admission and Award of Degrees

All faculty in the MPH program as well as the MPH Director engage in recruitment events. These consist of presentations to groups in public health and health care, as well as at junior colleges and high schools. Brochures, websites, flyers, posters, mailings, face-to-face and telephone interviews with prospective students, as well as radio interviews, are employed in recruiting for the MPH program. Our recruiting efforts have been extremely successful, resulting in growth from 3 (in 2005-2006) to 59 (in Fall 2008, as of submission of Self-Study) admissions to the MPH program over 3 years.

Review of applications and admissions to the MPH program is accomplished by the MPH Admission Committee. Admission requirements for the program have been devised with strong input from the MPH Steering Committee. Records on applicants and their application materials are collected by Admissions and forwarded to the MPH Director for distribution to the MPH Admission Committee. The Admissions Committee decides on full admission, provisional admission or rejection for each candidate based on MPH admission requirements (see admission requirements to the MPH program in the On-Site Resource File). The student is informed of the admission decision via a letter mailed to the applicant. Admission decisions are typically made within 72 hours of receiving a complete application packet from the student. Past, active and rejected applications are maintained in files by the MPH Director.

The University awards all degrees at commencement ceremonies reserved for graduate students held twice yearly (fall and spring). Graduation forms are completed by all MPH students eligible for graduation and an electronic yes/no list is activated for all students just prior to the end of the semester in which they are scheduled to graduate. One or more MPH faculty attend each ceremony at which an MPH student(s) is(are) scheduled to graduate and "hoods" the students.

Faculty Recruitment, Retention, Promotion and Tenure

Promotion and tenure (P&T) of faculty is conducted as described in the MPH Bylaws and Standing Rules established for the MPH program (see this document in the On-site Resource File). Briefly, during August of the fall during which a faculty member is to forward their credentials for the awarding of tenure and/or promotion, the candidate prepares a binder and resource file supplied by the College of Arts and Sciences. The MPH Director helps the candidate complete their P&T packet, solicits letters of support from no more than 10 individuals from a list of appropriate reviewers supplied by the candidate, requests a yes/no anonymous ballot on tenure from all tenured faculty, requests signed forms with comments on promotion/tenure of the candidate, and completes a letter commenting on the suitability of the candidate for P&T. The candidate’s packet, including the letter from the Director, copies of student evaluations and student comments, copies of the annual evaluations written by the Director, an updated CV, a statement of accomplishments, and all forms and comments from program faculty, is forwarded to the Dean for distribution to the College P&T Committee which provides a vote on the candidate for P&T and passes the documents and their recommendation back to the Dean for her letter, both of which are placed in the candidate’s file and forwarded to the University Personnel Committee. This committee in turn generates a vote for or against P&T and passes their recommendation to the Provost and then to the President, both of whom add their recommendations to the file.
To date faculty recruitment has not been a significant concern for the MPH program because we have been approached by numerous qualified people interested in teaching in the program, and we maintain a file of curriculum vitae of these people. In addition, we employ a host of adjuncts, several of whom are qualified to apply for such positions in our program and have expressed interest in teaching in the program on a full-time basis. However, should a position be provided to the MPH program, we would advertise nationally and follow the procedures outlined above in Section 1.3.c. in the hiring process.

Faculty retention is accomplished in part by a strong commitment to mentoring within the MPH program. The MPH Director takes a proactive role in these endeavors, with each tenure-earning and non-tenure track faculty member. The MPH Director is dedicated to promoting the professional development and goals in research, service and teaching of each member of the program and is most generous in supporting these activities for faculty both through the application of the program budget and through moral support. In addition, program faculty are engaged in all aspects of the MPH program to instill in them a sense of “investment” and “ownership” in the program.
Academic Standards and Policies

Overarching guidelines for academic standards and policies are provided by Academic Affairs at this site:

http://www.uwf.edu/academicaffairs

Academic standards and policies for the MPH program are addressed in the MPH Bylaws and Standing Rules as well as throughout this document in response to information requested by CEPH. Academic standards and policies for the MPH program have been established and are periodically reviewed by the MPH faculty and the MPH Steering Committee. These elements are dynamic in a rapidly growing program and thus are reviewed regularly.

Research and Service Expectations and Policies

Teaching, research and service expectations and policies are set forth in the MPH Bylaws and Standing Rules (see the On-Site Resource File).
1.5.b. Policy Documents

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

The MPH Bylaws and Standing Rules are published electronically and are made available from the SAHLS website, located here:

http://uwf.edu/sahls/forms

A copy of this document along with the UWF Faculty Handbook have been included in the On-Site Resource File. The remainder of this section provides a condensed version of this document.

MASTER OF PUBLIC HEALTH FACULTY BYLAWS AND STANDING RULES

Executive Summary

This document states the name of the unit along with the unit’s mission, goals, objectives and values. Structure of the unit is described with unit composition, faculty governance, and the role of the MPH Director. The rules governing the conduct of faculty meetings and the structure and procedure for forming ad hoc and standing committees are described in the document. A section on Academic Policies includes sections on Advising, the procedure for policy changes, grading and examination policies and the role of adjunct faculty. Personnel policy procedures encompasses recruitment and selection of new faculty, annual work assignments, annual evaluation criteria and procedures, rules governing merit pay, and promotion and tenure guidelines/criteria. A section on unit resources covers budgets and equipment. Faculty development is discussed and the rules for amending the Bylaws and Standing rules are presented.
1.5.c. Standing and Ad Hoc Committees

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

The committee structure of the MPH program is described on the MPH website, located here:

http://uwf.edu/sahls/masters-ph/committees.cfm

A verbatim listing of these committees is provided in the remainder of this section.

MPH Steering Committee

Formed: January 2007

Charge: The MPH Steering Committee makes recommendations to the MPH Director with respect to the following responsibilities:

1. Oversee conduct and performance of the MPH program.
2. Periodically assess the curriculum for appropriateness and effectiveness relative to the mission and goals of the MPH program and to serving the needs of the regional health care/public health community, ensuring the offering of the program is justified by answering the following questions:
   - Size of the labor pool: local, state, national
   - Current vacancy rates
   - Anticipated growth
   - Job outlook
   - Salary ranges
   - Funding sources
3. Identify clinical (training) sites within the region for internships in public health and identify additional service-based interactions available to students.
4. Identify collaborations for community-based research activities.
5. Receive and analyze assessment data generated through designated course(s) within the MPH program, make recommendations for improvements on programmatic performance, and set associated priorities for quality enhancement initiatives.
6. Review and propose recruiting materials for use with local high schools and community colleges to facilitate articulation and provide current program information and job outlook/career trends to guidance counselors and advisors.
7. Identify regional and national professional organizations to assist with identifying venues for workforce development and continuing education outreach in the form of Certificate offerings, short courses, or workshops.

Composition: The MPH Steering Committee is chaired by the MPH Director, and additionally consists of the MPH Academic Advisor and Program Coordinator, a subset of faculty teaching in the program or UWF administrators overseeing teaching faculty, representatives from regional health departments, one or more individuals employed at the federal level in public health positions, one or more individuals employed in the U.S. Armed Forces in positions related to public health, and up to two current MPH students, as follows: (1) the current President of SAPH or his/her appointed representative, and (2) a representative student nominated by SAPH and from within the U.S. Armed Forces.
Current Membership:

- Chair: **George L. Stewart**, MPH Director
- MPH Academic Advisor and Program Coordinator: **Justice Mbizo**, Dr.PH
- MPH core faculty: **Melanie A. Sutton**, PhD
- MPH adjunct: **Tekeda Freeman Ferguson**, MPH, MSPH, PhD
- MPH adjunct: **Enid Sisskin**, PhD
- UWF administrator for COB adjuncts: **F. Edward Ranelli**, PhD, MBA, Dean, College of Business and Professor of Economics
- Public health department representative: **Karen A. Chapman**, MD, MPH, Director, Okaloosa County Health Department
- Public health department representative: **Shannon L. Jacobs**, M.A., MPH, Administrator, Santa Rosa County Health Department
- Public health department representative: **John Lanza**, MD, PhD, MPH, FAAP, Director, Escambia County Health Department
- Public health department representative: **R. Jason Newsom**, MD, MPH, Director, Bay County Health Department
- Public health department representative: **Gail Allen**, Administrator, Walton County Health Department
- Federal level representative: **Joel Montgomery**, MSc, PhD, Epidemic Intelligence Officer, Centers for Disease Control and Prevention
- U.S. Armed Forces representative: **John P. Albano**, MD, MPH, Army Associate Director, USN Aerospace Medicine Residency, Naval Aerospace Medical Institute, Pensacola, FL
- Student President of SAPH or appointed representative: **Pam Perrich**
- Other SAPH-nominated student representative from within US Armed Forces: currently unfilled

**MPH Admission Committee**

**Formed:** 2004

**Charge:** The MPH Admission Committee is charged to make recommendations to the MPH Director on issues related to the admission of students into the MPH program and evaluates and approves or denies all applications to the MPH program based on established program policies. This committee enforces all academic standards and policies established by the MPH Curriculum Committee.

**Composition:** The MPH Admission Committee is chaired by the MPH Director and additionally consists of the MPH Academic Advisor and Program Coordinator, one representative from the MPH core faculty, and one representative from the pool of public health professionals.

**Current Membership:**

- Chair: **George L. Stewart**, PhD, MPH Director
- MPH Academic Advisor and Program Coordinator: **Justice Mbizo**, Dr.PH
- MPH core faculty: **Melanie A. Sutton**, PhD
- Public health professional: **John Lanza**, MD, PhD, MPH, FAAP, Director, Escambia County Health Department

**MPH Curriculum Committee**

**Formed:** 2004

**Charge:** The MPH Curriculum Committee makes recommendations to the MPH Director with respect to the following responsibilities:
• Review and approve or deny all proposed changes to the MPH curriculum and degree requirements, including academic standards and policies, as well as course competencies emphasized to address workforce needs.
• Maintain the MPH Honor Code and MPH Comprehensive Exam Guide in accordance with all approved policies and procedures.

Composition: The MPH Curriculum Committee is chaired by the MPH Academic Advisor and Program Coordinator and additionally consists of the MPH Director, one representative from the MPH core faculty, and up to two current MPH students, as follows: (1) the current President of SAPH or his/her appointed representative, and (2) a representative student nominated by SAPH.

Current Membership:
• Chair: Justice Mbizo, Dr.PH, MPH Academic Advisor and Program Coordinator
• MPH Director: George L. Stewart, PhD
• MPH core faculty: Melanie A. Sutton, PhD
• Student President of SAPH or appointed representative: Pam Perrich
• Other SAPH-nominated student representative: **Susan Turner (Fall 2007-current)

** appointed by MPH Director (prior to appointment authority given to SAPH)

MPH Internship Coordination Committee
Formed: 2004

Charge: The MPH Internship Coordination Committee makes recommendations to the MPH Director with respect to the following responsibilities:
• Evaluate and approve or deny all preceptors submitted for oversight of student internship projects.
• Evaluate and approve or deny all proposed internship projects/experiences.
• Communicate with a student's faculty advisor regarding any issues requiring committee intervention.
• Oversee and approve or deny all internship defenses in face-to-face or Web conferencing formats.
• Maintain the MPH Internship Guide in accordance with all approved policies and procedures.

Composition: The MPH Internship Coordination Committee is chaired by a representative from the pool of public health professionals and additionally consists of the MPH Director, the MPH Academic Advisor and Program Coordinator, and one representative from the MPH core faculty.

Current Membership:
• Chair: John Lanza, MD, PhD, MPH, FAAP, Director, Escambia County Health Department
• MPH Director: George L. Stewart, PhD
• MPH Academic Advisor and Program Coordinator: Justice Mbizo, Dr.PH
• MPH core faculty: Melanie A. Sutton, PhD

Ad Hoc MPH CEPH Self-Study/On-Site Resource File Committee
Formed: January 2007

Charge: The Ad Hoc MPH CEPH Self-Study/On-Site Resource File Committee is charged to make recommendations to the MPH Director on issues related to the development and review of the MPH CEPH Self-Study and On-Site Resource File.
**Composition:** The Ad Hoc MPH CEPH Self-Study/On-Site Resource File Committee is chaired by a representative from the MPH core faculty and additionally consists of the MPH Director, the MPH Academic Advisor and Program Coordinator, and support personnel.

**Current Membership:**
- Chair: **Melanie A. Sutton**, PhD, MPH core faculty
- MPH Director: **George L. Stewart**, PhD
- MPH Academic Advisor and Program Coordinator: **Justice Mbizo**, Dr.PH
- Support personnel: **Karen Gibbs**, Administrative Specialist, Biology/SAHLS
- Support personnel: **Kristen Gunn**, Office Specialist, Biology/SAHLS
- Support personnel: Steve Celestial, Academic Advisor and Program Coordinator, SAHLS
- Support personnel: **Maria Cortez**, Student Assistant
- Former members:
  - Support personnel: Joyce Boyce, Administrative Specialist, Biology/SAHLS
  - Support personnel: Lyn Schank, Secretary, Biology/SAHLS
  - Support personnel: Ronald Ward, Student Assistant (Spring-Summer 2007)
1.5.d. Program Faculty and University Committees

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

George Stewart currently serves on the following university committees: Animal Care and Use Committee (Chair), Executive Committee for the Marine Services Center (Chair), President’s Advisory Committee, Search Committee for the Director of Continuing Education, Dean’s Executive Committee.

Melanie A. Sutton currently serves on the following university committees: University Personnel Committee, the Task Force for Best Practices in Online Teaching, and the Task Force for Electronic Courseware.

As the most recent hire into the MPH program with a Lecturer in Public Health position, extensive university-wide service for Justice Mbizo is not expected. Dr. Mbizo’s current focus on excellence in teaching and the initiation of research projects contributing to scholarly works and submissions for intramural and extramural funding are fully supported by the MPH program.
1.5.e. Student Roles in Governance

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

Student Roles in Governance

The President of SAPH or his/her appointed representative is an invited member of the MPH Steering Committee and the MPH Curriculum Committee. In addition, SAPH is charged with (1) nominating one additional student representative to the MPH Curriculum Committee and (2) nominating one additional student representative from within the US Armed Forces to the MPH Steering Committee.

Formal Student Organizations

The Student Association for Public Health serves as the forum for interaction between students and program faculty. Faculty advisors to this student-led organization are members of the American Public Health Association (Justice Mbizo, George Stewart and Melanie A. Sutton), the Florida Public Health Association (Justice Mbizo, George Stewart and Melanie A. Sutton), and the Southern Health Association (Melanie A. Sutton). SAPH is supported by UWF and the MPH program with an eLearning portal and a website located here:

http://uwf.edu/sahls/masters-ph/saph

The Constitution of this student-led organization is available at this website and also in Appendix B.

Summary of SAPH Activities to Date

On December 17, 2008, the Student Association for Public Health (SAPH) became a Registered Student Organization at the University of West Florida. The Officers are Pam Perrich (President), Steve Celestial (Vice President), Leauna Stone (Treasurer) and Bonnie Jo Kaiser (Secretary).

The first SAPH meeting was held on February 20, 2008. Dr. Justice Mbizo, MPH Academic Advisor and Program Coordinator, was the guest speaker and presented information about the MPH program requirements for the comprehensive exam and internship project. Students attended both in person and via Elluminate, the University's web conferencing system.

The second SAPH meeting was held on April 2, 2008. Dr. John Lanza, Director of the Escambia County Health Department and adjunct professor in the MPH program, presented information on the Medical Reserve Corps which provides an opportunity for some students to get their first real experience in public health. Students attended both in person and via Elluminate.

On April 18, 2008, the students of SAPH participated in a community-wide event called “Leap into Health” which is designed to promote exercise and nutrition. SAPH solicited ideas for a spring community event from its students and advisors and settled on the “Leap into Health” event. SAPH had been invited to participate in this event by the event's sponsor, the Escambia County Health Department. Once SAPH settled on the event, students had to brainstorm ways to promote exercise and/or nutrition. One of SAPH’s advisors, Dr. Enid Sisskin, suggested that SAPH might be able to get pedometers from
McDonalds. They had recently completed a campaign where the pedometers were included in the new Healthy Kid’s Meal. SAPH contacted McDonalds as Dr. Sisskin had suggested and they donated more than 300 pedometers to SAPH. At the “Leap into Health” event, SAPH gave the pedometers to children and showed them how to wear and clear the pedometers. SAPH encouraged the kids to walk or run more and to check their progress as they did so with the pedometers.

A SAPH meeting was planned for August 11, 2008. Attendance was low at this meeting and it was cancelled. In hindsight, SAPH concluded the meeting should not have been scheduled so close to the end of the semester.

On September 9, 2008, SAPH hosted Mr. Greg Strader of the Be Ready Alliance for Coordinating for Emergencies (BRACE). Mr. Strader spoke to the students about the work of BRACE and potential internship opportunities within his organization. Students attended both in person and via Elluminate.

Planned Future Activities of SAPH

SAPH’s next meeting will be held in November 2008, but a speaker has not yet been secured. SAPH is also looking for a community event in which to participate during the fall semester. Possibilities along these lines World Aids Day on December 1, 2008. SAPH has written to Home Box Office (HBO) and asked for permission to show their movie And the Band Played On: Politics, People, and the AIDS Epidemic on campus on World Aids Day.

Student Roles in Evaluation of Program Functioning

Students are encouraged to forward discussion points to the President of SAPH and other students serving on program committees for consideration.
1.5.f. Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is partially met.

Strengths

The faculty and adjuncts utilized in the MPH program are part of a solid organizational structure committed to academic diversity. Student participation in the governance of the MPH program has been fully supported and the program has benefited greatly from this perspective, particularly through interaction with the Student Association for Public Health and the MPH Steering Committee. The MPH program was designed since its inception with the goal of recruiting, training and retaining the most qualified public health professionals in the region for online teaching. The governance structure of the MPH program has fully supported and helped to retain these teaching professionals, as well as encouraged participation from additional public health professionals in the 5-county area.

Strategic Planning Moving Forward

The MPH program plans to increase the number of student participatory activities and the visibility of these activities in the community. It is critical that the academic experience in the MPH program be augmented by real-world and practical experiences in which the students are exposed to needs assessment, program development, implementation, and evaluation within their communities. Further, this will provide students with opportunities for exploration of internship possibilities. In some cases, this has the possibility to lead to actual employment following graduation, which positively impacts the job placement rate of the UWF MPH program.
1.6 Resources

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

1.6.a. Description of Budgetary and Allocation Processes

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

As summarized in the following table, the budgetary and allocation processes for the MPH program have changed since the program was launched in Spring 2006, with a shift from a profit-sharing module based on enrollment trends to a non-profit-sharing model based on a permanent recurring budget. While this change was not requested by the MPH program, this shift does ensure a permanent, recurring operating budget independent of any dips in enrollment. In future academic years it is expected this budget may be cut due to State of Florida legislatively mandated cuts to the State University System. However, the BOT has responded to this challenge with the approval of a technology fee in Spring 2008 to assist colleges in covering costs associated with online course delivery, including the MPH program. Additionally, the MPH program has always had workforce development in the form of profit-generating, supplemental training available as workshops and short courses and anticipates increasing these activities in future academic years to generate funding to cover any cuts that significantly impact community outreach, marketing, and recruiting events.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Budget Type</th>
<th>Allocation Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>Profit sharing</td>
<td>Allocation based on enrollment in the online program using a rate of $200 per credit hour returned to SAHLS, with deposits using this formula made in the semester following the earnings.</td>
</tr>
<tr>
<td>2006-2007</td>
<td>Profit sharing</td>
<td>Allocation based on 2005-2006 process</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Non-profit sharing</td>
<td>Allocation based on a permanent, recurring operating budget of $20,000 per year (not including core faculty/staff salaries/benefits).</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Non-profit sharing</td>
<td>Allocation based on a permanent, recurring operating budget of $20,000 per year (not including core faculty/staff salaries/benefits).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upcoming in 2009-2010: BOT approved technology fee with allocation given to CAS to support of fully online programs, including the MPH program.</td>
</tr>
</tbody>
</table>

10 Other funds summarized in Template A-Table 1.6.b include < $20,000 of profit-sharing income from 2005-2006 and 2006-2007. The permanent recurring operating budget of $20,000 is included in Template A-Table 1.6.b. for 2007-2008. These amounts are used to defray the costs of adjunct teaching allotments.
Additional funds are available through SAHLS, CAS and other intramural and extramural sources for cost sharing and special allocations, for equipment, travel, supplies, and student assistantships. The MPH program has been well-served by this model in terms of receiving a fair share of such resources when requested. Examples of expenditures paid for with SAHLS and CAS revenue streams outside of the MPH operating budget include:

- **Accreditation fees**
  - Academic Affairs/CAS: CEPH accreditation fees and expenses

- **Adjuncts**
  - CAS: full summer funding for any MPH course when enrollment targets are met
  - CAS: cost-sharing of 50-50 when enrollment targets are met
  - COB: cost-sharing of 50-50 when enrollment targets are met or COB needs courses for their majors

- **Equipment**
  - Academic Affairs: special allocations as appropriate (e.g., allocated $50,000 to the establishment of the Computer Lab at Sacred Heart Hospital)
  - CAS: special allocations as appropriate (e.g., sponsored computer lab upgrade enhancements every 3-5 years)

- **Evaluation and planning**
  - Extramural grant: $25,000 WIRED grant for marketing/recruitment
  - Intramural grant: $3,000 CAS grant for equipment; $25,000 Pace grant for strategic planning for online program development

- **Facilities**
  - BOT: Approval of proposal to Board of Governors in Summer 2008 for a new SAHLS building which will house all SAHLS programs, including the MPH program. The proposal is for an 88,000 square foot building at an estimated cost of $44 million.
  - CAS: cost sharing on expenses associated with educational facility at Sacred Heart Hospital (e.g., rent, utilities)
  - Sacred Heart Hospital: special allocations as appropriate (e.g., allocated $10,000 for renovation at move-in)

- **Gifts**
  - Online course development: donations by faculty to develop courses without accepting standard compensation (includes George Stewart for 2 courses developed gratis); gift valued at $6,000
  - Teaching: volunteer teaching by adjuncts provided as donation to SAHLS/MPH Program (includes Justice Mbizo prior to official hiring and currently Robert Hoyt for informatics-based courses); current value is approximately $4,800/year
  - Medical Informatics/Public Health Informatics:
    - approximately $30,000 in direct one-time donation to SAHLS to support medical informatics-based outreach in the U.S. and abroad, including public health informatics
    - approximately $3,000/year in ongoing royalty donations to SAHLS to support medical informatics-based outreach in the U.S. and abroad, including public health informatics; derived from the book, *Medical Informatics: Practical Guide for the Health care Professional 2008*, developed by adjunct Robert Hoyt (Editor and adjunct) and Melanie A. Sutton (Associate Editor and core faculty) and Ann Yoshihashi (Associate Editor)
• Gifts (continued)
  o Workforce development
    ▪ SAHLS Advisory Committees Pensacola/Emerald Coast and MPH Steering Committee:
      • members have provided advertising of programs at no cost to the MPH program
      • members have donated their services or offered speaking engagements at a significant reduction of their normal facilitator honorariums in order to help defray the costs of outreach/training activities and to assist in raising money for additional recruiting or outreach endeavors of the School
    ▪ West Florida Area Health Education Center - credentialing services for free or at a reduced cost
    ▪ Sacred Heart Education - credentialing services for free or at a reduced cost

• Graduate student assistantships
  o CAS: full funding provided (e.g., Jeremy Ward/Maria Cortez for evaluation/planning, Jonathon Posey, MPH student with teaching assignment in Biology, etc.)

• Indirect costs
  o Indirect costs from extramural funding are distributed as: 70% Sponsored Research, 10% CAS, 10% MPH program, 10% PI

• Online course development
  o ATC: full funding for courses in CAS-allocated slots prioritized for development
  o SAHLS: cost-sharing as part of strategic planning

• Travel
  o Academic Affairs, CAS, SAHLS, MPH program: cost sharing as 4-way split
  o CAS, SAHLS, MPH program: cost sharing as 3-way split (when Academic Affairs not funded)
  o SAHLS: cost sharing for recruiting events (e.g., booth fees at health fairs and professional meetings, etc.).
1.6.b. Budget Statement

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

The table provided below summarizes funds and expenditures by major category. Data is provided beginning with the 2005-2006 academic year, when the program was launched online.

| Template A - Table 1.6.b. Sources of Funds and Expenditures by Major Category, Fiscal Years 2003 to 2007 |
|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| **Source of Funds**                                          | **Year 1 2003/2004**                                          | **Year 2 2004/2005**                                          | **Year 3 2005/2006**                                          | **Year 4 2006/2007**                                          |
| Tuition & Fees                                              |                                                               |                                                               |                                                               |                                                               |
| State Appropriation                                         |                                                               |                                                               |                                                               |                                                               |
| University Funds                                            |                                                               |                                                               |                                                               |                                                               |
| State Appropriation                                         |                                                               |                                                               |                                                               |                                                               |
| University Funds                                            | $178,436.75                                                   | $278,217.23                                                   | $317,705.83                                                   |                                                               |
| Grants/Contracts                                            |                                                               |                                                               |                                                               |                                                               |
| Indirect Cost Recovery                                      |                                                               |                                                               |                                                               |                                                               |
| Endowment                                                   |                                                               |                                                               |                                                               |                                                               |
| Gifts                                                       |                                                               |                                                               |                                                               |                                                               |
| Other (explain)                                             |                                                               |                                                               |                                                               |                                                               |
| **Expenditures**                                            | **Year 1 2003/2004**                                          | **Year 2 2004/2005**                                          | **Year 3 2005/2006**                                          | **Year 4 2006/2007**                                          |
| Faculty Salaries & Benefits                                 | $117,381.20                                                   | $165,874.00                                                   | $221,626.38                                                   |                                                               |
| Staff Salaries & Benefits                                   | $15,246.16                                                    | $20,305.17                                                    | $21,759.22                                                    |                                                               |
| Operations                                                 | $14,894.54                                                    | $5,001.06                                                     | $2,642.01                                                     |                                                               |
| Travel                                                      | $899.85                                                       | $2,869                                                        | $2,988.00                                                     |                                                               |
| Student Support                                             | $1,640.00                                                     |                                                               |                                                               | $1,206.50                                                     |
| University Tax                                              |                                                               |                                                               |                                                               |                                                               |
| Other (Sacred Heart lease)                                  |                                                               |                                                               |                                                               |                                                               |
| Other (Adjunct salary)                                      | $13,128.00                                                    |                                                               |                                                               | $20,283.72                                                    |
| Other (Adjunct salary)                                      | $30,015.00                                                    | $69,400.00                                                    |                                                               | $47,200.00                                                    |

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11 Faculty Salaries & Benefits include core faculty only, based on % workload allocated to MPH program.  
12 Staff Salaries & Benefits are based on % workload allocated to MPH program.  
13 Operations include: copies, office supplies, IT needs, etc.  
14 “Other” amounts reflected in this row based on allocation processes summarized in Table T1H include < $20,000 of profit-sharing income from 2005-2006 and 2006-2007. Permanent recurring operating budget of $20,000 is included in this row for 2007-2008. These allocations are used to defray the cost of adjuncts.
1.6.c. Collaborative Program Information

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

Not applicable. The UWF MPH program is not a collaborative program.
### 1.6.d. Headcount of Core Faculty

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Headcount</th>
<th>Line Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>3</td>
<td>2 tenure-track lines, 1 lecturer position</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>3</td>
<td>2 tenure-track lines, 1 lecturer position</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>2</td>
<td>2 tenure-track lines</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>2</td>
<td>2 tenure-track lines</td>
</tr>
</tbody>
</table>
1.6.e. Faculty, Students, and Student/Faculty Ratios

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

For the table below, explanations for FTEF calculations are provided in the tables on the pages that follow. For simplicity, although all faculty and adjuncts developing online courses in the MPH program spent considerable time developing their courses, no FTE has been assigned for this activity, even when faculty/adjuncts received a funded slot for engaging in these activities in the semesters prior to the launching of their course online. To accommodate for this activity, the table below simply bases the FTEF calculations for Years 1-3 on the projected commitment of each faculty member each year. Given the time commitment to develop an online course from scratch, as each of these faculty members have done, these estimates are LOW. An exact listing of each course offered each semester and the assigned faculty are provided in the On-Site Resource File.
### Table B - Table 1.6.e Faculty, Students and Student/Faculty Ratios by Department or Specialty Area

<table>
<thead>
<tr>
<th>Area</th>
<th>HC Core Faculty</th>
<th>FTEF Core (see Table 4.1.a)</th>
<th>HC Other Faculty</th>
<th>FTE Other</th>
<th>Total Faculty HC</th>
<th>Total FTEF</th>
<th>HC Students (from Template K)</th>
<th>FTE Students (from Template K)</th>
<th>SFR by Core FTEF</th>
<th>SFR by Total FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH – generalist degree (AY 2008-2009)16</td>
<td>3</td>
<td>JM 2.825 JM: 1.0 GS: 0.825 MS: 1.0</td>
<td>17</td>
<td>2.93</td>
<td>20</td>
<td>5.755</td>
<td>48</td>
<td>31.5</td>
<td>11:1</td>
<td>5.5:1</td>
</tr>
<tr>
<td>MPH – generalist degree (AY 2007-2008)</td>
<td>3</td>
<td>JM 2.825 JM: 1.0 GS: 0.825 MS: 1.0</td>
<td>17</td>
<td>2.93</td>
<td>20</td>
<td>5.755</td>
<td>34</td>
<td>20</td>
<td>7:1</td>
<td>3.5:1</td>
</tr>
<tr>
<td>MPH – generalist degree (AY 2006-2007)</td>
<td>2</td>
<td>GS 1.825 GS: 0.825 MS: 1.0</td>
<td>17</td>
<td>2.93</td>
<td>20</td>
<td>4.755</td>
<td>21</td>
<td>12</td>
<td>6.6:1</td>
<td>2.5:1</td>
</tr>
<tr>
<td>MPH – generalist degree (AY 2005-2006)</td>
<td>2</td>
<td>GS 1.825 GS: 0.825 MS: 1.0</td>
<td>17</td>
<td>2.93</td>
<td>20</td>
<td>4.755</td>
<td>3</td>
<td>1.50</td>
<td>0.8:1</td>
<td>0.3:1</td>
</tr>
</tbody>
</table>

15Key to initials used for core faculty: GS=George Stewart; MS=Melanie A. Sutton; JM=Justice Mbizo
16For the purposes of UWF’s MPH program, a student is classified as full-time (FT) if the student is enrolled in at least 6 MPH courses across the calendar year, with a normal time for degree completion within ~2.5 years. Alternatively, a part-time (PT) student is one that is enrolled in less than 6 MPH courses across the calendar year, with a normal time for degree completion within ~2.5-4.5 years. UWF’s official definition of FT status requires 3 courses per semester during the academic year. However, this definition does not capture the workload of professionals attracted to fully online programs that often work full-time while enrolled in the program.
17These numbers are estimates.
Table T1K. Explanation of FTEF Core Faculty Calculation Utilized in Template B-Table 1.6.e.

<table>
<thead>
<tr>
<th>Core Faculty</th>
<th>Appointment</th>
<th>Assigned FTE per Activity</th>
<th>Conversion to 9 Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice Mbizo, Lecturer(^6)</td>
<td>12 month, non-tenure-track</td>
<td>12 month</td>
<td>Each semester:</td>
</tr>
<tr>
<td></td>
<td>50% Teaching</td>
<td>Teaching: each course = 0.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>load=2 courses/semester or</td>
<td>FTE/2 = 0.25 FTE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>equivalent co-course development</td>
<td>Teaching related duties:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25% Service/Administration</td>
<td>Internship in Public Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25% Research</td>
<td>course coordination</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research: scholarly activity in public health</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>George Stewart, Professor</td>
<td>12 month, tenure-track</td>
<td>12 month</td>
<td>Each semester:</td>
</tr>
<tr>
<td></td>
<td>Teaching (overload)</td>
<td>Teaching: each course = 0.25 FTE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 MPH courses/year and course</td>
<td>Service: MPH Director =</td>
<td></td>
</tr>
<tr>
<td></td>
<td>development</td>
<td>0.40 FTE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100% Service/Administration (required</td>
<td>Research: conducts research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>programs: 40% MPH, 40% Biology, 20%</td>
<td>lab and engages in scholarly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SAHLS</td>
<td>activities related to public health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0% Research (overload)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>scholarly activity in public health</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melanie A. Sutton, Associate</td>
<td>9 month, tenure-track</td>
<td>12 month</td>
<td>Each semester:</td>
</tr>
<tr>
<td>Professor</td>
<td>50% Teaching</td>
<td>Teaching: each course = 0.50/2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>load=2 courses/semester or</td>
<td>= 0.25 FTE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>equivalent co-development</td>
<td>Teaching related duties:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25% Service/Administration</td>
<td>CEPH and SAHLS programmatic assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25% Research</td>
<td>Research: scholarly activity in public health</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjuncts -</td>
<td>by semester</td>
<td>1 course/semester = 0.25 FTE</td>
<td>Converted to 9 month</td>
</tr>
<tr>
<td>Traditional</td>
<td>100% Teaching</td>
<td>Service:</td>
<td>contract based on</td>
</tr>
<tr>
<td></td>
<td>0% Service</td>
<td>committee chair=0.10 FTE</td>
<td>required teaching load</td>
</tr>
<tr>
<td></td>
<td>0% Research</td>
<td>committee member=0.05 FTE</td>
<td>at UWF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>comprehensive exam=0.05 FTE</td>
<td></td>
</tr>
</tbody>
</table>

\(^6\)In general, a job title of Lecturer at UWF is associated with a 4 course/semester teaching load. However, in line with the mission of the MPH program, a Lecturer receives 1 course release/semester to engage in research in support of the program, and an additional course release for coordination of the Internship in Public Health course offered each semester and the associated documentation/student mentoring responsibilities. Similarly, a tenure-track, non-administration line at UWF is typically associated with a 3 courses/semester teaching load, with adjustments made to address programmatic priorities.
<table>
<thead>
<tr>
<th>#</th>
<th>Name</th>
<th>Instructional Support</th>
<th>Other Programmatic Support</th>
<th>FTE allocation/semester(^1)</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>John Albano</td>
<td>courses in development</td>
<td>0.05 FTE: MPH Steering Committee</td>
<td>Service: 0.05 FTE</td>
<td>0.05 FTE</td>
</tr>
<tr>
<td>2</td>
<td>Raid Amin</td>
<td>1 course/year</td>
<td>0.05 FTE: MPH Comprehensive Exam</td>
<td>Teaching: 0.125 FTE</td>
<td>0.175 FTE</td>
</tr>
<tr>
<td>3</td>
<td>David DiLoreto</td>
<td>0.5 courses/year</td>
<td>0.05 FTE: MPH Steering Committee</td>
<td>Service: 0.05 FTE</td>
<td>0.0625 FTE</td>
</tr>
<tr>
<td>4</td>
<td>Tekeda Ferguson</td>
<td>0.25 courses/year</td>
<td>0.05 FTE: MPH Steering Committee</td>
<td>Teaching: 0.03125 FTE</td>
<td>0.08125 FTE</td>
</tr>
<tr>
<td>5</td>
<td>Michael Findley</td>
<td>2 courses/year</td>
<td>0.05 FTE: MPH Comprehensive Exam</td>
<td>Teaching: 0.25 FTE</td>
<td>0.25 FTE</td>
</tr>
<tr>
<td>6</td>
<td>Amanda Gilmore</td>
<td>2 courses/year</td>
<td>0.05 FTE: MPH Comprehensive Exam</td>
<td>Teaching: 0.25 FTE</td>
<td>0.30 FTE</td>
</tr>
<tr>
<td>7</td>
<td>Angela Hahn</td>
<td>0.33 courses/year</td>
<td>0.04125 FTE: MPH Comprehensive Exam</td>
<td>Service: 0.05 FTE</td>
<td>0.04125 FTE</td>
</tr>
<tr>
<td>8</td>
<td>Daniel Hahn</td>
<td>0.33 courses/year</td>
<td>0.04125 FTE: MPH Comprehensive Exam</td>
<td>Service: 0.05 FTE</td>
<td>0.04125 FTE</td>
</tr>
<tr>
<td>9</td>
<td>Robert Hoyt</td>
<td>1 course/year</td>
<td>0.125 FTE: MPH Comprehensive Exam</td>
<td>Teaching: 0.125 FTE</td>
<td>0.125 FTE</td>
</tr>
<tr>
<td>10</td>
<td>Rodney Johnson</td>
<td>2 courses/year</td>
<td>0.125 FTE: MPH Comprehensive Exam</td>
<td>Teaching: 0.25 FTE</td>
<td>0.25 FTE</td>
</tr>
<tr>
<td>11</td>
<td>John Lanza</td>
<td>2 courses/year</td>
<td>0.10 FTE: MPH Internship Committee, Chair</td>
<td>Teaching: 0.25 FTE</td>
<td>0.50 FTE</td>
</tr>
<tr>
<td>12</td>
<td>Gretchen Norling</td>
<td>1 course/year</td>
<td>0.05 FTE: MPH Comprehensive Exam</td>
<td>Teaching: 0.125 FTE</td>
<td>0.125 FTE</td>
</tr>
<tr>
<td>13</td>
<td>Paul McLeod</td>
<td>1 course/year</td>
<td>0.125 FTE: MPH Comprehensive Exam</td>
<td>Teaching: 0.125 FTE</td>
<td>0.125 FTE</td>
</tr>
<tr>
<td>14</td>
<td>Robert Murphy</td>
<td>0.5 course/year</td>
<td>0.0625 FTE: MPH Comprehensive Exam</td>
<td>Teaching: 0.0625 FTE</td>
<td>0.0625 FTE</td>
</tr>
<tr>
<td>15</td>
<td>Julie Philippart</td>
<td>1.83 courses/year</td>
<td>0.05 FTE: MPH Comprehensive Exam</td>
<td>Teaching: 0.22875 FTE</td>
<td>0.27875 FTE</td>
</tr>
<tr>
<td>16</td>
<td>Enid Sisskin</td>
<td>1.5 courses/year</td>
<td>0.05 FTE: MPH Steering Committee</td>
<td>Teaching: 0.1875 FTE</td>
<td>0.2875 FTE</td>
</tr>
<tr>
<td>17</td>
<td>Susan Walch</td>
<td>1 course/year</td>
<td>0.05 FTE: MPH Comprehensive Exam</td>
<td>Teaching: 0.125 FTE</td>
<td>0.175 FTE</td>
</tr>
</tbody>
</table>

\(^1\)Calculation for adjunct FTEs is based on assignment to UWF. Calculations are based on teaching load in 2007-2008, or projection of teaching load in future semesters based on teaching load in 2005-2008 and current student enrollment trends. For consistency, calculations are based on a 9-month conversion, with a teaching load of 1 course/year = 0.125 FTE/semester, 2 courses/year = 0.25 FTE/semester, etc. Joint faculty are assigned these same FTE rates for consistency (in spite of UWF’s use of 0.375 FTE/course assignment approved by faculty union).
1.6.f. Other Personnel

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

Other personnel (administrative and staff) providing support to the MPH program, with an estimate of current percentage of workload allocated to the MPH program are as follows:

- Steve Celestial, Academic Advisor and Program Coordinator, SAHLS: recruiting/marketing for all programs in SAHLS (including MPH program) [in a typical year approximately 5% of the workload from this position is associated with the MPH program; in years prior to the appointment of Justice Mbizo as the MPH Academic Advisor and Program Coordinator, approximately 15% of the workload from this position was associated with the MPH program]
- Karen Gibbs, Administrative Specialist, SAHLS: all budget, travel matters [in a typical year approximately 15% of the workload from this position is associated with the MPH program]
- Kristen Gunn, Office Specialist, SAHLS: assistance with workforce development marketing, workshop registration; coordinates ordering of course textbooks and workshop materials [in a typical year approximately 25% of the workload from this position is associated with the MPH program]
- Jim Hammond, Instrument Maker/Designer, Biology/SAHLS: facilities management assistance for Sacred Heart Hospital space [in a typical year approximately 2.5% of the workload from this position is associated with SAHLS, including the MPH program; in years involving computer lab upgrades/relocations (e.g., 2004-2005), approximately 5% of the workload of this position is attributable to SAHLS, including the MPH program]
- Don Thompson (and previously Rob Lockhart), Technical Support Manager, CAS Technology: assists with IT purchasing, software installation and resolution of all IT problems with computer lab at Sacred Heart Hospital; provides website design/implementation support for forms processing [in a typical year approximately 1% of the workload from this position is associated with SAHLS, including the MPH program; in years involving computer lab upgrades/relocations (e.g., 2004-2005), approximately 5% of the workload of this position is attributable to SAHLS, including the MPH program]
- Karen Goldschmidt, Assistant Director, CAS Technology: coordinates IT purchases, software installation and resolution of all IT problems with computer lab at Sacred Heart Hospital; oversees website audits and associated redesigns based on institutional policies and requirements; coordinates college allocations of ATC training slots [in a typical year approximately 1% of the workload from this position is associated with SAHLS, including the MPH program; in years involving computer lab upgrades/relocations (e.g., 2004-2005), or in years with major website overhauls (e.g., 2007-2008), approximately 5% of the workload of this position is attributable to SAHLS, including the MPH program]
1.6.g. Program Space and Purpose

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

The MPH degree is an online professional degree program, with the following physical space available to the program:

- **Office space**
  - Main campus: 144 sf (George Stewart, core faculty) + 120 sf (Justice Mbizo and Melanie A. Sutton, both core faculty: shared office space)
  - Off-site: 131 sf (Sacred Heart Hospital, Conference Room: shared back office space)

- **Classrooms**
  - Main campus: Students have access to virtual space on UWF servers.
  - Off-site: Sacred Heart Hospital
    - 525 sf Conference Room
    - 625 sf Lecture Room
    - 1200 sf Computer Lab/Testing Center

- **Common space for student use:**
  - Main campus: 180 sf (Biology Conference Room)
  - Off-site: The 525 sf Conference Room at Sacred Heart Hospital indicated under “Classrooms” above is reserved for SAPH meetings upon request.
1.6.h. Laboratory Space

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

Not applicable. The MPH program is an online program with no laboratories.
1.6.i. Computer Facilities and Resources

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

All faculty, staff, and advisors have personal computers and printers located in their office space. Many also have laptop computers and their own personal computers utilized at home and in their offices and for travel. A summary of computing facilities and resources includes:

- Students have 24/7 access to computer facilities (from UWF’s Information Technology Services)
- Core faculty (not including home offices):
  - Justice Mbizo: 1 laptop, 1 desktop, 1 printer/scanner (scanner shared w/ Sutton), 1 camera/microphone (all main campus)
  - George Stewart: 1 laptop, 1 desktop, 1 printer/scanner, 1 camera/microphone (all main campus)
  - Melanie A. Sutton: 1 laptop, 1 desktop/printer/scanner and camera/microphone (main campus; scanner shared with Mbizo), 1 desktop w/dual-monitor/printer/scanner and camera/microphone (Sacred Heart Hospital)
- Administrative staff, SAHLS: 1 desktop+1 printer per staff member (Gibbs, Gunn, Hammond)
- Advising staff, SAHLS: 1 desktop (w/ dual-monitor), 1 printer (Celestial)

The School of Allied Health and Life Sciences’ educational facility at Sacred Heart Hospital contains this additional equipment:

- Desktops: 21 computers w/ wireless cards (including instructor machine linked to overhead projection system)
- Printers/FAX/Copier: 1 printer, 1 FAX machine, 1 copier, 1 paper shredder
- Projectors: 1 portable (available for checkout), 1 ceiling-mounted
- Laptops: 1 Dell, 1 tablet (available for checkout)
- PDAs: 7 Dell (available for checkout)
- Teleconferencing equipment: 1 3-way calling system (available for checkout)
- Camcorders: 1 digital, 1 tape-based (available for checkout)
- Televisions: 3 (available for checkout)
- DVD/VCR players: 1 DVD, 3 VCR (available for checkout)
- Cameras/microphones: 2 cameras, 3 microphones (available for checkout)
- MP3 players: 5 (available for checkout)

Computing Services for Online Students (Support Services of UWF’s Information Technology Services)

Information Technology Services, or ITS, is the organization responsible for University-wide support of information technology. Part of ITS’ mission is to concentrate on providing UWF students with access to high-quality information technology and information resources. ITS mainly provides support to UWF’s online students in four areas:

- ArgoNet - The ArgoNet services architecture provides UWF students with seamless access to a variety of network-based resources. Via ArgoNet, and the related ARGUS web portal, online students receive one username/password that operates a wide variety of services. Services include electronic mail, centralized file storage, web page hosting, eDesktop virtual lab,
eLearning, and Argus web portal access. Each UWF student automatically receives an ArgoNet account upon enrolling at the University.

- **eDesktop virtual computer lab** - eDesktop is a 150 seat virtual computer lab designed for UWF students and faculty to access university licensed computer applications via the Internet. Over thirty-five general productivity and course-specific software packages are available. Students access the virtual lab from the Software tab in Argus, UWF’s web portal. The virtual computer environment provides access to both university server storage space and local computer drives for personal file storage and retrieval. Training tutorials and supporting documentation are provided on the virtual computer desktop.

- **24/7 HelpDesk** - The ITS Help Desk is the first point of contact for students needing technology assistance, and has primary responsibility for providing technology support to online students. The ITS Help Desk provides technical support to UWF’s online students on a variety of university technology services. The Help Desk provides students with "live" chat during weekday business hours and 24/7 email and telephone support on computer account activation, computer account password/PIN reset, ArgoNet services, eLearning & Elluminate (online Classroom), and residential networking.

- **Online documentation, training, information, and web services** - Much of ITS online documentation, training, information, and web services can be accessed via Argus, the UWF web portal. Argus presents an integrated view of web information and services for UWF students, organizing the information via groupings called "channels." Channels focus on information needs from the viewpoint of the student rather than the organizational structure of the University. From Argus, students may check the status of their centralized file storage, access email and eLearning, link to software downloads, work in the eDesktop virtual lab, search for technical documentation and training tutorials in the IT KnowledgeBase, and request help from the Help Desk.

### Training for Online Teaching (Support Services from UWF’s Academic Technology Center)

The Academic Technology Center, or ATC, is the organization responsible for University-wide support of colleges and faculty in all efforts related to designing and delivering priority distance learning programs at UWF. ATC mainly provides support to UWF’s online faculty/adjuncts in four areas:

- **Online web support via AskATC** - This is an innovative, "just-in-time" Q&A resource available to instructors 24/7. This resource provides searchable access to an extensive electronic library addressing the eLearning course management system, course design and implementation strategies and checklists, assessment techniques, and online teaching strategies.

- **Certified Online Instructor Course (COIC) Training** - This online course is designed for faculty and adjuncts that have a completed eLearning course shell and are preparing to offer their course online in an upcoming term. Upon completion of the COIC, students will be able to navigate the eLearning management system, facilitate an online course, and evaluate and revise the course. The first module of this course is totally self-paced so anyone can work through it at any time. The second and third modules are interactive and facilitated by Academic Technology Center (ATC) personnel. These modules are offered twice a semester at the beginning of the A and C terms. You must enroll in these modules through ATC after completing module one. Upon completion of all modules, faculty and adjuncts will have actually implemented and revised a fully online web-based course in the eLearning system. The COIC course is scheduled so that as participants are about to implement their online course for the first time, support will be available from ATC personnel to discuss concerns from the week before the term begins and through the first week of classes. Later in the semester, UWF personnel will help administer midterm and end of course surveys to help the participant gain both quantitative and qualitative data for course revisions.

- **Studio e** – This training was designed for the faculty member who has assigned responsibility for teaching online courses. Studio e addresses very basic concepts in course design pedagogy, but
also provides some far reaching strategies for engaging students fully while online. The goal of Studio e is to provide instructors with the tools needed to develop an online course using Desire2Learn (D2L). Major course outcomes include: (1) develop a pedagogical framework for an online course, (2) incorporate engaging online teaching and learning strategies aligned to specific course learning outcomes, (3) design an assessment strategy aligned to course learning outcomes, and (4) promote an interaction and student engagement strategy through communications and course management.

- **e-Fridays** - Walk-in service where faculty can sit with an instructional designer or technical support staff and get one-on-one assistance.
- **e-Learning Training** - ATC offers a variety of training sessions on eLearning once a semester, such as Getting Started, Building the Quiz Library & Quizzes, discussions, grade book, etc. Announcements are provided in Argus and in Argus Today. Training sessions are listed on the Training Calendar and on the ATC channel in Argus. Faculty may sign up for training in the Training Channel on the My Office tab in Argus.

### Client-Centered Training for Online Teaching (Support Services from the School of Allied Health and Life Sciences)

In response to a Fall 2006 entry in the MPH Student Complaint Log and follow-up results from organizational assessment, SAHLS developed the following client-centered additional resources to assist faculty, including:

- **eJams** – face-to-face trainings scheduled throughout the semester
- **digital eStudio** – ATC’s Studio e training provided in digital format for faculty and adjuncts unable to attend face-to-face trainings at ATC

Examples of these resources and others are available in the On-Site Resource File. Training requirements for all faculty and adjuncts are additionally published electronically at the SAHLS website, located here:

http://uwf.edu/sahls/elearning/

Publications resulting from these initiatives with descriptions of impacts for the MPH program include the following:

- Sutton, M.A., White, L.J., Mbizo, J., & Stewart, G.L. Assessment in Online Programs: Use in Strategic Planning for Faculty/Adjunct Development and Course Instruction to Improve Faculty and Student Engagement. Accepted to appear in *International Journal on E-Learning*. (Submitted March 2008)
- Sutton, M.A., Mbizo, J., Stewart, G.L., & White, L.J. Using 360-Degree Assessment to Improve Faculty and Student Engagement in Online Programs. Submitted as part of Engaging Faculty in the Assessment Process at the University of West Florida (Stanny, et al.) to Maki, P. (Editor), *Faculty Experiences with and Perspectives on Assessing Student Learning.*
1.6.j. Library/Information Resources

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

The University of West Florida Libraries includes three physical facilities: the John C. Pace Library (the Main library), the Curriculum Materials Library on the Pensacola campus, and a branch library at the Emerald Coast Campus in Fort Walton Beach. Hours of access for the various facilities vary from 88.5 hours per week at the main library to 69 hours per week at the Emerald Coast Library. Total library staff number 16 professional librarians and 30 support staff. Each academic discipline is assigned a Reference librarian to serve as a discipline specialist, providing library instruction and specific reference assistance for students and faculty in that area. The Reference liaison for the MPH program is Caroline Thompson who has responsibility for the natural and physical sciences.

Pace Library Holdings Related to the MPH Program

The University of West Florida Libraries subscribe to over 5,000 serials including 2,100 in print format, 1,292 in print format with online access, and 1,735 in electronic format. In addition, the library has access to many more full-text serials through aggregator indices provided by a variety of companies. Lists of relevant holdings of the Pace Library in Public health and related fields are available in the On-Site Resource Binder.

Online Access

Researchers access the library collections of the University of West Florida through the library’s website, available at:

   http://library.uwf.edu

Computers are located in all library facilities, and users with Internet connections may access the system from whatever computer is convenient to them. The online catalog provides access not only to the library’s print collections, but also to full-text electronic resources and to electronic indexing and abstracting databases, including many of which provide full-text journal articles and/or reference data.

Students and faculty who are participating in online programs have access to all resources held by or available through the University of West Florida Libraries. A specific section of the Library website, Access for Distance Learners, targets those individuals. To access full-text resources and services, an individual is required to have a recognized UWF identification number. Two of these numbers provide full access to all resources and services:

- Nautilus Card number (provides full access): though not required for all online students, a Nautilus Card may be obtained, for a fee, through the university Nautilus Card office;
- Library Access number (provides full access): for those who do not wish to pay for a Nautilus Card, a special Library Access number may be requested from the Circulation Department of the Library.

The ArgoNet identification number provides access to all resources if the student enters through the Argus Library portal but has limitations when used for library services. The Library recommends that online students request either a Nautilus Card or a Library Access Number.
Online Collections

In recognition of the need for online access for our students and faculty at the Emerald Coast Campus sites and in online programs, the UWF libraries are committed to providing a wide array of resources in electronic format, accessible by all, regardless of location. Additionally, the library benefits from being a member of the State University System (SUS) of Florida. The SUS library consortium is funded by a legislative allocation to serve the needs of all eleven state universities. The consortium subscribes to a significant number of online databases and provides opportunities for consortium members to purchase online journal packages at reduced costs.

- **Databases:** Between the databases provided through this consortium and those purchased locally, the UWF libraries provide access to over 300 databases and reference resources. Many of these provide access to full-text journal articles or reference material. The On-Site Resource File provides titles that have specific relevance for public health.
- **Journals:** In addition to the many journals available through electronic databases, the library has individual subscriptions to a number of full-text journals and participates in statewide “big package” subscriptions with ScienceDirect (Elsevier), SpringerLink (Springer/Kluwer), Wiley Interscience Press, Blackwell Synergy, Oxford University Press and Cambridge University Press. In total, the library estimates that it has access to full-text articles online for over 15,000 journals. The On-Site Resource File provides a selective list of those journals that provide support for the MPH program.
- **Books:** The library initiated acquisition of full-text electronic books (e-books) in 2000. Through two vendors, netLibrary and eLibrary, the library now provides approximately 70,000 e-books in all disciplines. The table below indicates the number of e-book titles available in related public health fields as of September, 2007. Although focusing on the online resources for this report, it should be noted that the library has many print resources that support the MPH program as well. All of these resources are available to the online student (see Services and Library Aids section that follows).

<table>
<thead>
<tr>
<th>Area</th>
<th>Net-Library</th>
<th>E-Library</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Public Health</td>
<td>145</td>
<td>179</td>
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<tr>
<td>Epidemiology</td>
<td>74</td>
<td>70</td>
<td>144</td>
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<tr>
<td>Environment &amp; Health</td>
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<td>40</td>
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</tr>
<tr>
<td>Biostatistics</td>
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<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Health Services Admin</td>
<td>56</td>
<td>40</td>
<td>96</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>311</strong></td>
<td><strong>334</strong></td>
<td><strong>645</strong></td>
</tr>
</tbody>
</table>

**Services and Library Aids**

Multiple online services are available through the use of the Nautilus Card or Library Access number, including:

- **Services:** electronic reserves of course-required readings (faculty may also choose to work with the library to embed readings directly into the online management system, Desire2Learn); Interlibrary Loan (for titles or articles not held by UWF); and Intercampus Loan (for titles held by UWF on one of its campuses). For these services, books may be mailed directly to the online learner or to the campus most convenient to him/her, whereas journal articles are sent directly to the desktop. Additional online services include: book renewal, submit a reference question for response, request priority cataloging of an item which is on order, suggest the purchase of a particular book or journal, and request that an item be recalled for use.
• **Tutorials:** To assist library users with the complexities of using the library website, numerous online library tutorials are available. These continue to be updated and enhanced to better meet the needs of users. Tutorials include: Basic Library Orientation, Endeca Orientation (use of the library catalog), Database Search Tips, Plagiarism, Copyright, Critical Thinking, and Concept Mapping.

• **Subject Research Guides:** To help library users navigate their way through the maze of print and electronic resources, the library provides online Subject Research Guides that coordinate access to both print and electronic resources, including a selective listing of the “best resources” available on the Internet for that discipline. Subject Research Guides are available for Medicine, Nursing, Nutrition, and Public Administration.

• **Reference Assistance:** Online students may also contact the Reference Department directly for assistance on conducting research or using specific research tools. Librarians are available by phone, e-mail, or in person during most hours that the library is open, and all librarians can provide assistance across all disciplines. However, for more discipline-specific assistance, it is recommended that an online student make an appointment with the reference librarian designated as the subject specialist. For the MPH program, the subject specialist is Caroline Thompson.
1.6.k. Community Resources

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

A formal agreement with the Escambia County Health Department exists and entails sharing of their resources for instruction, research, and service. The service of public health directors/administrators in 4 counties (Okaloosa, Santa Rosa, Walton, and Bay) on the MPH Steering Committee assists with service duties.

Library support for the MPH program is strong and involves several community supporters of the program. In addition to the considerable offerings in UWF’s John C. Pace Library, students in all of the programs of SAHLS, including the MPH program, have access to the libraries at Navy Hospital, Sacred Heart Hospital and Baptist Hospital. Partnering through library resources is not only cost effective but provides a much broader range of books and journals as well as other materials for our students. A summary of such holdings is as follows:

- **Sacred Heart Hospital (SHH) Library holdings/services related to the MPH program:**
  - Document delivery and interlibrary loan services
  - SHH Library is a member of the National Network of Libraries of Medicine with over 1000 textbooks, 110 current journal subscriptions and 3800 bound journals (20 year retention period).
  - Two full-text databases in health related subjects are also available.
  - Participates in the National Network of Libraries of Medicine (NNLM)
  - MEDLINE and MEDLARS databases are available.

- **Baptist Hospital Library holdings related to the MPH program:**
  - The J. William Douglas Medical Library holds 8,000 texts and a core journal collection of 150 titles, many with substantial back files, indices, locator tools, directories and audiovisuals.
  - Current Contents/Clinical Medicine (provides access to over 900 medical journals) is available on CD ROM.
  - Up-To-Date on CD ROM and M.D. Consult online
  - Services offered include: literature searches, bibliography compilations, photocopying of journal articles and document delivery via fax.
  - Participates in the National Network of Libraries of Medicine (NNLM)
  - MEDLINE and MEDLARS databases are available.

Additional community resources available for instruction, research and service include:

- The Army Associate Director of the USN Aerospace Medicine Residency program at Naval Aerospace Medical Institute in Pensacola, Florida, has extended an invitation for MPH faculty and students to participate in grand rounds.
- Numerous members of the SAHLS Advisory Committees in Pensacola and the Emerald Coast, as well as members of the MPH Steering Committee, have offered marketing of the MPH program and associated workforce development efforts in their respective professional newsletters.
1.6.l. “In-Kind” Academic Contributions

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

The Departments of Communication Arts, Mathematics, and Psychology in the College of Arts and Sciences, as well as various departments within the College of Business, contribute to the instructional and service missions of the MPH program. University-wide support services from ATC and ITS also serve the instructional and service missions for online courses, as well as other online workforce development. The Center for University Learning, Teaching and Assessment (CUTLA) provides year-round workshop series and invited speakers for faculty on best practices for face-to-face and online teaching.

CAS provides website development, IT support, and financial support for instruction, service and research. The Office of Sponsored Research provides informational support and grant administration for the MPH program. The Office of Graduate Studies provides teaching assistantships and graduate training workshops in support of the instructional mission of the MPH program. Financial Aid provides out-of-state tuition waivers and information on financial support for students in the MPH program. The Student Government Association provides support for the Student Association for Public Health.

Additional support in the forms of gifts to the MPH program are summarized in Section 1.6.a. and include the following:

- Online course development: donations by faculty to develop courses without accepting standard compensation
- Teaching: volunteer teaching by adjuncts provided as donation to SAHLS/MPH Program
- Medical Informatics/Public Health Informatics: direct one-time donations to SAHLS and ongoing book royalty donations to SAHLS to support medical informatics-based outreach in the U.S. and abroad, including public health informatics
- Workforce development: free advertising of programs by SAHLS Advisory Committees Pensacola/Emerald Coast and MPH Steering Committee members; donated services or speaking engagements offered at a significant reduction of standard facilitator honorariums; credentialing services for free or at a reduced cost
1.6.m. Outcome Measures

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

<table>
<thead>
<tr>
<th>Table T1N. Outcome Measures and Targets for Criterion 1.6 Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Measure</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><em>Student/Faculty Ratio</em></td>
</tr>
<tr>
<td>(source: Template B-Table 1.6.e)</td>
</tr>
<tr>
<td><em>Institutional Expenditures/FTE student</em></td>
</tr>
<tr>
<td>(source: Template A-Table 1.6.b and Template B-Table 1.6.e)</td>
</tr>
<tr>
<td><em>Research dollars/FTE total faculty</em></td>
</tr>
<tr>
<td>(source: Template E-Table 3.1.c and Template B-Table 1.6.e) [only core+joint FTE included]**</td>
</tr>
<tr>
<td>Evaluation/planning dollars/HC core faculty</td>
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<tr>
<td>(source: Table T1F and Template B-Table 1.6.e)</td>
</tr>
<tr>
<td>Intramural evaluation/planning funding as percent of total budget</td>
</tr>
<tr>
<td>(source: Table T1F and Template A-Table 1.6.b)</td>
</tr>
<tr>
<td>Intramural research funding as percent of total budget</td>
</tr>
<tr>
<td>(source: Template E-Table 3.1.c and Template A-Table 1.6.b)</td>
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<tr>
<td>Extramural evaluation/planning funding as percent of total budget</td>
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<tr>
<td>(source: Table T1F and Template A-Table 1.6.b)</td>
</tr>
<tr>
<td>Extramural research funding as percent of total budget</td>
</tr>
<tr>
<td>(source: Template E-Table 3.1.c and Template A-Table 1.6.b)</td>
</tr>
</tbody>
</table>

* Required by CEPH
** See justification below for use of core+joint faculty FTE only based on research expectations for core/joint faculty compared to traditional adjuncts

On average, 10% of UWF’s total budget of approximately $150 million is comprised of extramural funding.
Justification for Student/Faculty Ratio

Justification for the student/faculty ratio is as follows:

- Began with a baseline assumption of 60-90 FTE students in the MPH program.
- This number is derived from the assumption that a typical expected face-to-face advising load in non-centralized advising models employed in programs at UWF is 20-30 FTE students per faculty member.
- At UWF, the bulk of such students are typically traditional full-time students.
- With 3 core faculty members, the MPH program would be expected to serve the instructional needs of 60-90 FTE students.
- This yields a student to faculty ratio of 20:1 (low end) or 30:1 (high end)
- Use the value derived from the low end calculation in line with CEPH’s expectations for small student to faculty ratios, with the understanding that since the bulk of UWF’s MPH students are not attending full-time and thus require less advising, there is room for growth in the baseline student-faculty ratio utilized in the MPH program.

Justification for Institutional Expenditures/FTE student

A baseline for target expectations for institutional expenditures was derived as follows:

- The academic year 2007-2008 was selected as a representative year to derive a baseline number moving forward with this outcome, since hard targets were not originally set for this outcome in 2005-2006 and 2006-2007\(^{21}\). To determine a target-desired outcome for Institutional Expenditures/FTE student, the following variables and equations were used:
- Began with a baseline assumption of 60-90 FTE students in the MPH program, as described above.
- Total institutional expenditures in 2007-2008 are representative of future anticipated expenditures and total $317,705.83.

**Institutional Expenditures/FTE student**

- High end = $317,705.83/(60 FTE student) = $5,295 expected to be spent per FTE student per year
- Low end = $317,705.83/(90 FTE student) = $3,530 expected to be spent per FTE student per year
- Use the value derived from the high end calculation in line with CEPH’s expectations for small student to faculty ratios. This corresponds to an expected student/faculty ratio in the UWF MPH program of 20:1.

\(^{21}\) The previous target/desired outcome for this measure was “institutional expenditures address programmatic needs for a high quality online program”.

Justification for Research dollars/FTE total faculty for Core/Joint Faculty

As a non-Research 01 university, there are no institutional expectations to acquire external funding at UWF. However, faculty are encouraged to seek funding in accordance with promotion and tenure guidelines and career planning goals. A baseline for target expectations for research dollars was derived based on the research funding productivity of the College in which the MPH program is housed, as follows:

- The academic year 2007-2008 was selected as a representative year to derive a baseline number moving forward with this outcome, since hard targets were not originally set for this outcome in 2005-2006 and 2006-2007\(^{22}\). Total extramural funding within the College of Arts and Sciences at UWF was $3,659,130 in 2007-2008 including indirect allocations. The College of Arts and Sciences has approximately 170 FTE faculty and 5,272 students. This yields an average of $3,659,130/170 FTE faculty = $21,524 research dollars earned per 1 FTE faculty in CAS in 2007-2008, or an average of $3,659,130/5,272 students = $694 research dollars earned per student in 2007-2008. To determine a target/desired outcome for Research dollars/FTE total faculty in the MPH program, the following variables and equations were used:

Research dollars/FTE total faculty for Core/Joint Faculty

- Baseline of approximately 60 students in the MPH program in 2007-2008
- Core faculty are expected to contribute to research/funding goals of the MPH program and total 2.825 FTE in 2007-2008
- Joint faculty are actively recruited to actively contribute to research/funding goals of the MPH program and total 0.475 FTE in 2007-2008
- Adjunct faculty may, but are not expected to contribute to research goals of the MPH program and thus are not included in FTE calculations for research funding productivity
- Research dollars/FTE total faculty = ($694/student * 60 students)/(2.825 core FTE+0.475 joint FTE) = $12,618 expected to be earned per FTE core/joint faculty per year

\(^{22}\)The previous target/desired outcome for this measure was “faculty seek funding in accordance with promotion and tenure guidelines/career planning goals”. 
1.6.n. Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is partially met.

Strengths

As a totally online program, there has been limited need for physical resources. The collective holdings of the associates supporting the MPH program are fully adequate to support the current program and future growth. UWF has an excellent eLearning management infrastructure in place for the delivery of online programs. There is a strong foundation for faculty and student support in online instruction in place at all levels. When deficiencies have been documented in the Student Complaint Log, the MPH program has been able to work cooperatively and effectively with CUTLA, ITS and ATC to develop flexible and innovative solutions.

Strategic Planning Moving Forward

Additional faculty office space will be needed as the program grows and as a more complete suite of face-to-face initiatives in workforce development are added to the educational package promoted in public health as part of the mission of the MPH program. Additionally, while the current student to faculty ratio is within target, enrollment projections indicate significant growth in the next 1-2 years. It is clear that additional full-time faculty dedicated to the program are needed to ensure quality and continuity over the long haul.

With the governance structure now solidly in place and enrollments increasing, it is anticipated that currently 1 additional faculty line is needed, and a request has been submitted to the administration for this purpose. Further, in order for the program to accommodate future student growth and sustain its emphasis on quality teaching, it is anticipated that the MPH program will be requesting a second new faculty line within the next 1-2 years.

Finally, because this is a new program, it has yet to attract the level of funding that would cover all of our future needs. As the program grows, an increase to the recurring budget level will be needed.

Strategic planning for this criterion in the future includes:

- To fully support the Summer 2008 UWF Board of Trustees proposal to the State of Florida Board of Governors for an 88,000 sf SAHLS Building, estimated at $44 million, to house all of the SAHLS programs, including the MPH program.
- To request one additional full-time faculty in line with program growth (in addition to current request).
- To establish many different revenue streams and seek outside funding to support high quality operation and growth.
2.0. Institutional Programs

2.1. Master of Public Health Degree

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

The areas of knowledge basic to public health include:

- 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; and
- Social and behavioral sciences – concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

2.1.a. Instructional Matrix

An instructional matrix (See CEPH Data Template C) presenting all of the program’s degree programs and areas of specialization, including undergraduate, 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 and identify any programs that are offered in distance learning or other formats. Non-degree programs, such as certificates or continuing education, should not be included in the matrix.

The UWF MPH degree is a generalist masters degree with a professional focus. Since the program is a generalist program, all students are expected to demonstrate competencies in the practice of public health. The online program supports working professionals who can pursue their degree at a less than full-time pace.

<table>
<thead>
<tr>
<th>Template C - Table 2.1.a. Instructional Matrix – Degree/Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degrees</td>
</tr>
<tr>
<td>Degree Conferred – Specialization</td>
</tr>
<tr>
<td>Masters Degrees</td>
</tr>
<tr>
<td>Degree Conferred – Specialization</td>
</tr>
<tr>
<td>Doctoral Degrees</td>
</tr>
<tr>
<td>Degree Conferred – Specialization</td>
</tr>
<tr>
<td>Joint Degrees</td>
</tr>
<tr>
<td>Degree Conferred</td>
</tr>
</tbody>
</table>
2.1.b. Official Publication

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

The official publication for the UWF MPH program is the University of West Florida Catalog, available here for 2008-2009:

http://uwf.edu/catalog/mph.pdf

Course descriptions are available here for 2008-2009:

http://uwf.edu/catalog/crs.cfm

A hard-copy of this publication and the course descriptions is available in the On-Site Resource File, along with the proposed changes approved for the 2009-2010 Catalog. While the MPH program does not publish its own catalog, information specific to the program is available at the program’s official website, located here:

http://uwf.edu/sahls/masters-ph

The UWF MPH program is a 42 credit hour program and offers standard core courses that cover the five major foundational areas in public health sciences: (1) epidemiology, (2) biostatistics, (3) social and behavioral sciences, (4) health policy and administration and (5) environmental health sciences. In addition to the five core courses covering these areas, there is a required internship course and a selection of one of two possible informatics-based courses. The program also offers an array of supporting electives to augment the core courses. As summarized in the table below, the required core courses comprise 24 credit hours of the 42 credit hour program.

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHC 6000</td>
<td>Epidemiology for Public Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>STA 5176</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>PHC 5410</td>
<td>Social and Behavioral Sciences in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PHC 6300</td>
<td>Survey of Environmental Problems</td>
<td>3</td>
</tr>
<tr>
<td>HSA 5115</td>
<td>Public Health Care Policy and Administration</td>
<td>3</td>
</tr>
<tr>
<td>PHC 6946</td>
<td>Internship in Public Health</td>
<td>6</td>
</tr>
<tr>
<td>PHC 6015</td>
<td>Epidemiological Study Designs and Stat. Methods</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHC 6196</td>
<td>Computer Applications in Public Health</td>
<td></td>
</tr>
</tbody>
</table>

Course descriptions of these core courses are provided in Section 2.1.b. The core courses address the discipline-specific competencies adopted from those put forth by the Association of School of Public Health. Every effort has been made to ensure that all courses, both core and elective, address these competencies in their student learning outcomes and content. Available elective courses constitute an additional 18 credit hours of coursework and are summarized in the table that follows.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Restricted</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHC 6005</td>
<td>Disease Transmission in the Urban Environment</td>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>PHC 6251</td>
<td>Disease Surveillance and Monitoring</td>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6528</td>
<td>Strategies for Prevention of Infectious Diseases</td>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>MCB 5273</td>
<td>Epidemiology of Infectious Diseases</td>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>BUL 5605</td>
<td>Legal Fundamentals of Health Care and Public Health</td>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>PHC 6310</td>
<td>Environmental Toxicology</td>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>BSC 5856</td>
<td>Bioterrorism</td>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>PHC 5xx1</td>
<td>Public Health Preparedness</td>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>PHC 6015</td>
<td>Epidemiological Study Designs and Stat. Methods</td>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>PHC 6196</td>
<td>Computer Applications in Public Health</td>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>PHC 5xx2</td>
<td>Directed Studies in Public Health</td>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>PHC 6xx1</td>
<td>Toxicology</td>
<td>Yes</td>
<td>6</td>
</tr>
<tr>
<td>PHC 6xx2</td>
<td>Aerospace Medicine</td>
<td>Yes</td>
<td>6</td>
</tr>
<tr>
<td>HSA 5436</td>
<td>Health Economics</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>HSA 5438</td>
<td>Business Analysis and Decision Making in Health Care</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>HSC 5655</td>
<td>Theoretical Foundations of Health Care Ethics</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>PHC 5355</td>
<td>Fundamentals of Occupational Safety and Health</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>PHC 5xx3</td>
<td>Occupational Safety in the Health Care Environment</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>PHC 6xx3</td>
<td>Fundamentals of Industrial Hygiene</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>HSA 5197</td>
<td>Introduction to Medical Informatics</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>HSA 5198</td>
<td>Electronic Clinical Record Systems</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>HSA 5512</td>
<td>Health Care Quality, Statistics, and Database Management</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>BSC 5459</td>
<td>Introduction to Bioinformatics</td>
<td>Yes</td>
<td>3</td>
</tr>
</tbody>
</table>
2.1.c. Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths

The courses in our program fit well with our mission and goals of training a new generation of public health professionals equipped with practice skills for 21st century challenges. The program has a variety of courses that strengthen the quality of the program and provides students with a broad knowledge base and skill set that are essential to public health practice. The program has access to and uses public health practitioners and leaders who serve on our faculty and bring their everyday experience in the practice world to the classroom. This gives our students a unique perspective, especially for an online environment.

The UWF MPH program is a practitioner-based professional online degree program. The UWF MPH program began as a face-to-face program in 2005. Based on feedback from prospective students and with the approval of the SAHLS Advisory Committee, the program was developed for delivery in the online format in Spring 2006. This change in format was in accordance with the mission and vision of the University of West Florida in order to meet workforce demands at the regional, national, and international levels.

Weaknesses

A minor weakness is that the program has only produced 3 graduates thus far.

Strategic Planning Moving Forward

The MPH program will continue to seek ways to improve curriculum and, through input from our community partners in public health and health care, keep the program in step with workforce needs and changing technologies and areas of emphasis. We are exploring the idea of having instructors in the department co-teach those courses that have some overlap. We believe this will improve both instructional strategies as well as increase student faculty interaction and enhance student learning.
2.2. Program Length

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

2.2.a. Definition of a Credit

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

The UWF MPH program is a 42 credit hour program (see Section 2.2.b for historical details leading up to this requirement). Courses in the program generally consist of 3 credit hours, with the exception of the Internship in Public Health course, which is 6 credits. For most courses, credit hours are determined by the State of Florida definition of a 3 credit hour course being equivalent to 48 contact hours of instruction. This definition is the same for face-to-face or online courses. The Internship course is an exception, with credits that can be satisfied with 180 contact hours in a defined setting (see the Internship Guide in the On-Site Resource File). UWF has no uniform or pre-determined number of contact hours for internships in different degree programs. Each major has the prerogative to set its own rules for internship hours based on discipline standards acceptable to the faculty of the unit. In the MPH program, the faculty conducted research on internship requirements in programs of the same size around the country. The faculty also considered the fact that the majority of our students are working adults, most with existing employment in the public health field or health care field. With this analysis, 30 contacts hours per credit hour was established for the Internship course, meaning each student must satisfy 180 contacts hours for the 6 credit hours associated with this course. As national standards and/or the demographics of admitted students vary, the MPH program reserves the right to alter this requirement in response to such changes.
2.2.b. Minimum Degree Requirements

Information about the minimum degree requirements for all professional degree curricula shown in the instructional matrix. If the program or university uses a unit of academic credit or an academic term different than the standard semester or quarter, this should be explained and an equivalency presented in a table or narrative.

Historical Background for 42 Credit Hour Program

In November 2003, CEPH was contacted regarding the accreditation application process. The CEPH criteria in place in 2003 was used along with information on other CEPH-accredited programs across the nation to design a 36 credit hour program. This 36 credit hour degree program was then vetted through the UWF approval process and was approved by the UWF Board of Trustees on Feb 25, 2005. The application to pursue accreditation with CEPH was submitted in April 2005 with a described 36 credit hour program. In follow-up discussions with CEPH, the criteria approved by CEPH in June 2005 was reviewed. In Fall 2006, the change to a 42 credit hour program was approved by the UWF MPH program. In Fall 2007, the UWF Faculty Senate approved the 42 credit hour change for the MPH program for the 2008-2009 catalog. With this approval, students admitted in Fall 2008 and beyond are required to meet the 42 credit hour degree program.

State University System (SUS) of Florida policies dictate that a student is tied to the catalog under which they were accepted, but have the option to move under a later catalog should they choose. Students accepted into the program prior to Fall 2008 are legally supported in their choice of graduating under the 36 credit hour program. Those students who entered the program beginning Fall 2008 are subject to the new requirements which call for them to compete the degree in 42 credit hours.

There are currently 16 students admitted in Fall 2008 (as of submission of the Self-Study) for which the 42 credit hour program applies, and a number of students admitted pre-Fall 2008 that have indicated their interest and/or intent to pursue the 42 credit hour program although they are not legally obligated to do so. Per University guidelines, any student admitted to the MPH program pre-Fall 2008 that fails to take courses for three consecutive semesters is automatically required to reapply to the MPH program. In these cases, if successfully readmitted, the student will be required to satisfy the 42 credit hour program prior to graduation. As of the submission of the Self-Study, 9 students admitted prior to Fall 2008 will be required to satisfy the new 42 credit hour program if successful in their reapplication to the program.

The changes to the program to meet the 42 credit hour program requirements included an adjustment to the core courses to include a 3 credit hour choice of courses emphasizing epidemiological research methods (PHC 6015: Epidemiological Study Design and Statistical Methods) or computer-based analysis in public health (PHC 6196: Computer Applications in Public Health). Students have to choose between these two courses, although they can take both and apply the second course to the now 18 credit hour elective pool. This change increased the core course requirements from 21 credits to 24 credits. In addition, the program added one more course requirement to the elective pool to increase the elective hours from 15 credits to 18 credit hours.
Time to Degree Completion

The table below summarizes typical course loads for full and part-time students. To remain in “good standing” in the MPH program, students must be making timely progress toward meeting their degree requirements. Students who miss course registration or withdraw from all courses in three consecutive semesters are required to reapply to UWF and to the MPH program. The MPH program offers an array of courses during each summer semester for those students wishing to take courses year-round and thereby graduate sooner.

<table>
<thead>
<tr>
<th>Status</th>
<th>Course Load</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>&gt;= 6 courses/year</td>
<td>6 courses (18 credits)</td>
<td>6 courses (18 credits)</td>
<td>2 courses (6 credits)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Part-Time</td>
<td>&lt; 6 courses/year</td>
<td>1-5 courses (3-15 credits)</td>
<td>1-5 courses (3-15 credits)</td>
<td>1-5 courses (3-15 credits)</td>
<td>1-5 courses (3-15 credits), etc.</td>
<td>1-5 courses (3-15 credits), etc.</td>
</tr>
</tbody>
</table>

The next table below summarizes expected time to graduation based on the number of courses taken each academic year, including the summer semester. We estimate that if a student enrolls in at least 6 courses per academic year, the student can complete the degree in approximately 2.5 years. Along these lines, students who take 3 courses a year can expect to complete the degree in approximately 5 years, while those who take less than 3 courses per year can complete the degree in approximately 7 years. The table below also shows the current composition of our student body.

<table>
<thead>
<tr>
<th>Status</th>
<th>Courses/Year</th>
<th>Degree Completion Time</th>
<th>Current Program Composition (2005-2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>&gt;= 6</td>
<td>~ 2.5 years</td>
<td>~10% (~5/59)</td>
</tr>
<tr>
<td>Part-Time</td>
<td>&lt; 6</td>
<td>~ 2.5-4.5 years</td>
<td>~90% (~56/59)</td>
</tr>
</tbody>
</table>
2.2.c. Number of MPH Degrees Awarded

*Information about the number of MPH degrees awarded for less than 42 semester credit units, or equivalent, over each of the last three years. A summary of the reasons should be included.*

The MPH program graduated its first MPH student in May 2008. Prior to Fall 2008, the UWF MPH program was a 36 credit hour program, and as such, students admitted prior to Fall 2008 matriculated under the catalog that was in effect when they were admitted. Of the 3 students that graduated in 2007-2008, all were legally entitled to the 36 credit hour program. These students graduated with 36-39 credit hours.

<table>
<thead>
<tr>
<th>Table T2E. Number of MPH Degrees Awarded with Less Than 42 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Status</strong></td>
</tr>
<tr>
<td>Number of MPH degrees &lt; 42 credit hours</td>
</tr>
</tbody>
</table>

Additional justifications for the 36 credit hour program in existence prior to Fall 2008 are provided in Section 2.2.b.
2.2.d. Criterion Assessment

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

This criterion is met.

**Strengths**

The MPH program at UWF is a 42 credit hour program. The change to the core courses to require students to take Epidemiological Study Design and Statistical Methods or Computer Applications in Public provides additional exposure to the critical quantitative side of public health. Requiring students to complete one additional elective course in a public health topic of their choosing allows them to broaden their base of knowledge in public health.

**Weaknesses**

The switch to a 42 credit hour program increased the expense and duration of the program. The vast majority of students entering our program are fully employed, have families, and have pre-existing practical experience. Some of these students considered the change in credit hours an unnecessary burden to the graduation requirements.

**Strategic Planning Moving Forward**

Consistent with our commitment to constantly improving quality, we plan to continue monitoring performance competencies for MPH students and evaluate program goals, objectives and measures relative to programmatic expectations. In particular, we will follow our graduates and conduct periodic post-graduation surveys with their employers and with the graduates themselves to gauge how well the graduates are faring compared to their peers from other institutions. This will yield invaluable information for realigning our programmatic goals, objectives and performance standards. We will also re-evaluate the internship requirements to ensure that the needs of our students are met, especially as the number of recent baccalaureate graduates increase in the program. This may cause us to increase the number of contact hours for those students who come into the MPH program without public health experience or relatively minimal experience (less than 5 years).
2.3. Public Health Core Knowledge

All professional degree students must demonstrate an understanding of the public health core knowledge.

2.3.a. Program Assurances

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

The mission of the MPH program is to empower a generation of public health professionals with skills, knowledge and competencies to contribute creatively and ethically to education, research and service to promote public health and disease prevention. Our program is a generalist program which seeks to prepare graduates with a balanced set of skills in the five core areas of public health that are essential for careers in public health in government, non-government agencies, academic and advocacy organizations. As a generalist program we seek a balance between theory and practice and place high priority on problem-solving through participatory and service learning. To that end we strongly encourage our students to be active and engaged in the community both in formal and informal settings to gain the real life experiences in fostering their understanding of the social, cultural, economic and political factors that influence human health. This will in turn help develop in the students the pre-requisite competencies for public health practice.

At detailed in Section 1, the MPH program relied heavily on input from the community and SAHLS Advisory Committee to develop programmatic competencies in line with the set of competencies proposed by the Association of Schools of Public Health (ASPH). These competencies were additionally supported by the MPH Steering Committee, with the promotion of the internship course as a very efficient and effective vehicle for providing students with hands-on experience in the public health arena.

As detailed in Section 2.1.b., there is a required core course for each of the CEPH identified knowledge areas: (1) epidemiology, (2) biostatistics, (3) social and behavioral sciences, (4) health policy and administration and (5) environmental health sciences. In addition, we augmented this list with a core course requirement emphasizing quantitative skills, to address ASPH’s supported cross-cutting competencies in communication and informatics.

For the epidemiology requirement, students take:

PHC 6000 Epidemiology for Public Health Professionals
To enable the student to understand epidemiology as a discipline and how epidemiology, as the basic science of public health, provides information for disease prevention and treatment.

For the biostatistics requirement, students take:

STA 5176 Biostatistics.
A second course in statistics for students in the Biological Sciences. Topics covered include analysis of variance, regression analysis, nonparametric statistics, and contingency tables. Offered concurrently with STA 4173; graduate students will be assigned additional work.

- Clarification of catalog description:
  - This is a dual-listed course for undergraduate and graduate students. MPH students do not receive graduation credit if enrolling in the course at the undergraduate level with STA 4173.
Students taking STA 5176 must have had a basic statistics course no more than five years prior to enrollment. Those who have not are required to take the first basic course in statistics as a prerequisite [STA 2023 Elements of Statistics or its equivalent]. STA 2023 is also an undergraduate course, and as such, MPH students do not receive graduation credit for this course if taken as a prerequisite to prepare for STA 5176.

Both epidemiology and biostatistics are also augmented by courses that combine the two and marry the competencies from both domains. Example elective courses in this area include:

- **PHC 6015 Epidemiological Study Design and Statistical Methods**
  Overview of experimental, quasi-experimental, observational, survey, surveillance, and qualitative study designs will be reviewed. Methods for reliable and valid data collection and analysis will be covered. An overview of statistical methods for the analysis of public health data will be provided.

- **PHC 6251 Disease Surveillance and Monitoring**
  Disease surveillance and monitoring is the systematic collection, analysis, interpretation, and dissemination of data for use in prioritizing, planning, implementing, and evaluating health programs, activities and practices in the United States as well as in other developed and developing countries. Will focus on these fundamental processes and procedures which are utilized to investigate and track infectious and communicable diseases as well as non-infectious chronic diseases.

- **PHC 6196 Computer Applications in Public Health**
  Provides an overview of various computer applications in public health and introduces modern software systems for analyzing health-related data. Fundamentals of data collection, statistical analysis, interpretation, and reporting results are covered. Technology-based implications for legal and ethical issues are also addressed (including documentation, security, and regulatory requirements). Working knowledge of how to use personal computers, including knowledge of word-processing, spreadsheet packages and Internet searching; Training in a health care-related field at the Associate's or Bachelor's level is required. Material and Supply Fee will be assessed.

For the social and behavioral requirement, students take:

- **PHC 5410 Social and Behavioral Sciences in Public Health**
  Address social and behavioral sciences concepts and methods relevant to the identification and solution of public health problems; address public health problems and behavior that is harmful to human health and quality of life.

For the health care policy requirement, students take:

- **HSA 5115 Health Care Policy and Administration**
  Management principles, processes and techniques as applied to hospitals and other health-related institutions. Offered concurrently with HSA 4110; graduate students will be assigned additional work. The course also emphasizes the major functions of health services administration that is planning, organization, administration, management, evaluation and policy analysis of health and public health programs.

  - Clarification of catalog description:
    - This is a dual-listed course for undergraduate and graduate students. MPH students do not receive graduation credit if enrolling in the course at the undergraduate level with HAS 4110.

In addition to the core Health Care Policy and Administration course, students also have an opportunity to enhance their competencies by taking any of the following related electives in the program.
HSA 5436 Health Economics
Provides instruction in economic theories, tools and concepts and their application to current health care issues. Offered concurrently with HSA 4430; graduate students will be assigned additional work.

- Clarification of catalog description:
  o This is a dual-listed course for undergraduate and graduate students. MPH students do not receive graduation credit if enrolling in the course at the undergraduate level with HSA 4430.

HSA 5438 Business Analysis and Decision Making in Health Care
Analysis of health policy, issues and cases using economic theories, tools, and concepts.

BUL 5605 Legal Fundamentals of Health care and Public Health
Provides an overview of the laws most affecting the provision of health care and public health practices. The legal basis for government involvement in the public's health is examined with an analysis of public health authority. A general overview of the laws controlling the provision of private sector health care including industry and professional regulation, prohibited payment schemes, bioethics, end-of-life issues, informed medical consent, and patient privacy.

For the environmental health sciences requirement, students take:

PHC 6300 Survey of Environmental Problems
Students will be given an overview of the chemical, physical, and biological hazards present in our living and working environment and their effects on human health.

Several elective courses augment PHC 6300, including:

PHC 6310 Environmental Toxicology
Covers the study of the effects of toxic substances on health and the environment. The student will recognize that human survival depends upon the well-being of other species and upon the availability of clean air, water, and food; and anthropogenic, as well as naturally occurring, chemicals can have detrimental effects on living organisms and ecological processes. Concepts to be covered include occurrence of toxicants, damage process and action of toxicants, factors affecting xenobiotic action, defense responses to toxicants, and others. Will also examine chemicals of environmental interest and how they are tested and regulated. The course uses case studies and special topics will be examined.

PHC 5355 Fundamentals of Occupational Safety and Health
Concerns worker protection and serves as a prerequisite for advanced study of hazards and work settings. Understanding these fundamentals is key to development and management of occupational safety and health programs, resolution of safety and health issues, and improvement of safety performance. Other health professionals also require a basic understanding of these principles for multi-disciplinary teamwork. Introduces students to safety and health fields, provides overview of loss control information and analysis, presents specific safety and health programs, and discusses program implementation and maintenance.

Additional course descriptions for other electives listed in Section 2.1.b. are available here for 2008-2009:

http://uwf.edu/catalog/crs.cfm
Course descriptions of all core and elective courses are also available in the On-Site Resource File. In the following tables, the competencies emphasized in each of the course courses are provided for the CEPH identified knowledge areas: (1) epidemiology, (2) biostatistics, (3) social and behavioral sciences, (4) health policy and administration and (5) environmental health sciences. Additional coverage of communication and informatics competencies concludes this section.

**Table T2F. Epidemiology Competencies**

<table>
<thead>
<tr>
<th>MPH CORE CRITERIA</th>
<th>STA 5176</th>
<th>PHC 6000</th>
<th>PHC 5410</th>
<th>PHC 6300</th>
<th>HSA 5115</th>
<th>PHC 6015</th>
<th>PHC 6196</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify key sources of data for epidemiologic purposes.</td>
<td>Y</td>
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<tr>
<td>Identify the principles and limitations of public health screening programs.</td>
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<td>Describe a public health problem in terms of magnitude, person, time and place.</td>
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<tr>
<td>Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.</td>
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<tr>
<td>Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.</td>
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<tr>
<td>Apply the basic terminology and definitions of epidemiology.</td>
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<tr>
<td>Calculate basic epidemiology measures.</td>
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<td>Communicate epidemiologic information to lay and professional audiences.</td>
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<tr>
<td>Draw appropriate inferences from epidemiologic data.</td>
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<tr>
<td>Evaluate the strengths and limitations of epidemiologic reports.</td>
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**Table T2G. Biostatistics Competencies**

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<th>HSA 5115</th>
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</thead>
<tbody>
<tr>
<td>Describe the roles biostatistics serves in the discipline of public health.</td>
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<tr>
<td>Describe basic concepts of probability, random variation and commonly used statistical probability distributions.</td>
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<tr>
<td>Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.</td>
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<tr>
<td>Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.</td>
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<tr>
<td>Apply descriptive techniques commonly used to summarize public health data.</td>
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<tr>
<td>Apply common statistical methods for inference.</td>
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<tr>
<td>Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.</td>
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<tr>
<td>Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.</td>
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<tr>
<td>Interpret results of statistical analyses found in public health studies.</td>
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<tr>
<td>Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.</td>
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### Table T2H. Social and Behavioral Sciences

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<th>HSA 5115</th>
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<th>PHC 6946</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.</td>
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<tr>
<td>Articulate the causes of social and behavioral factors that affect health of individuals and populations.</td>
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<tr>
<td>Articulate individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.</td>
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<tr>
<td>Articulate the critical role of stakeholders in the planning, implementation and evaluation of public health programs, policies and interventions.</td>
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<tr>
<td>Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.</td>
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<tr>
<td>Describe the role of social and community factors in both the onset and solution of public health problems.</td>
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<tr>
<td>Describe the merits of social and behavioral science interventions and policies.</td>
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<tr>
<td>Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.</td>
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<tr>
<td>Apply ethical principles to public health program planning, implementation and evaluation.</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.</td>
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### Table T2I. Health Care Policy and Administration

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<th>HSA 5115</th>
<th>PHC 6015</th>
<th>PHC 6946</th>
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<tbody>
<tr>
<td>Articulate the main components and issues of the organization, financing and delivery of health services and public health systems in the US.</td>
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<tr>
<td>Describe the legal and ethical bases for public health and health services.</td>
<td>Y</td>
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<tr>
<td>Explain methods of ensuring community health safety and preparedness.</td>
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<tr>
<td>Discuss the policy process for improving the health status of populations.</td>
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<tr>
<td>Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.</td>
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<tr>
<td>Apply principles of strategic planning and marketing to public health.</td>
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<tr>
<td>Apply quality and performance improvement concepts to address organizational performance issues.</td>
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<tr>
<td>Apply &quot;systems thinking&quot; for resolving organizational problems.</td>
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<tr>
<td>Communicate health policy and management issues using appropriate channels and technologies.</td>
<td>Y</td>
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<tr>
<td>Demonstrate leadership skills for building partnerships.</td>
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### Table T2J. Environmental Health Competencies

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<tr>
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<th>PHC 6015</th>
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<tbody>
<tr>
<td>Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.</td>
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<tr>
<td>Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.</td>
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<tr>
<td>Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.</td>
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<tr>
<td>Articulate current environmental risk assessment methods.</td>
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<tr>
<td>Articulate approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.</td>
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<td>Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.</td>
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<td>Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.</td>
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<tr>
<td>Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.</td>
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<tr>
<td>Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.</td>
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### Table T2K. Communication and Informatics Competencies

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<tr>
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<th>HSA 5115</th>
<th>PHC 6015</th>
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</thead>
<tbody>
<tr>
<td>Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.</td>
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<tr>
<td>Describe how societal, organizational, and individual factors influence and are influenced by public health communications.</td>
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<tr>
<td>Discuss the influences of social, organizational and individual factors on the use of information technology by end users.</td>
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<tr>
<td>Apply theory and strategy-based communication principles across different settings and audiences.</td>
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<tr>
<td>Apply legal and ethical principles to the use of information technology and resources in public health settings.</td>
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<tr>
<td>Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs.</td>
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<tr>
<td>Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.</td>
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<tr>
<td>Use information technology to access, evaluate, and interpret public health data.</td>
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<tr>
<td>Use informatics methods and resources as strategic tools to promote public health.</td>
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<tr>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use informatics and communication methods to advocate for community public health programs and policies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>
2.3.b. Criterion Assessment

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

This criterion is met.

**Strengths**

We have adapted the competencies developed by the Association of Schools of Public Health and emphasize these in core and elective courses. We have continued efforts to align our programmatic goals and objectives with workforce competencies while incorporating the global public health competencies that marry both theory and practice.

**Strategic Planning Moving Forward**

We continue to evaluate our course offerings for both rigor and adherence to competencies that have been adapted for the program.
2.4. Practical Skills

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

2.4.a. Policies and Procedures

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

All students in the MPH program are required to satisfactorily complete a supervised internship experience. Policies and procedures for completing the internship are set forth in the Master of Public Health Internship Guide, located at:


Selection of Sites

If applicable, the MPH program works on behalf of the student to establish Memorandum of Understanding (MOU) with local health departments in the student’s region, based on the original MOU developed with the Escambia County Health Department. For other sites, a student must submit a Preceptor Approval Form followed by an Internship Approval Form to outline the preceptor qualifications, site resources, and the scope and subject of the study to be undertaken with the proposed preceptor.

Methods of Approving Preceptors

The Internship Coordination Committee (ICC) approves all preceptors submitted for approval using the Preceptor Approval Form. The ICC considers the preceptors educational qualifications and professional experience. If approved, the ICC then considers the Internship Approval Form for approval, pending appropriate site resources, scoping of the project to be undertaken, and completeness of competency emphasis during the internship.

Means of Evaluating Practice Placement Sites

The ICC considers the adequacy of resources at the internship site for use by the student to address the specific goals and competencies outlined for the internship. Students provide monthly progress reports to the preceptor and faculty advisor using a Monthly Internship Review Form. This form is emailed monthly from the preceptor to the faculty advisor. An Internship Evaluation Form is completed by both the preceptor and the student at the conclusion of the internship experience and is required before the student can receive credit for the internship course.

Preceptor Qualifications

The ICC expects preceptors to have educational training that includes an MPH or equivalent terminal degree appropriate for the proposed goals and competencies to be addressed in the internship.
Criteria for Waiving the Experience

During or prior to the first semester of enrollment, the student files a Credit Request for Internship Experience Based on Previous Public Health Experience Form. Alternatively, residents in preventive medicine, occupational medicine, aerospace medicine, and public health and general preventive medicine completing their academic year in the program may count their practicum year, accredited by the Accreditation Council for Graduate Medical Education, as the required practice skills for the MPH program. For this credit process, the student must submit a Credit Request for Internship Experience Based on Accredited Practicum Year in Medical School Form.

In general, credit awarded will be based on tangible evidence of constructive, UWF-MPH competency-related activities within the last 5 years. Credit requests must be signed by the student and then submitted to Dr. George Stewart, Director, School of Allied Health and Life Sciences for review and discussion with the student as needed. Requests for internship credits are considered and approved on an individual basis. Following the submission and preliminary acceptance of one of these credit request form, students must submit an Internship Oral Defense Scheduling Form within 30 days. Students are reminded that final approval for internship credit will only be given following a successful oral defense of activities for which the student is seeking internship credit.

Expectations

The internship experience in the MPH program includes 6 semester hours of practical skills, documenting application of the knowledge, skills, and academic objectives of the MPH degree program. In the internship setting, the student is directly supervised by a public health professional on-site, as well as a faculty member who oversees the student's training experience. During the course of the internship experience, the student participates in public health and administrative activities, as a member of the professional public health staff.

The internship is an integral part of the MPH curriculum. It is intended to broaden the student's public health perspectives and provide experience in applying information learned in the core courses by integrating practical experience in public health practice with theory and content learned in didactic courses. It is therefore expected that through the internship experience the student will gain practical experience in public health, will have the opportunity to interact with public health professionals, and will participate in activities that constitute public health. It is important that both the preceptor and the student have a sense that the internship activities are contributing to the preceptor's work. Students are encouraged to be creative and keep in mind that every practicum has the potential to result in an innovative contribution such as a new health promotion or disease prevention idea.

Thus a relevant public health experience must include at least one of the following components:

- Assessing, monitoring, or conducting surveillance of health problems/services in a population,
- Establishing health objectives and priorities,
- Conducting research on population-based health problems including biological, environmental, and behavioral issues,
- Developing and/or implementing policies and intervention strategies to meet public health needs in a population setting, or
- Studying the natural history of disease or health-related effects in a population.

The public health internship experience is fulfilled with 6 semester hours of course credit and can be completed in one or multiple semesters. Students accepted into the program before Fall 2008 must satisfy the 6.0 semester hours of internship course credit with 160 total work hours over the semester(s) of enrollment in the Public Health Internship course (PHC 6946). The students are also expected to defend their report to the Internship Coordination Committee. Since the UWF MPH is a totally online program, defense of the internship report can be conducted by Web conferencing using a Webcam for
students outside of UWF’s geographic area (residence outside 50 miles of UWF). Webcam fees are the responsibility of the student. Software to engage students in Web conferencing is available free of charge, and inexpensive Webcams can be utilized with this service. Students are required to show a photo ID prior to the defense, using a UWF-issued Nautilus card. Students within UWF’s geographic area will defend face-to-face before the committee.

Beginning in Fall 2008, students will be required to complete this requirement with 180 total work hours. Students must register for the PHC 6946 Internship in Public Health course in order to receive credit for work hours accumulated. Internship projects must involve collection of data either retrospectively or prospectively in a public health or health care setting, analysis, reporting, and defense of conclusions. At the conclusion of the internship, students are required to write a report on their experience.

At the inception of the MPH Program, the program initially had required students to complete 160 contact hours for the 6 credits hours in the Internship in Public Health course, based on input from health care and public health professionals serving on the DLHS Advisory Committee. However, with further research and review of what other accredited programs of public health in the country require, the MPH Steering Committee agreed to increase the contact hours, beginning with the Fall 2008 semester. During our research we discovered that there was a range of anywhere from 120 hours to 400 contact hours across the country. The Committee felt that 180 contact hours was sufficient and would not place an undue burden on students who are working professionals. The MPH program is monitoring the adequacy of this requirement relative to the goals and competencies students have submitted for approval and the quality of the resulting oral defenses at the conclusion of these internships. The MPH Steering Committee is willing to modify this requirement if warranted.

The table below shows student enrollment in the practicum course for the last two years.

<table>
<thead>
<tr>
<th>Year of Internship</th>
<th># in Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>0</td>
</tr>
<tr>
<td>2006 -2007</td>
<td>1 (continued into 2007)</td>
</tr>
<tr>
<td>2007-2008</td>
<td>3 (plus 1 waiver request)</td>
</tr>
</tbody>
</table>

One student began the Internship in Public Health course in Fall 2007 and completed the work in Spring 2008. However, this student did not defend his integrated experience until Summer 2008. During the Spring 2008 semester, 1 student, an international MD, was granted a waiver based on his medical training, residency program overseas and additional work the student completed as part of a disaster recovery and mitigation team in the wake of the 2005 Tsunami disaster. In Spring 2008, two additional students were enrolled in the Internship course. Both of these students completed their practicum experience in Spring 2008 and presented their work in Summer 2008.

As summarized in Section 2.4.b., the Escambia County Health Department in Pensacola, Florida, hosted all completed internships thus far. One student completed the internship within the Dental Division while the other two were hosted by the Epidemiology Division. Copies of the three Internship Reports and the Application for Constructive Credit are available in the On-Site Resource File.

Thus far students have not had any problems locating internship sites. This is due in part to the fact that the Director of the Escambia County Health Department also teaches in the program and most students have taken courses with him. In his discussions with the students he often mentions opportunities that exist at local health departments. The program makes every effort to channel students to local health departments, since this is an excellent location for acquiring practical skills. We have also had local community based organizations (e.g., Be Ready Alliance Coordinating for Emergencies [BRACE], in Fall 2008) make presentations to the student association highlighting opportunities that exist in emergency preparedness and how they can apply their MPH skills in that area. The MPH Academic Advisor and
Program Coordinator who works closely with the students often encourages exploring both avenues because of the unique opportunities that each offers. The local health department is encouraged for those students that will benefit from its ‘buffet’-like setting where the student is exposed to the different functions of public health ranging from epidemiology, environmental health, Women, Infants and Children Program (WIC) to immunizations. The students are told that the local health department is where true public health takes place and a great place to learn. Generally the program does not place students within a particular unit, but rather prefers to see the students identify a problem area where they can make a contribution towards a solution. It also helps them learn how to communicate and articulate what it is they want to do.
2.4.b. Agencies and Preceptors

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

Table T2M. Summary of Internship Placements, 2006-2007 through 2007-2008

<table>
<thead>
<tr>
<th>Degree</th>
<th>Internship Agency</th>
<th>Preceptor Title/ Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH generalist</td>
<td>Escambia County Health Department</td>
<td>John Lanza, MD, PhD, MPH, Director</td>
</tr>
<tr>
<td></td>
<td>(Mobile Dental Clinic)</td>
<td></td>
</tr>
<tr>
<td>MPH generalist</td>
<td>Escambia County Health Department</td>
<td>Samantha Rivers, MPH</td>
</tr>
<tr>
<td></td>
<td>(Epidemiology Division)</td>
<td>Epidemiology Supervisor</td>
</tr>
<tr>
<td>MPH generalist</td>
<td>Escambia County Health Department</td>
<td>Samantha Rivers, MPH</td>
</tr>
<tr>
<td></td>
<td>(Epidemiology Division)</td>
<td>Epidemiology Supervisor</td>
</tr>
</tbody>
</table>

The internship experience is an integral part of the UWF MPH program. As such, every effort is made to ensure that the student internship experience takes place in a structured environment where the student will have a rich experience and interact with an interdisciplinary core of professionals that constitute the public health work force (environmental health experts, epidemiologists, disease prevention and health promotion). The internship course experience provides students with practical skills in activities that focus more on what needs to be done to improve the health of the public. The table below provides additional examples of agencies that have been approved to serve as internship sites with approved preceptors:

Table T2N. Preceptors and Agencies Approved for Internship Experience

<table>
<thead>
<tr>
<th>Preceptor Name</th>
<th>Agency Name</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Lanza, MD, PhD, MPH</td>
<td>Escambia County Health Department</td>
<td>1295 West Fairfield Drive, Pensacola, FL 32501</td>
<td>(850) 595-6500</td>
<td><a href="mailto:John_Lanza@doh.state.fl.us">John_Lanza@doh.state.fl.us</a></td>
<td><a href="http://www.escambiahealth.com/">http://www.escambiahealth.com/</a></td>
</tr>
<tr>
<td>Karen Chapman, MD, MPH</td>
<td>Okaloosa County Health Department</td>
<td>Administrative Building, 221 N.E. Hospital Drive, Fort Walton Beach, FL 32548-5066</td>
<td>(850) 833-9245</td>
<td><a href="mailto:Karen_Chapman@doh.state.fl.us">Karen_Chapman@doh.state.fl.us</a></td>
<td><a href="http://www.co.okaloosa.fl.us/health.html">http://www.co.okaloosa.fl.us/health.html</a></td>
</tr>
<tr>
<td>Shannon L. Jacobs, MA, MPH</td>
<td>Santa Rosa County Health Department</td>
<td>5527 Stewart Street, Milton, Florida 32572-0929</td>
<td>(850) 983-5200</td>
<td><a href="mailto:Shannon_Jacobs@doh.state.fl.us">Shannon_Jacobs@doh.state.fl.us</a></td>
<td><a href="http://www.doh.state.fl.us/chdSantaRosa/">http://www.doh.state.fl.us/chdSantaRosa/</a></td>
</tr>
<tr>
<td>R. Jason Newsom, MD, MPH</td>
<td>Bay County Health Department</td>
<td>597 West 11th Street, Panama City, FL 32401-2330</td>
<td>(850) 872-4455</td>
<td><a href="mailto:Jason_Newsom@doh.state.fl.us">Jason_Newsom@doh.state.fl.us</a></td>
<td><a href="http://www.doh.state.fl.us/CHD/Bay">http://www.doh.state.fl.us/CHD/Bay</a></td>
</tr>
<tr>
<td>Crystal Steele, PG, REHP</td>
<td>Walton County Health Department</td>
<td>493 N 9th Street, DeFuniak Springs, FL 32433</td>
<td>(850) 528-2960</td>
<td><a href="mailto:Crystal_Steele@doh.state.fl.us">Crystal_Steele@doh.state.fl.us</a></td>
<td><a href="http://www.doh.state.fl.us/chdWalton/index.html">http://www.doh.state.fl.us/chdWalton/index.html</a></td>
</tr>
<tr>
<td>Bernard H. Eichold II, MD, DrPH, FACP</td>
<td>Baldwin County Health Department</td>
<td>19823 Donnie Waters Road, Robertsdale, AL 36567</td>
<td>(251) 947-1910</td>
<td><a href="http://www.adph.org/baldwin/">http://www.adph.org/baldwin/</a></td>
<td></td>
</tr>
</tbody>
</table>

UWF Master of Public Health Self Study – Page 110 of 247
Other agencies to which students may apply for an internship practice experience include:

- The Agency for Toxic Substances and Disease Registry’s (ATSDR) CDC/ATSDR Sponsored/Coordinated Student/Training Program: [http://www.cdc.gov/niosh/training](http://www.cdc.gov/niosh/training)
- Health Resources and Services Administration: [http://www.mchb.hrsa.gov/mchirc/gsip](http://www.mchb.hrsa.gov/mchirc/gsip)
- Other federal, state, local and non-governmental organizations with a health and public health focus

In general, the MPH program does not restrict students to a pre-determined list of agencies for internships. Once a student finds an agency at which the student wishes to intern, and the selected agency is willing to host the student, the internship approval process is initiated. The MPH program does encourage students to seek out internship opportunities at local health departments since they have agreed to host internships and can provide the student with a number of internship options that directly relate to core topics in public health (see Memorandum of Understating in the On-Site Resource File).

A great majority of students in the UWF MPH program have full-time jobs. For these students the requirements are the same in terms of credit hours for the internship. It is the student’s responsibility once they have satisfied all core course requirements to make arrangements with their respective employers so that the student can complete the internship activities. In consideration of these circumstances for our students, the program has been liberal on how many hours a student can devote to the internship in a given week. Generally, students are expected to devote at least 10 hours a week on internship-related activities. However, within the recent set of interns, one student spent about 20 hours a week primarily because of the nature of the internship project which involved going to different schools within Escambia County.

When the student intends to intern at the same agency that the student works, then the student must do his/her internship in an area outside of his/her normal daily duties. This will ensure that the student has a comprehensive exposure to the different domains and functions of public health practice and how different units within that agency interface and function. Further the preceptor must be someone other than the regular supervisor in these circumstances.
2.4.c. Waivers of Practice Experience

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

The MPH program has granted one (1) internship waiver thus far (see Proficiency by Exam Form in On-Site Resource File). Internship waivers or Requests for Constructive Credit are granted on a case-by-case basis, as outlined below:

During or prior to the first semester of enrollment, the student files a Credit Request for Internship Experience Based on Previous Public Health Experience Form. Alternatively, residents in preventive medicine, occupational medicine, aerospace medicine, and public health and general preventive medicine completing their academic year in the program may count their practicum year, if accredited by the Accreditation Council for Graduate Medical Education, as the required practice skills for the MPH program. For this credit process, the student must submit a Credit Request for Internship Experience Based on Accredited Practicum Year in Medical School Form. In general, credit awarded will be based on tangible evidence of constructive, UWF-MPH competency-related activities within the last 5 years. Credit requests must be signed by the student and then submitted to Dr. George Stewart, Director, MPH Program for review and discussion with the student as needed. Requests for internship credits are considered and approved by the MPH Internship Coordination Committee on an individual basis.

Credit Based on Previous Public Health Experience

Students prepare a brief (2-3 page) narrative of the previous public health experience within the last 5 years which:

(1) Discusses the public health relevance of the previous work experience.
(2) Describes the student’s specific duties at each of the positions listed.
(3) Indicates the total number of hours worked during the experience, including begin and end dates.
(4) Discusses the specific skills/competencies acquired or used during the experience (referring to the MPH Program Table of Competencies for MPH Internships).
(5) Attaches all tangible products (e.g., authored papers, reports, and oral presentations) with public health relevance completed during the last 5 years.

This information is assessed by the MPH Internship Coordination Committee which approves or denies the application.

Credit Based on Accredited Practicum Year in Medical School

Students prepare a brief (2-3 page) narrative of the practicum year in medical school and related experiences within the last 5 years which:

(1) Discusses the public health relevance of the practicum year work experience and related experiences within the last 5 years.
(2) Describes the student’s specific public health-related duties during the practicum year and during related experiences within the last 5 years.
(3) Indicates the total number of hours worked during the practicum and in related public health experiences within the last 5 years, including begin and end dates.
(4) Discusses the specific skills/competencies acquired or used during the practicum year and within the last 5 years (referring to the MPH Program Table of Competencies for MPH Internships).
(5) Attaches all tangible products (e.g., authored papers, reports, and oral presentations) with public health relevance completed during the practicum period and within the last 5 years.

### Table T2O. Summary of Students Receiving Waiver for Internship

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiver based on Medical School Education/Residency</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Waiver based on Public Health Experience</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Sample waiver forms are provided in the On-Site Resource File.
2.4.d. Number of Preventive Medicine Residents

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

This is not applicable to our program. At this time we have not had any medical school graduates enroll in the MPH program while simultaneously completing a medical residency.
2.4.e. Criterion Assessment

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

This criterion is partially met.

**Strengths**

The MPH program has a strong set of policies and procedures in place to support the practice skills requirement. Waivers to this requirement are granted on an individual basis if warranted by documented evidence of UWF-MPH required competency attainment during the submitted period. In these cases, students must still submit a written report and defend their documentation in an oral defense before MPH faculty before a final decision is rendered.

The public health internship is an essential component of any program that trains students as general practitioners in the field. Our internship experience has been designed with strong input from our MPH Steering Committee (including public health practitioners from the 5 surrounding county health departments and the military) which has provided guidance in structuring this experience to best prepare graduates of the UWF MPH for practicing public health. The internship application and other forms making up the process are structured to engage the student at each phase in design and execution of the internship, as well as ensuring a quality experience for the student, and providing for strong input and participation by the entity hosting the internship.

**Weaknesses**

Upon completion of the internship, the Internship Coordination Committee carefully reviews and assesses the experience for the student, as well as its impact on programmatic quality and effectiveness. Because this self-assessment process is in place, as the program gains more experience with the MPH internship, the process and experience will be refined and improved over time. We have already addressed one shortfall in the process, in terms of a more proactive approach that is needed for students with suboptimal writing skills upon entering the internship. We are addressing this issue as follows:

- Opening up discussions with core faculty regarding a standardized approach to giving feedback to students on poor writing in core courses
- Continuing to collaborate with the UWF Writing Lab to direct student's to online resources and services (e.g., paper reading sessions) that will allow them to take self-responsibility for improved writing efforts
- Encouraging early registration with UWF’s career services so students get feedback on resume and cover letter writing well in advance of internship application deadlines
Strategic Planning Moving Forward

The students attracted to a professional online program such as the UWF MPH program often work full-time. As such, the contact hours associated with the internship requirement were established to allow students to work while completing the internship requirement, with an average of 10-15/hours per week dedicated to the specific competencies to be attained in the internship.

The MPH Steering Committee needs to regularly monitor the number of contact hours assigned to the internship requirement relative to the quality of internship reports and oral defenses and adjust the requirement as needed to ensure students are properly trained prior to graduation.

MPH faculty and one preceptor have expressed concern over students who complete internship requirements in short time intervals (e.g., one month of focused activity). MPH faculty are equally concerned about students entering the program with no professional public health background and completing the internship in 180 hours. These issues will be brought to the attention of the MPH Steering Committee for review in 2008-2009 for consideration of a change to the number of internship hours required. Evidence for decision-making on this issue will include the quality of written reports and oral defenses through 2008, preceptor evaluations, and the level of prior professional experience in public health before entering the UWF MPH program.
2.5. Culminating Experience

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

2.5.a. Culminating Experience

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

The culminating experience is achieved with two requirements: (1) a practicum report and associated oral defense and (2) a comprehensive exam, as described below:

Practicum Report and Oral Defense

The practicum report is a formal, professional, written document that reflects the student’s integration of the core principles and methods of public health in a practice setting. The program expects that the practicum report thoroughly and completely describes the student’s practicum experience. The outline for the culminating experience is specified in the MPH Internship Guide located at:


In brief, the report should include the practicum rationale, goals and objectives, a review of the literature, methods (including statistical tools), results, discussion and lessons learned, as well as recommendations. All students, including those students who seek waivers based either on public health experience or completion of a medical residency program, must produce a report.

Once the Internship Coordination Committee has approved the culminating project report, students are permitted to schedule an oral presentation of their work before the committee and other interested parties. The defense of the written report with such an oral presentation is used to confirm student identity and address associated academic integrity guidelines emphasized in the MPH program (i.e. to ensure the student writing the report can orally defend its content and conclusions).

The oral defense of the internship experience is designed to assess the student’s ability to effectively present in oral form the results of applying the knowledge they have gained in their course work to the "real life" situation of the internship. Central to their presentation is to demonstrate, using appropriate discipline-specific terminology, an ability to orally present and defend the conclusions and recommendations they have formulated during their internship experience.
Comprehensive Exam

Following completion of the core courses, students must take the proctored Comprehensive Exam as a requirement for graduation. The student is required to pass the exam with at least a grade of 70%, and the exam covers the five core areas in public health. The Comprehensive Exam is the second piece of the culminating/capstone experience of the MPH program. The exam is designed to assess the student's level of mastery of the discipline-specific competencies acquired in the MPH core courses. Students are tested on hypothetical situations that relate to their coursework in the MPH program and will be required to draw conclusions and make recommendations based on their knowledge of core theory in the discipline over which they are being tested.

The core courses over which students will be tested include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 5115</td>
<td>Public Health Care Policy and Administration</td>
</tr>
<tr>
<td>PHC 5410</td>
<td>Social and Behavioral Sciences in Public Health</td>
</tr>
<tr>
<td>PHC 6000</td>
<td>Epidemiology for Public Health Professionals</td>
</tr>
<tr>
<td>PHC 6018</td>
<td>Survey of Environmental Problems</td>
</tr>
<tr>
<td>STA 5176</td>
<td>Biostatistics</td>
</tr>
<tr>
<td>PHC 6015 or PHC 6196</td>
<td>Epidemiological Study Design and Statistical Methods or Computer Applications in Public Health</td>
</tr>
</tbody>
</table>

How Are Comprehensive Exam Questions Set and Graded

The program solicits comprehensive exam questions from instructors for the core courses. Each instructor is asked to submit 4 questions for their respective subject area. The MPH program administration (MPH Director and core faculty) then select 10 questions. The ten questions that make up the exam consist of 2 questions from each public health core area (epidemiology, biostatistics, health policy and administration, social and behavioral and environmental health sciences). Students are required to answer a question from each section for a total of 5 questions. Questions for the exam were not changed in between the two times that we have offered it to allow us to assess the appropriateness and specificity of the questions as reflected by the results.

The current process for grading the Comprehensive Exam is as follows:

- MPH faculty responsible for the core courses grade each exam in a blind review process. The student name and identification number are removed prior to grading. A rubric for this grading process is available in the On-Site Resource File.
- Results are provided to the MPH Academic Advisor and Program Coordinator for summation and averaging.
- The results are reviewed for numerical errors prior to approval by the MPH Academic Advisor and Program Coordinator and the MPH Director.
- The student is notified of the final grade across all sections.

The process for creating and grading future Comprehensive Exams will be addressed with the MPH Steering Committee in Spring 2009. The Committee will be reviewing a recommendation for a new format of the MPH Comprehensive Exam modeled after the Certified in Public Health credentialing exam. In addition, this Committee will consider improved strategies for grading that include having at least two faculty members grade each question.
Comprehensive Exam Pass Rate

The MPH program has offered the exam twice, once in Spring 2008 and then again in Summer 2008. One student sat for the exam in Spring 2008. Another set of students (n=3) took the Comprehensive Exam in Summer 2008. Overall, 100% of the students taking the exam have passed. The table below shows the mean score on each of the core areas and the percent of students who took the exam and scored above at least 70% in the respective discipline-specific competency areas.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Mean Score (n=4)</th>
<th>% of Students Scoring &gt;70</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology</td>
<td>91%</td>
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<td>Social and Behavioral Sciences</td>
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<tr>
<td>Environmental Health Sciences</td>
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The lower mean score for Health Policy and Administration is not unexpected given this course had a change of instructor within the 2007-2008 academic year, and this instructor was simultaneously updating the course and submitting/grading the exam questions based on earlier content. In terms of identifying competency areas of concern for follow-up, currently Social and Behavioral Sciences has been identified for follow-up in 2008-2009. The MPH program has previously created a series of tutorials to assist students upon acceptance into the MPH program with preparation for the biostatistics course. We will similarly examine if there are tutorials that we can make available for students to assist with preparation/review for the social and behavioral sciences course.
2.5.b. Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is partially met.

Strengths

The program maintains a culminating experience requirement for all students, with evaluations that include an assessment of both written and oral communication skills. The proctored comprehensive exam is an integral part of our program assessment as well as ensuring that our students graduate from the UWF MPH program with the core competencies deemed critical for effective practice in the field. The exam is structured to assess writing ability and the ability to think critically with the core course content. We are confident that the written exam format, as structured for the UWF MPH program, is a strong tool for these purposes since it allows us to address the issues identified by our partners in the public health community (via the MPH Steering Committee) as having representative value for assessing the skills they perceive are needed in the public health practitioners they would hire.

Weaknesses

Those faculty involved in helping to build the question repository for the MPH Comprehensive Exam have generously donated their time to do so. However, several have expressed a concern regarding the scheduling of the exam relative to the UWF Academic Calendar and conflicts resulting from this during midterm and final exam periods during the semester. Similarly, some faculty travel extensively during summer semesters and may not be available for exam grading in all semesters. To address these concerns, the MPH faculty are working to adhere strictly to exam registration and scheduling timeframes that are not overly burdensome to any faculty or adjunct assisting in these efforts. In addition, with the initial instances of the exam, quite a bit of feedback on the standardized grading rubric was processed. The improved rubric that has evolved from these discussions appears to address all current concerns, but the MPH program remains committed to ongoing improvements in this area as warranted.

Strategic Planning Moving Forward

The MPH Steering Committee will be examining alternative formats to the MPH Comprehensive Exam in 2008-2009, for possible future adoption. Suggestions thus far include modeling the exam after the national Certified in Public Health exam.
2.6. Required Competencies

*For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of educational programs.*

2.6.a. Core Competencies

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

As indicated in Section 2.3.a., the MPH program has adopted the discipline-specific public health competencies put forth by the Association of Schools of Public Health. Section 2.3.a. also provides tables linking these competencies to coverage within the core courses of the UWF MPH program, as well as a table describing coverage of the cross-cutting competencies in communication and informatics relative to the required course courses in the MPH program covering quantitative skills. In the following section this information is repeated along with a more complete table covering all competencies across all core and elective courses currently approved for the MPH program.
2.6.b. Matrix

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

The UWF MPH program is a generalist program with coverage of the five core areas of public health, including (1) epidemiology, (2) biostatistics, (3) social and behavioral sciences, (4) health policy and administration, and (5) environmental health sciences. A required core course is dedicated to each area, and there is an additional core course requirement to address cross-cutting competencies in communication and informatics skills training. We have also included coverage of cross-cutting competencies that address diversity and culture, leadership, public health biology, professionalism, program planning, and systems thinking through a variety of instructional strategies used in core and elective courses throughout the program. In the On-Site Resource File you will have the opportunity to explore an array of learning experiences we have designed in various courses, including some innovative learning experiences involving the use of avatars, digital skits, digital story-telling, scavenger hunts in virtual worlds, etc. Solicited student feedback on some of these activities utilized by G. Stewart, core faculty, are provided in Appendix D.

Whereas we have fully adopted the Association of Schools of Public Health competencies, we recognized early on that full adoption within an academic year across all core and elective courses was not a reasonable assumption. Given this, we rolled out the adoption plan in two phases. In phase I, we focused on implementation of the discipline-specific competencies in all core courses (Biostatistics, Epidemiology for Public Health Professionals, Health Care Policy and Administration, Survey of Environmental Problems, and Social and Behavioral Sciences in Public Health), and the course choice for 3 credit hours in quantitative skills training. During the first phase, we also focused on implementation of interdisciplinary competencies that stand out and can be easily identified across all courses in the program. In the second phase, beginning in Spring-Summer 2009, all cross-cutting competencies will be considered for full implementation across the core courses, with an emphasis in elective courses as appropriate. The Internship in Public Health course has also been modified to ensure monthly reporting of hours worked can be categorized in terms of the adopted competencies.

The following tables provide a complete listing of the suite of MPH courses available to students and the associated competencies currently, or planned to be, emphasized within each one.
### Table T2Q. Core and Elective Courses in MPH Program

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Table T2R. Core Competencies Emphasized in Each Core and Elective Course in MPH Program

| Competencies Addressed | STA 5176 | PHC 6000 | PHC 5410 | PHC 6018 | HSA5115 | PHC 6115 | PHC 6196 | PHC 6946 | PHC 6005 | PHC 6251 | HSA 6528 | MCB 5273 | BUL 5605 | PHC 5x10 | PHC 5x1 | PHC 6x1 | PHC 6x2 | HSA 5436 | HSA 5438 | HSC 5655 | PHC 5x3 | PHC 5x4 | HSA 5197 | HSA 5512 | BSC 5459 | HSA5198 |
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Core Subject Competencies - Biostatistics

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Y = the competency is being addressed in the specific course or we are working on implementation.  z = the competency has been identified as applicable to that course, and we are working on implementation in phase II. A "-" indicates that we have not yet determined the relevance and/or implementation strategy given the current focus of the course.
Table T2R. Core Competencies Emphasized in Each Core and Elective Course in MPH Program (cont.)

| Competencies Addressed | STA 5176 | PHC 6000 | PHC 5410 | PHC 6018 | HSA5115 | PHC 6015 | PHC 6196 | PHC 6946 | PHC 6005 | PHC 6251 | HSA 628 | MC 5273 | BUL 5605 | PHC 6310 | BSC 5956 | PHC 5xx1 | PHC 5xx2 | PHC 6xx1 | PHC 6xx2 | HSA 5436 | HSA 5438 | HSA 5555 | PHC 5xx3 | PHC 6xx3 | HSA 5197 | HSA 5512 | BSC 5459 | HAS 5198 |
|-----------------------|----------|----------|----------|----------|---------|----------|----------|----------|----------|----------|--------|--------|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Core Subject Competencies – Health Policy and Administration |
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| D2                    |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| D3                    |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| D4                    |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| D5                    |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| D6                    |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| D7                    |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| D8                    |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| D9                    |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| D10                   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |

Core Competencies – Social and Behavioral Sciences in Public Health

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Y = the competency is being addressed in the specific course or we are working on implementation. z = the competency has been identified as applicable to that course, and we are working on implementation in phase II. A "-" indicates that we have not yet determined the relevance and/or implementation strategy given the current focus of the course.
Table T2S. Interdisciplinary Competencies Emphasized in Each Core and Elective Course in MPH Program

| Competencies Addressed | STA 5176 | PHC 6000 | PHC 5410 | PHC 6008 | HSA 5515 | PHC 6015 | PHC 6196 | PHC 6036 | PHC 6045 | MCB 5673 | MC 5028 | PHC 6251 | BUL 5005 | HSA 5518 | BSC 5056 | PHC 58x1 | PHC 6x1 | PHC 6x2 | HSA 5x3 | HSA 5x4 | PHC 5x5 | PHC 5x6 | PHC 5x7 | BSC 5x8 | HAS 5198 |
|------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| F1                     |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| F2                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| F3                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| F4                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| F5                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| F6                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| F7                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| F8                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| F9                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| F10                    |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| G1                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| G2                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| G3                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| G4                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| G5                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| G6                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| G7                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| G8                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| G9                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| G10                    |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| H1                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| H2                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| H3                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| H4                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| H5                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| H6                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| H7                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| H8                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| H9                     |          |          |          |          |          |          |          |          |          |          |          |        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |

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### Table T2S. Interdisciplinary Competencies Emphasized in Each Core and Elective Course in MPH Program (cont.)

| Competencies Addressed | STA 5176 | PHC 6000 | PHC 5410 | PHC 6018 | PHC 6015 | PHC 6016 | PHC 6046 | PHC 6005 | PHC 6251 | HSA 6528 | MCB 5273 | BUL 5605 | BSC 5656 | PHC 6310 | BSC 5656 | PHC 6xx1 | PHC 6xx2 | HSA 5436 | HSA 5438 | HSC 5655 | PHC 5355 | PHC 5xx3 | PHC 6xx3 | HSA 5197 | HSA 5512 | BSC 5459 | HSA 5198 |
|------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 |
| Interdisciplinary Competencies – Public Health Biology |
| I1 | - | Y | - | Y | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| I2 | - | Y | Y | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| I3 | - | Y | Y | Y | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| I4 | - | Y | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| I5 | - | - | - | Y | Y | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| I6 | - | Y | - | Y | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| I7 | - | Y | Y | Y | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| I8 | - | Y | - | Y | Y | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| I9 | - | Y | Y | Y | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| I10 | - | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Interdisciplinary Competencies – Professionalism |
| J1 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| J2 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| J3 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| J4 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| J5 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| J6 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| J7 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| J8 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| J9 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| J10 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| J11 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Interdisciplinary Competencies – Program Planning |
| K1 | - | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| K2 | - | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| K3 | - | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| K4 | - | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| K5 | - | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| K6 | - | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| K7 | - | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| K8 | - | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| K9 | - | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| K10 | - | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

Y = the competency is being addressed in the specific course or we are working on implementation. z = the competency has been identified as applicable to that course, and we are working on implementation in phase II. A "-" indicates that we have not yet determined the relevance and/or implementation strategy given the current focus of the course.
Table T2S. Interdisciplinary Competencies Emphasized in Each Core and Elective Course in MPH Program (cont.)

| Competencies Addressed | STA 5176 | PHC 6000 | PHC 5410 | PHC 6018 | PHC 6015 | PHC 6196 | PHC 6946 | PHC 6005 | PHC 6251 | HSA 6528 | MCB 5273 | BUL 5605 | PHC 6310 | BSC 5686 | PHC 5x1x | PHC 6x1x | PHC 6x2x | HSA 5436 | HSA 5438 | HSC 565x | PHC 5395 | PHC 5x3x | PHC 6x3x | HSA 5197 | HSA 5512 | BSC 5459 | HAS 5198 |
|------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 1                      | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        |
| 2                      | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        |
| 3                      | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        |
| 4                      | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        |
| 5                      | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        |
| 6                      | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        |
| 7                      | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        |
| 8                      | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        |
| 9                      | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        |
| 10                     | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        | Y        |

Y = the competency is being addressed in the specific course or we are working on implementation. z = the competency has been identified as applicable to that course, and we are working on implementation in phase II. A “-” indicates that we have not yet determined the relevance and/or implementation strategy given the current focus of the course.
2.6.c. Competencies for Specialty Areas

Identification of a set of competencies for each specialty area identified in the instructional matrix, including professional and academic degree curricula.

Not applicable. The MPH program offers a generalist degree.
2.6.d. Competency Development

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

Development

In 2003, the State Board of Governors and the Southern Association of Colleges and Schools (SACS) mandated that all Florida institutions of higher education must formulate and implement assessment of programmatic performance for all undergraduate programs with Academic Learning Compacts (ALC), with an equivalent metric for all graduate programs in the form of an Academic Learning Plan (ALP) also supported by UWF. In compliance with this order, over the following two years the MPH created an ALP according to guidelines provided through workshops, training sessions, meetings and seminars offered by the teaching center, CUTLA, at UWF. All full-time, joint and adjunct faculty were trained and engaged in implementing this programmatic assessment strategy. About this time, one of our full-time faculty in the MPH program also attended the orientation session offered by CEPH in Washington, D.C., where it was learned that CEPH also promoted a competency-based programmatic assessment model. The MPH program ultimately presented this idea to the MPH Steering Committee, which includes members representing our community partners in the public health and the military as well as other invested entities, to identify and organize those competencies which our community partners valued most highly into an assessment program. During these deliberations it was recommended that the UWF MPH program should adopt the competencies offered by ASPH, which focused on preparing MPH graduates for certification as public health practitioners.

Through 2008-2009 there remains a blended approach to implementation and reporting along both the newly adopted competencies and the original MPH ALP student learning outcome focused approach emphasizing the UWF 5-domain model (Content, Critical Thinking, Communication, Integrity/Values, and Project Management). Data in the On-Site Resource File will predominantly demonstrate the 5-domain UWF-mandated model, with documentation of the rollout of the ASPH-model. We have engaged in thoughtful deliberations regarding how to streamline these dual documentation requirements and have guidance from UWF’s CUTLA moving forward that will allow us to report primarily on the ASPH-competency-based model in the future.

The MPH Steering Committee fully supports a regional and national outreach plan for the program and thus a redefinition of the UWF ALP to tailor the programmatic assessment along a competency-based yardstick. The MPH Steering Committee provided initial input on this process for baseline competencies in Summer 2007 and will continue to monitor implementation issues associated with the adoption.

The MPH's new ALP was approved in Fall 2007. The new ALP takes into consideration the MPH competencies adopted from the Association of Schools of Public Health. However, as a marketing tool, the ALP is designed to fit on a standard 8.5”x11” flyer. This has led to a succinctly-defined version of the ASPH-model to meet these requirements. The MPH program is not entirely satisfied with this resolution but will continue to work with associated entities on campus to address the SACS and marketing requirements, in addition to the suggestions of the MPH program faculty and MPH Steering Committee.

It is expected that current students may be somewhat confused by the various assessment models that have been employed in the MPH program in such a short timeframe. It is for these reasons that the full implementation of the ASPH competency-based model has been included in the Internship in Public Health course so students are fully aware of the full suite of expectations and can use the internship time period to seek mentorship for any competency weaknesses prior to graduation.
Use

The competencies drive the content in both core and elective courses to ensure students are adequately prepared for the practice of public health upon graduation. Faculty are regularly encouraged to stay abreast of new instructional strategies and best practices in online teaching that may help to improve assignments and assessment strategies within their courses to effectively deliver content and evaluate associated competency attainment.

Availability to Students

Students are informed of the adopted competencies via the MPH curricula site here:

http://uwf.edu/sahls/masters-ph/curricula/

Students also can review the current syllabus of any course for the discipline-specific competencies that apply. As indicated above, the cross-cutting competencies are still in the process of being rolled out. Any student reaching the Internship in Public Health course will see the full suite of competencies as part of the documentation to apply for the internship and in the follow-up monitoring of associated contact hours during the semester of internship.
2.6.e. Periodic Assessment Plans

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

As summarized in the previous section, in the short history of the MPH program, the teaching faculty (a total of 20 core, joint, and adjunct faculty) have been engaged in various ways to build a programmatic assessment plan from academic, regional and national models of “student learning outcomes” and “competencies”. We have finally settled on the ASPH competency-based model and will use it moving forward in conjunction with the original assessment plan we designed for the UWF 5-domain model. The On-Site Resource File will provide documentation of the data-driven feedback loops applied in the core and elective courses, traced back to the 5-domain model in earlier semesters. Examples of the modified assessment that has been retooled with the ASPH-competencies are also provided.

The MPH Steering Committee will continue to re-examine the competencies for any changes based on workforce needs and feedback from alumni and employers of graduates. We do not expect this to lead to the adoption of an alternate set of competencies. On the contrary, we believe it will allow us to critically examine the content of each course in a structured, team-oriented way, to ensure graduates have multiple opportunities for reinforcement of skills critical to their early career successes.
2.6.f. Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths

There has been a long process of input on competencies, with feedback from numerous sources (SACS, State of Florida Board of Governors, public health department directors, CUTLA, and national consultants such as Peggy Maki). We have a well-structured and comprehensive set of competencies to measure our graduates’ proficiency in the core areas of public health knowledge as well as cross-cutting areas necessary for their professional development. We have adopted the competencies of ASPH, and these competencies will prepare students to sit for the national exam if they choose.

Strategic Planning Moving Forward

Oversight of the effectiveness and application of chosen competencies in assessment of programmatic performance falls to the MPH Steering Committee. Given the recent adoption of the ASPH competencies, the committee is expected to review competency-related adoption issues in the MPH program annually across all courses. The instruments for accomplishing evaluation include student performance in the written and oral presentation of internships and results from rubric-based assessment of student acquisition of competencies in representative courses and on the Comprehensive Exam. Moreover, a survey rubric designed to extract from employers of our graduates information on how well we are providing students with the competencies that we say we are providing will be used. This information will provide direction and structure for strategic planning performed within the MPH program in regard to conveyance of the competencies we deem critical to post-graduation student success.
2.7. Assessment Procedures

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

2.7.a. Monitoring and Evaluating Student Progress

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

The program uses five broad activities in which MPH students engage to monitor and evaluate student progress in achieving the expected competencies. These include: (1) the core program curriculum, (2) the proctored comprehensive exam, administered after the completion of core courses, (3) the internship experience, including observation and evaluation by the assigned preceptor and associated written report submitted by the student, (4) the oral defense of the internship experience, and (5) post-graduation feedback from employers.

Table T2T. Student Learning Experiences Used to Monitor and Evaluate Competency Attainment

<table>
<thead>
<tr>
<th>Emphasized Competencies</th>
<th>Core Courses</th>
<th>Comprehensive Exam</th>
<th>Internship Experience and Written Report</th>
<th>Oral Defense of Internship Experience</th>
<th>Employer Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Competencies</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Cross-Cutting Competencies</td>
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<tr>
<td>Systems Thinking</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Leadership</td>
<td>Y</td>
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<tr>
<td>Communication and Informatics</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Program Planning</td>
<td>Y</td>
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<tr>
<td>Professionalism</td>
<td>Y</td>
<td></td>
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<tr>
<td>Diversity and Culture</td>
<td>Y</td>
<td></td>
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<td>Y</td>
<td></td>
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<tr>
<td>Public Health Biology</td>
<td>Y</td>
<td></td>
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<td>Y/N</td>
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2.7.b. Outcomes to Measure Student Achievement

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

There are three specific measures that we use to monitor student achievement: (1) degree completion rates, (2) job placement rates, and (3) course grades and grade point average. Data based on these measures are provided in the table below.

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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Time Degree Completion Rate</td>
<td>n/a</td>
<td>n/a</td>
<td>100% [3/3]</td>
<td>n/a</td>
</tr>
<tr>
<td>Job Placement Rate</td>
<td>n/a</td>
<td>n/a</td>
<td>0% [0/3]</td>
<td>n/a</td>
</tr>
<tr>
<td>Percentage of Admitted Students on Academic Probation (cumulative)</td>
<td>33% [1/3]</td>
<td>4% [1/24]</td>
<td>7% [3/44]</td>
<td>0% [0/59]</td>
</tr>
</tbody>
</table>

**Degree Completion Rate**

Consistent with our definition of a full-time student, the MPH program expects students in this category to complete a minimum of 6 courses per year, including the summer semester. Part-time students are expected to complete a minimum of 2-5 courses per year, including the summer semester. Students who fail to register for courses for one regular semester are contacted by the Academic Advisor and Program Coordinator to remind the student of the University rule that applies if the student does not register for at least one course within the next two semesters. In these cases, the student would be required to reapply to the University and MPH program in order to continue in the program the following academic year.

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Admission Date (Catalog Year)</th>
<th>Graduation Semester</th>
<th># Semester to Graduation</th>
<th>Enrollment Status</th>
<th>On-Time Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>2005</td>
<td>Spring 2008</td>
<td>5</td>
<td>Part-time</td>
<td>Yes</td>
</tr>
<tr>
<td>Student 2</td>
<td>2006</td>
<td>Summer 2008</td>
<td>6</td>
<td>Part-time</td>
<td>Yes</td>
</tr>
<tr>
<td>Student 3</td>
<td>2006</td>
<td>Summer 2008</td>
<td>4</td>
<td>Full-time</td>
<td>Yes</td>
</tr>
</tbody>
</table>

To date, of the small number of graduates the MPH program has enjoyed (3 total), all have graduated within the expected window. This puts us currently in compliance with CEPH’s 80% rule for on-time graduation.
Job Placement Rate

Table 2.7.e. Current Employment Status of Graduates in 2008 (as of October 2008)

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Current Status</th>
<th>Elapsed Time Since Graduation (as of submission of Self-Study)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Unemployed (seeking medical residency program)</td>
<td>5 months</td>
</tr>
<tr>
<td>Student 2</td>
<td>Accepted into dental school at Howard University, Washington, D.C.</td>
<td>2 months</td>
</tr>
<tr>
<td>Student 3</td>
<td>Not employed (applying for jobs in public health)</td>
<td>2 months</td>
</tr>
</tbody>
</table>

If October 2008 is an indicator of where our 3 graduates will be in 12 months, we are out of compliance with CEPH’s 80% job placement rate, required within 12 months of graduation. Currently 2 graduates are unemployed and 1 has continued into dental school.

One of our unemployed graduates is a foreign trained medical doctor who is preparing for board exams and is looking to position himself in a health care delivery setting. The other is 2 months out from graduation and actively seeking a position.

In terms of proactive job placement planning with other currently enrolled students quickly approaching graduation, a number of our students are currently working in federal, state and local public health agencies and many desire to continue in that capacity. For those that aren’t in such a position, we will continue to emphasize involvement in SAPH as a mechanism for regular professional networking.

Course Grades and Grade Point Average

Students who are not maintaining GPAs adequate for graduation are identified at the end of each semester and counseled about strategies for remediation or withdrawal from the program. Students are expected to maintain a minimum GPA of 3.0, per UWF School of Graduate Studies and the MPH program guidelines. This policy is set out in the University catalog and can be accessed at:

http://uwf.edu/catalog/acadstanding.htm

A summary of the processes associated with this policy is as follows:

Students are considered in good academic standing if they are currently enrolled or eligible to re-enroll at UWF. Graduate students on probation are required to attain a cumulative GPA of 3.0 upon attempting or completing a total of up to 10 additional semester hours of graduate work, following the date which the student was placed on academic probation. Students not achieving this requirement may be suspended from the program. The academic department has the prerogative to continue a student on probation as determined by the student’s individual circumstances. Graduate students not achieving a cumulative 3.0 GPA within the period designated may be suspended from the program. Written notification will is mailed by the department to the student.

With the approval of the prospective department/program chairperson and college dean, a student suspended from a graduate program may apply for admission to another graduate program provided requirements for admission to that program are met. Applications must be processed through the Office of Admissions.

Reinstatement

Students suspended from a graduate program may petition for reinstatement after the lapse of one academic semester during which the students are not enrolled at UWF. Written evidence of eligibility must be submitted to the college dean.
To date, one MPH student has been dismissed for academic performance. Recognizing that the loss of any student from the program justifies an exploration of contributing factors, the MPH faculty will be maintaining data of such cases for analysis and action as warranted. Toward this end the MPH Director has recently attended a training on alternative considerations of GRE score breakdowns for admission criteria and program success tracking. The strategies emphasized in this training will be adopted by the MPH program as a way to track contributing factors, as measured by the GRE.
2.7.c. Additional Indicators

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

Not applicable. Outcome measures in Section 2.7.b. include degree completion rates and job placement rates. Pending the results of this accreditation review, future indicators we will consider for monitoring include pass rate on the Certification in Public Health exam and the GRE score tracking strategies alluded to in Section 2.7.b.
2.7.d. Destination of Graduates

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

<table>
<thead>
<tr>
<th></th>
<th>Government</th>
<th>Nonprofit</th>
<th>Health Care</th>
<th>Private Practice</th>
<th>University/Research</th>
<th>Proprietary</th>
<th>Further Education</th>
<th>Non-Health Related</th>
<th>Not Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH Generalist</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
2.7.e. Performance on National Examinations

In public health fields where there is certification of professional competence, data on the performance of the program's graduates on these national examinations for each of the last three years.

This is not applicable to the majority of our students who do not, at this time, take professional licensure/certification exams. However we have the following pilot study ongoing this semester:

- The PHC 5990 Public Health Preparedness course is piloting a study in which students are earning professional certifications through the Federal Emergency Management Agency. These certificates are necessary for career development within the divisions of the public health field which are activated during disasters. Such tools are helping to prepare students for employment following graduation and to expand their credentials and expertise.

Analysis of the results of this study may allow us to tailor course content within this course to address any deficiencies noted with the pass rate on the certifications.

Finally, pending the results of this accreditation review, future indicators we will consider for monitoring of student achievement include pass rate on the Certification in Public Health exam.
2.7.f. Periodic Assessments of Alumni and Employers

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

This is not applicable at this time since we have just graduated our first class. However, the MPH program plans to follow-up with graduates for a period of 3 years wherever they may be employed. A survey will be mailed both to employers and alumni alike to assess the quality of our graduates. Employers will be asked to assess the extent to which they believe our graduates were well-prepared for the roles they would play in the practice world of public health. See the On-Site Resource File for survey instruments to be employed as part of this process.
2.7.g. Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is partially met.

Strengths

The program has effective standing procedures for performance monitoring of student achievement. Course enrollments and GPAs of students generally meet or exceed program and graduate school requirements. For example, in Fall 2007, <10% of students were on academic probation. At the end of Spring 2008, 100% of our students' semester and overall GPA met or exceeded program and graduate school requirements.

Strategic Planning Moving Forward

A major focus of the UWF MPH program is to effectively and consistently address the issue of student achievement both in terms of academic performance and employment post-graduation. Our close ties with the 5 county departments of health and inclusion of the directors of these programs on our MPH Steering Committee is part of that commitment and provides a pipeline for direct feedback on programmatic performance in the context of expectations for student preparation for employment in public health. Our efforts in programmatic assessment provide a strong basis for monitoring programmatic effectiveness in preparing students for jobs in public health.

Moreover, creation of the Student Association for Public Health was intended to promote student retention, to provide students with a sense of community, to provide students with a unified voice on input on programmatic quality and effectiveness, to create opportunities for student networking in regard to academic success and seeking employment in the discipline, and to provide a vehicle for closer student-faculty interactions.

We have put in place a tapestry of student services to promote student success, including the creation of tutorials to help students with classes identified as "challenging", to identify students with deficiencies in writing skills through the required writing samples required as part of the admissions packet and to direct students with such deficiencies to the UWF Writing Lab. In addition, we are closely monitoring student performance on the Comprehensive Exam and in the internship to identify other tutorial opportunities that are needed to prepare students for employment in the discipline.

We have created a Job Resource Center on the MPH website and created an eLearning portal for out-of-town students to engage in social networking for future employment. We have developed formal policies for training and evaluation of online teaching to ensure high quality instruction to build student-student, student-faculty, and student-content interaction. We place a high premium on feedback from preceptors for our internships and consider this a critical source of information valuable in tailoring the program to promote employment of graduates of the program.
2.8. Academic Degrees

*If the program also offers curricula for academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.*

Not applicable. The UWF MPH program is a generalist program.
2.8.a. Identification of Degree Programs

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

Not applicable. The UWF MPH program is a generalist program.
2.8.b. Means of Program Assurance

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

Not applicable. The UWF MPH program is a generalist program.
2.8.c. Culminating Experience

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

Not applicable. The UWF MPH program is a generalist program.
2.8.d. Criterion Assessment

Assessment of the extent to which this criterion is met.

Not applicable. The UWF MPH program is a generalist program.
2.9. Doctoral Degrees

The program may offer doctoral degree programs, if consistent with its mission and resources.

Not applicable. The UWF MPH program only offers a masters level degree and does not at this point intend to offer a doctoral degree in public health.
2.9.a. Identification of Programs

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

Not applicable. The UWF MPH program only offers a masters level degree and does not at this point intend to offer a doctoral degree in public health.
2.9.b. Number of Students

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

Not applicable. The UWF MPH program only offers a masters level degree and does not at this point intend to offer a doctoral degree in public health.
2.9.c. Criterion Assessment

Assessment of the extent to which this criterion is met.

Not applicable. The UWF MPH program only offers a masters level degree and does not at this point intend to offer a doctoral degree in public health.
2.10. Joint Degrees

*If the program offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.*

Not applicable. The UWF MPH program does not offer any joint degrees at this time.
2.10.a. Joint Degree Programs

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

Not applicable. The UWF MPH program does not offer any joint degrees at this time.
2.10.b. Criterion Assessment

Assessment of the extent to which this criterion is met.

Not applicable. The UWF MPH program does not offer any joint degrees at this time.
2.11. Distance Education or Executive Degree Programs

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

2.11.a. Degree Programs Other Than Regular On-Site Courses

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

The UWF MPH program is a generalist program with all courses offered fully online. Students complete a face-to-face internship under the guidance of an approved preceptor at an approved internship site. Students additionally complete a Comprehensive Exam under the supervision of an approved proctor.
2.11.b. Distance Education or Executive Degree Programs

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

Executive Degree Programs

Not applicable. The UWF program does not offer an executive degree program.

Online Course Design Approach Used at UWF

The MPH program adopted a variant of the Plan-Design-Develop-Implement-Evaluate-Improve model emphasized by ATC and summarized here:

http://uwf.edu/atc/design/process.cfm

“There are specific steps required to complete the design of an online course. An iterative approach of redesigning and refining online content is recommended to ensure your online course is as effective as possible in helping students achieve course learning outcomes.

PLAN for Efficiency and Effectiveness
DESIGN for Learning
DEVELOP a Quality Online Course
IMPLEMENT an Engaging Online Course
EVALUATE to Measure Success
IMPROVE for the Future”

Early in our online program rollout planning, the MPH program also participated with SAHLS in an organizational assessment to determine the adequacy of resources at UWF to serve the needs of the faculty and adjuncts being trained to teach online in the new online MPH program. Additionally, core faculty researched the literature for suggested best practices for training adult learners and professionals (e.g., physicians).
The results of this research and associated strategic planning are summarized in the following publication that resulted from these efforts (see copy in On-Site Resource File):

- Sutton, M.A., White, L.J., Mbizo, J., & Stewart, G.L. Assessment in Online Programs: Use in Strategic Planning for Faculty/Adjunct Development and Course Instruction to Improve Faculty and Student Engagement. Accepted to appear in *International Journal on E-Learning*. (Submitted March 2008)

**Executive Summary**

“This article describes the use of assessment in the design and implementation stages of launching online courses and programs. While use of assessment for improving student engagement in both face-to-face and online courses has been commonly used, the authors augmented the strategic planning of programs to include assessment as a tool for designing faculty/adjunct training sessions to simultaneously improve faculty engagement. Employed initiatives were based on the hypothesis that high faculty engagement during training would yield higher quality courses with content leading to greater course satisfaction and engagement by both students and faculty. Results are provided from two online programs in the School of Allied Health and Life Sciences at the University of West Florida. To demonstrate these strategies, a case example is also provided on the use of Second Life as an instructional tool to improve faculty and student engagement, and to development a sense of online community. Outcomes were tracked along four criteria: (a) quality enhancement, (b) accountability, (c) marketability, and (d) productivity. Results included improved student and faculty satisfaction with engagement in developed courses, lowered operational costs due to low turnover rate in trained faculty/adjuncts, and improved tracking of quality enhancement data for accreditation efforts.”

A key difference of the approach utilized by the MPH program in its planning and implementation was an emphasis on 360-degree assessment. Specific aspects of this approach are summarized in this additional publication submitted for publication (see copy in On-Site Resource File):

- Sutton, M.A., Mbizo, J., Stewart, G.L., & White, L.J. Using 360-Degree Assessment to Improve Faculty and Student Engagement in Online Programs. Submitted as part of Engaging Faculty in the Assessment Process at the University of West Florida (Stanny, et al.) to Maki, P. (Editor), *Faculty Experiences with and Perspectives on Assessing Student Learning*.

**Executive Summary**

“In this section we explore use of assessment in the design, implementation, and maintenance stages of launching online courses and programs. This initiative was driven in part by the creation of an online Master of Public Health (MPH) program within the School of Allied Health and Life Sciences (SAHLS) at UWF and the self-study undertaken to prepare that program for accreditation (Council on Education for Public Health, 2005). The overriding theme as we initiated this effort was “High Quality, with Innovation to Build and Support an Engaged Online Learning Community”. The approach we have employed utilizes characteristics of the 360-degree feedback model (i.e. multi-source assessment) successfully used in business sectors and recently in some health care and higher education venues (Armstrong, Blake, & Piotrowski, 2000; Sachdeva, 2005; Swain, et al., 2004) and emphasizes faculty engagement as the driving force to help create high quality courses with students responding with similar levels of engagement."
As the MPH program developed its plans for online courses, peer-review from national reviewers was also sought and feedback was incorporated to strengthen all aspects of the training program and associated data-drive feedback loops associated with course and program assessment. This process also led to a separate online (and off-line) training program developed for MPH faculty to serve other MPH faculty and adjuncts teaching online. This program is summarized here:

http://uwf.edu/sahls/elearning

Online Learning Portal

The UWF MPH program uses the fully online model facilitated through the Desire to Learn (D2L) course management system, described here:

http://www.desiretolearn.com

Course material is predominantly provided to the students asynchronously. Synchronous delivery of material is accomplished through a separate web conferencing tool called Elluminate, which is described here:

http://www.elluminate.com

Figure F2A. Desire To Learn Course Interface

The figure above shows the D2L course interface. The Course Home tab is the main course page that shows a listing of all course resources. The Content tab shows the course lecture modules alongside file transfer utilities. When students click on the Content tab, they see links to lectures, assignments and any other resources for a specific lecture, including the release dates for each module and assignments. The Links tab provides students with access to external resources that include professional organizations, peer-reviewed journals and essential public health agencies like the Centers for Disease Control and Prevention (CDC) and The World Health Organization (WHO). The Discussion tab is the main communication channel through which the instructor and students interact and exchange ideas as well as carry out discussions related to specific questions in the lecture content. Where possible, all discussions take place within the Discussion forums so that all students can benefit from the exchanges between other students and the instructor. The LiveRoom (Chat) provides an area where students can meet during their own time and discuss whatever issues they wish to chat about with fellow students.
The DropBox is the course portal where student submit their assignments. Within the Dropbox the instructor can set different folders for each assignments for which student must submit a product. The Dropbox records the times when the student uploaded their assignment, allowing the instructor to determine if a specific assignment for a particular student was handed in late. Within each folder in the DropBox, the student name is automatically attached to each student’s file so that the instructor can also determine which students have completed and submitted the assignment and which ones have not. The instructor can download the assignments for grading and reload the comments in each student’s section.

The Quizzes tab provides links to quizzes and examinations in the course. These are automated quizzes and exams in which the questions are set to launch at a specific date and time with due dates posted as well as test duration. Exams and quizzes can be set to automatically grade, however individual instructors can customize questions to their liking. Instructors have the liberty to use any format of questions from multiple choice and true/false questions to matching, multiple selection questions and short answer as well as fill-in-the-blanks. When instructors use short answer essays, the instructor has to go in and manually grade each student’s question because of the variability in language used to respond short essay questions.

The Grades tab is the link to the course Gradebook. The Gradebook lists the different items the instructor has selected for and built into the course for student assessment. The Classist and Groups tabs serve two purposes that are related to students in the course. The Classist has three levels: (1) Students, (2) Instructors and (3) Assistants. The Groups tab is used when an instructor has created teams in a course.

Other tabs can be added such as the Elluminate (Web Conferencing) in the screenshot provided. The Elluminate tab in this case provides a link to a web conferencing portal where the instructor meets students during his/her e-Office Hours. Students can ask any questions and the instructor can demonstrate different issues related to the course. The advantage of the Elluminate tool is that it has the capability to enable to instructor to demonstrate technical aspects of the course content. For example, if a student has a problem understanding the interpretation of a 2 x 2 table, the instructor can remotely share an application on his/her desktop to assist the student with understanding such material.

**Technical Support for the E-Learning Software**

The University of West Florida central HelpDesk is the primary technical support point of contact for all students. When students experience technical problems with the eLearning software they have to notify the UWF Helpdesk immediately at:

   [http://www.uwf.edu/helpdesk](http://www.uwf.edu/helpdesk)

This enables the University to keep a log of problems with the eLearning software. The vendor occasionally rolls out software updates to fix any glitches in the software. The UWF HelpDesk maintains a list of encountered problems and alerts the vendor so that the problems can be addressed to improve the integrity and security of the instructional tool while enhancing the quality of our academic programs. Information about how to contact the HelpDesk is included in every MPH course syllabus.
Rationale for Offering the MPH Program Online

As a regional comprehensive university, one of UWF’s prime directives is to address the workforce needs of the region. The “region” served by UWF extends from the Alabama border with Florida to the west, to far to the east to Panama City, for a distance of almost 300 miles. The geographic location of UWF in the Panhandle of Florida limits the population base served. In addition, our service area is limited to the South by the Gulf of Mexico, to the West by Alabama, to the North by Alabama and Georgia and to the East by Northwest Florida State College. While the MPH program was identified by the regional health care/public health community as one of high priority for the region, state and nation, geographic constraints alluded to above dictated that the online format would be the wisest use of resources in terms of reaching an audience of sufficient size to sustain the program long-term, reaching the most distant point in the community we serve, and to have the broadest possible impact within the health care/public health community, the second largest economic engine and second largest employer in the Panhandle of Florida. Moreover, about 5 years ago the University of West Florida made a commitment to develop online offerings in academic disciplines that could be effectively addressed using this format. Among the programs being considered for development, the MPH program was identified early as a priority discipline.

Manner in Which Academic Rigor is Monitored in MPH Program

Academic rigor in the MPH program is monitored by the MPH Steering Committee as well as the program faculty. This is accomplished by maintaining high standards for, and close scrutiny of, student performance in the Comprehensive Exam and the internship experience, by input from regional employers of our graduates, and through annual evaluation of the academic credentials of students entering the program, as well as performance within the program of MPH graduates.

Settings for exam security and strategies employed at the course and program level to address standards for academic integrity are summarized in Section 1.2.b.

Comparison of Academic Rigor Monitoring in MPH Program to Traditional Programs

Keeping records on employment success and history for graduates of the program and on scores for graduates of our program in the public health certification exam will provide data for comparison of academic rigor in UWF’s online MPH program with that in traditional programs.

Manner of Evaluating Educational Outcomes of MPH Program

Educational outcomes in the UWF online MPH program are monitored and evaluated using the programmatic assessment system in place in which student acquisition of core competencies are used to measure programmatic success. Both program faculty and the MPH Steering Committee routinely monitor rubric results providing data on programmatic success in achieving the outcomes established for the program and each course.
Manner of Evaluating Online Format and Delivery Methodologies of MPH Program

The UWF MPH program has put in place an extensive, effective and mandatory system of training in online educational strategies and methodologies. These are updated annually and supplemented by an extensive mosaic of workshops, training sessions, and seminars on online educational theory, technology and methods offered by the University. The UWF MPH program has a designated core faculty member (M.A. Sutton) who is charged with monitoring the quality and execution of all activities related to the online environment. This person has been assisted in these duties by a graduate assistant when possible and employs other IT experts as needed to ensure maintenance of high quality for our online program. Information gathered by this process is provided to all unit faculty and the MPH Steering Committee as needed to keep these bodies abreast of the constant monitoring of the program.
2.11.c. Criterion Assessment

Assessment of the extent to which this criterion is met

This criterion is met.

The State of Florida has designated UWF as a regional, comprehensive university. This designation includes a very strong commitment to serving the educational needs of the region. The MPH program has been assigned the responsibility of building programs, workshops, short courses, and certificates to help develop an educated workforce for the regional health care/public health industry and the military presence, as well as the public health community. The military is the largest economic engine and employer in the Panhandle and health care is the second largest in these regards. Regional County Health Departments play a critical role in guarding community health and serving the health care needs of a large portion of the indigent population.

Clearly, our University’s mission of serving the educational needs of a large geographic region (from South Alabama to Panama City, Florida) has dictated use of online formats for the MPH. The community sectors (health care, public health and the military) serviced by the MPH program have a strong presence throughout the geographic range alluded to above and, in the face of limited resources and personnel, the online format was the only logical approach to use in building the MPH program. This strategy has proven to be a valuable tool in designing programs to serve our geographically broad service area and has proven to be enormously popular among our community clients.

See Section 1 for complete details on the strategic planning put in place to ensure the delivery of a high quality online program. Section 1 also contains a listing of QEP projects initiated and/or completed to monitor the quality of the program. Results of associated course audits are available in the On-Site Resource File. Additional details on the overarching quality enhancement initiatives of SAHLS (and supported by the MPH program) are described on the main SAHLS website here:

http://uwf.edu/sahls/quality

Finally, please visit Appendices D and E for examples of both solicited and unsolicited feedback from students on various course experiences in both core and elective courses.
3.0. Creation, Application and Advancement of Knowledge

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. Program Research Activities

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

All faculty in the MPH program are expected to engage themselves and their students in relevant basic or community-based, applied research related to the public’s health. This can be in the form of collaboration with public health partners, which is encouraged and is supported through establishment of the directors of the 5 county public health departments as key players in “steering” the MPH (through the MPH Steering Committee, which oversees all activities and policies within the MPH program) in a direction which instills in our students the core values and critical skills in public health, and which “invests” regional public health in the program, its graduates and its faculty. This approach has fostered a lead role for regional public health in actively engaging our students in research through quality internship experiences, in providing opportunities for engaging our faculty in collaborative research with our public health partners, and in collaborating on granting opportunities to support these research activities.

Active engagement in basic and/or applied research in public health is required as part of the Promotion and Tenure process for tenure-track faculty, and for retention of non-tenure track faculty. Such guidelines for tenure-track faculty are published electronically in the MPH Faculty Bylaws and Standing Rules at the MPH website:

http://uwf.edu/sahls/forms

These criteria are also available in the On-Site Resource File. Faculty are evaluated each year against the stated criteria as part of the UWF Annual Evaluation process.

UWF, SAHLS and/or the MPH program provide funding in support of research-related travel, IT needs, and seed money, and support a broad spectrum of scholarly activities. Representative examples of cost-sharing associated with such activities are provided in Section 1.6.a.

Research-related project-based activities in core and elective courses are also encouraged as an instructional tool to enrich the curricula and to help prepare students for the Internship in Public Health course. The internship course required of all students is designed to immerse each student in a research project in public health that is relevant to the host organization and to the field of public health and generates original data. Students can now also partner with a faculty member on a research project as part of a 3 credit hour elective. This experience will be documented within a Directed Studies in Public Health course that was proposed in Spring 2008 as a new course option within the approved electives of the MPH program.
3.1.b. Current Community-based Research Activities

*Description of current community-based research activities and/or those undertaken in collaboration with health agencies and community-based organizations. Formal research agreements with such agencies should be identified.*

The MPH program has established close ties with public health departments in the 5-county area, which includes the student internship-related research projects, and collaborations with faculty in the MPH program. Representative community-based research activities undertaken include:

- **Core Faculty**
  - Justice Mbizo is working with the Escambia County Healthy Start Coalition to assess the cause of health disparities in the area of infant mortality. The MPH program has entered into a Memorandum of Understanding with the Coalition as part of a community-based project involving assessment of factors contributing to infant mortality and health disparities in Escambia County.
  - Justice Mbizo is also involved in a project in partnership with the Clinical Laboratory Sciences Program to examine the impact of diabetes and assess the appropriateness of standard diabetic management techniques (i.e., the use of the hemoglobin A1C, H1Ac, in the management of diabetic patients).

- **Joint Faculty**
  - Susan Walch is involved in a number of activities in community-based research in the community, including the Okaloosa AIDS Support and Information Services for HIV prevention.
  - Gretchen Norling is also involved in community-based projects that include an intervention program to improve communication and decision-making skills among minority breast cancer patients.

- **Adjunct Faculty**
  - John Lanza, as the Director of the local health department is involved in a number of activities in community health issues.
### 3.1.c. Current Research Activity of Primary and Secondary Faculty

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Principal Investigator &amp; Department</th>
<th>Funding Source</th>
<th>Funding Period Start/End</th>
<th>Amount Total Award</th>
<th>Amount Current Year</th>
<th>Community-Based Y/N</th>
<th>Student Participation Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complementary and Alternative Medicine Exploratory Study: The Potency of the Old Path Herbal Tea</td>
<td>Justice Mbizo, SAHLS [core faculty]</td>
<td>UWF, CAS</td>
<td>2007-2008 1 year</td>
<td>$2,000</td>
<td>$2,000</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Antimicrobial Activity of Contact Lens Care Products Against Acanthamoeba</td>
<td>George Stewart, SAHLS [core faculty]</td>
<td>Alcon Laboratories</td>
<td>2007-2008 1 year</td>
<td>$10,000</td>
<td>$10,000</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Ethical considerations in health care</td>
<td>Gretchen Norling, Comm Arts [joint faculty]</td>
<td>Susan G. Komen Foundation</td>
<td>2008-2009 1 year</td>
<td>$250,000</td>
<td>$250,000</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Health Psychology Laboratory</td>
<td>Susan Walch, Psychology [joint faculty]</td>
<td>Red Ribbon Charitable Foundation of Northwest Florida</td>
<td>2006-2007 1 year</td>
<td>$9,995</td>
<td>$9,995</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Community Information Network HIV Prevention Program</td>
<td>Susan Walch, Psychology [joint faculty]</td>
<td>Office of Minority Health, FL Dept. of Health</td>
<td>2006-2009 3 years</td>
<td>$405,000</td>
<td>$135,000</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Recycling Works: An Application of the EPA’s Quest for Less Program to the Bajo People of Indonesia</td>
<td>Melanie Sutton, SAHLS as Faculty Advisor to L. Bennett [core faculty]</td>
<td>UWF, Honors Program</td>
<td>2005-2006 1 year</td>
<td>$1,000</td>
<td>$1,000</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Okaloosa AIDS Support and Information Services HIV Prevention</td>
<td>Susan Walch, Psychology [joint faculty]</td>
<td>Centers for Disease Control and Prevention</td>
<td>2004-2008 4 years</td>
<td>$1,095,361</td>
<td>$273,840</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>
Note that the previous Template E - Table 3.1.c does not include these two grants, awarded to core faculty, and described in Section 1:

- Stewart, G. (Fall 2007). “Marketing of UWF’s Health Programs and Okaloosa Schools Health Academy Tracks”. U.S. Department of Labor Workforce Innovations in Regional Economic Development (WIRED) Grant, $25,000.

In addition, the following grant-writing activity of G. Stewart and M.A. Sutton is not reported in this table:

Extramural Competitive Grants, Under Review
- Fall 2007-Spring 2008: collaborated on UWF-sponsored FY09 Legislative Initiative proposal, “Improving Veteran Care via Health Information Sharing”, involving a partnership with SAHLS, Computer Science, Cogon Systems, Institute for Human and Machine Cognition, and Pensacola Bay Area Chamber of Commerce; submitted as part of UWF’s FY09 Federal Appropriation Request for $2,500,000.

Extramural Competitive Grants, Not Funded
- Fall 2007: collaborated on UF-sponsored Center of Excellence proposal, “A Florida Center for Computational Biology (FCCB)”, involving a partnership with UF, SAHLS, and other SUS schools; submitted to Board of Governors for $9,999,520.
3.1.d. Outcome Measures for Research Activities

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.

Primary measures utilized to evaluate the success of MPH program research activities are provided in Section 1.2.c. and repeated here:

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target/Desired Outcome</th>
<th>Year 1 05-06</th>
<th>Year 2 06-07</th>
<th>Year 3 07-08</th>
</tr>
</thead>
</table>
| [for Objective 5A]  
Percentage of core faculty engaged in public health related scholarly activities in the form of peer-reviewed publications submitted or accepted or presentations on public health related topics | 100%  
Publications:  
a=accepted  
p=pending review  
s=submitted but rejected  
Presentations:  
L=local  
R=regional  
N=national | 50%  
Publications: GS:1a  
MS:0 | 50%  
Publications: GS:0  
MS:0 | 100%  
Publications: GS:1p  
MS:1a w/JM  
JM:1a w/MS |  
Presentations: GS:0  
MS:0  
JM:2L |  
[1/2]  
[1/2]  
[3/3] |
| [for Objective 5B]  
Number of submitted or received public health-related extramural grants by MPH program core faculty | 1  
a=accepted  
p=pending review  
s=submitted but rejected | 0  
GS:0  
MS:0 | 0  
GS:0  
MS:0 | 3  
GS:1p w/MS  
+1s w/MS  
MS:1p w/GS  
+1s w/GS  
JM:0 |  
| [for Objective 5C]  
Number of core faculty-led research projects open to MPH students across program | 1  
GS:4  
MS:1 | 5  
GS:3  
MS:0 | 3  
GS:3  
MS:0  
JM:2 |  
| Number of above outcome measures met or exceeded | >=50%/year  
[target will be increased in upcoming years now that the instructional mission and associated assessment is solidly in place] | 33%  
33%  
100% |  

Key to initials used for core faculty: GS=George Stewart; MS=Melanie A. Sutton; JM=Justice Mbizo
The MPH program at UWF is currently a new program with its instructional mission prioritized in the first 3 years as its curricula was designed for online delivery. Now that significant milestones have been reached in the evaluation and planning for the instructional mission, and funding has been secured to continue associated quality enhancement initiatives, more time and energy can be devoted by the core faculty, in collaboration with joint and adjunct faculty and community partners, to engage in significant scholarly endeavors. To this end, 2 core faculty (G. Stewart and M.A. Sutton) collaborated on the creation and submission of two multi-million dollar, multi-organizational/institutional grants in 2007-2008 that included components directly impacting the UWF MPH program, as follows:

Pending review:
- UWF-sponsored FY09 Legislative Initiative proposal, “Improving Veteran Care via Health Information Sharing”, involving a partnership with SAHLS, Computer Science, Cogon Systems, Institute for Human and Machine Cognition, and Pensacola Bay Area Chamber of Commerce; submitted as part of UWF’s FY09 Federal Appropriation Request for $2,500,000.

Submitted but rejected:
- UF-sponsored Center of Excellence proposal, “A Florida Center for Computational Biology (FCCB)”, involving a partnership with UF, SAHLS, and other SUS schools; submitted to Board of Governors for $9,999,520.

While the status of one of these grants is still pending and the other was rejected, the core MPH faculty remain committed to such efforts in the future, in addition to seeking smaller grants with a more focused local/regional impact.

Increasing student participation in research will also become a greater programmatic priority. Not surprisingly student involvement in research was low during the formative years of the program with a set of core faculty-based projects open to students during the last three years, but minimal participation occurring, due to the professional background of admitted students (e.g., most working full-time and attending UWF part-time). The Directed Studies in Public Health course listed in Section 2.6.b. is one additional strategy being put in place to further address this issue.

The outcome measures in the previous table are deliberately conservative given the described strategic planning, but within targets for published professional advancement. However, it is expected that both the number of students and the number of faculty will increase appreciably over the next 5 years. As the didactic responsibilities of the program are spread out over a larger number of faculty and adjuncts, the expectations for performance in research are also expected to rise. The outcome measures to be tracked given these changes will have targets realigned with these new expectations, and reporting on these measures during each Annual Evaluation period will allow faculty to get annual feedback on how their personal research activity is contributing to both their professional advancement and the programmatic goals of the MPH program.
3.1.e. Student Involvement in Research

The UWF MPH program administration and faculty believe that involving students in faculty research is a critical way of ensuring that students have a platform to observe firsthand the development of scientific knowledge and tools for public health practice. Indeed, by engaging students in research they learn the practical ways of conducting such essential functions of public health as: study conceptualization, assessment, and data collection and analysis, as well as presentation and communication of health related findings. Appendix F provides a summary of research projects of the core faculty over the last three year period.

There are two avenues for engaging students in research that are an integral part of the MPH program curricula. These are the required Internship in Public Health course experience and the new elective course, Directed Studies in Public Health (listed in Section 2.6.b.). In addition, several of our core and elective courses require research papers be completed by each student in the class. While these are literature-based assignments, this is a critical part of the process of instilling in all of our students a research "mind-set" and of honing their skills in critical thinking, which is a core theme in the UWF MPH program. Additional tangible evidence of course modules engaging students in research are available in the On-Site Resource File. Data from the following additional QEP initiatives related to strategic planning on this criterion will also be available within the next academic year:

- Student Association for Public Health – Beginning 2008-2009, the following new discussion boards were added to increase extracurricular student-faculty and student-student interaction related to research:
  - The Journal Club: A discussion of the top 3 journals in public health and why students should be reading them.
  - The "Masters of Public Health": A discussion of the top 5 researchers in public health and why students should know what they are doing.

- Scavenger Hunts in Second Life – a beta test/pilot study of using Second Life to increase student engagement was recently completed and presented at this venue:

  Additional research-related scenarios involving this tool are planned for testing in the next 1-2 years in partnership with the Department of Computer Science.

- Applied biostatistics projects – Beginning Summer 2008 an adjunct has been hired to assist the joint faculty leading the core Biostatistics course in designing tutorials to increase course preparation for a new public health-based project emphasis requirement.
3.1.f . Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is partially met.

Strengths

The program continues to grow and as resources become available, faculty will continue to expand their research agendas. The program is always seeking ways to create incentives for faculty research and service in the community, including grant writing. We believe our outcome measures, while currently conservative, are not completely unreasonable given the mission of a non-Research 01, regional comprehensive university with a focus to train professionals working on the front line. In addition, while funded research does not have high priority at UWF, the MPH program will always have in its mission, goals, and objectives, a dedication to employing research activity particularly to engage students. In line with this long-term planning, we have already built into our requirements for promotion and tenure and for non-tenured faculty, a requirement for sponsored research with an emphasis on engaging students in faculty research.

Weaknesses

While core faculty have been awarded a modest amount of funding, the demands of developing the MPH program and of fulfilling the requirements associated with CEPH accreditation have removed core faculty from performing at high levels in the funding arena in the past three years.

Strategic Planning Moving Forward

It is expected that more grant submissions, research collaborations and engagement of students in these activities will occur in the future. Toward this end we have been selective in the assembly of several joint faculty which have been very successful in attracting extramural funding, and we have encouraged them to engage MPH students in their research programs. At this point, students have only limited engagement in the research activities of program faculty but this will change as the MPH program matures. The MPH program is committed to ongoing and innovative efforts to build online community to assist with these plans.

Finally, we have been cultivating and seeing a growing level of participation in our program by our military partners, who have stepped forward with two MOUs for providing internship sites for MPH students, and who are very active participants on the MPH Steering Committee and the SAHLS Advisory Committee.
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. Program Service Activities

Description of the program’s service activities, including policies, procedures and practices that support service.

The UWF MPH program is bound by University regulations mandating service as a part of faculty performance for continuation and Promotion and Tenure. These regulations are codified in the MPH Faculty Bylaws and Standing Rules. This document is published electronically and available from the SAHLS website:

http://uwf.edu/sahls/forms/

Appendix A also contains a verbatim copy of this resource. An executive summary of expectations is as follows:

Executive Summary

Service by faculty should encompass service to the University, the community and the profession. University service may include, for example, activities on programmatic, college or university ad hoc and standing committees, task forces, or special assignments. Service to the community may include, for example, committees, outreach activities, task forces, volunteer activities, advisory groups, participation in workshops, seminars or conferences. Professional service includes, for example, service to professional organizations, participation in professional meetings, workshops, seminars, committees, editorships, service as a reviewer of manuscripts and grants.
3.2.b. Current Program Service Activities

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

While the program has only been in existence since 2005-2006 and has only offered classes since Spring 2006, the faculty have begun to build a solid record of involvement in the community in the name of the UWF MPH program. Listed below are representative activities conducted by faculty teaching in the MPH program.24

1. Membership in the regional Disaster Management Group consisting of members from regional health care and public health entities with the goal of preparing the health care and public health communities for educating the public and health care providers/first responders to effectively deal with regional disasters. – G. Stewart & M. Sutton, Spring 2007 – present

2. Membership on the Pensacola Chamber of Commerce Health Task Force which promotes a regional environment that supports and promotes a solid regional infrastructure in support of the health care and public health communities. – G. Stewart, Spring 2004 – present

3. School of Allied Health and Life Sciences Advisory Committee which includes members from all walks of health care, education and public health and addresses the development of educational programs tailored to meet the workforce needs of regional health care and public health (included numerous presentations on programs and progress in developing health-related programs at UWF). – G. Stewart & M. Sutton, Fall 2003 – present; J. Mbizo, 2006 – present

4. Member of the UWF Department of Nursing Advisory Committee which consists of members from all walks of nursing from regional hospitals, public health departments and the military, and is dedicated to creating a tapestry of regional educational opportunities in nursing to address a severe shortage of nurses in the region. This includes development of a RN to BSN, a 4yr BSN, a MSN and a PhD, the latter in partnership with the University of Florida. – G. Stewart, Fall 2005 – present

5. Collaboration with the Escambia County Health Start Coalition on the Black Infant Health Practice Initiative that is aligned with the Florida Senate Legislation (HB 1269). It is the intent of this effort to examine infant mortality in Escambia County in order to identify factors in the health and social services systems that contribute to higher mortality rates among African-American infants. – J. Mbizo, Spring 2007 – present

6. Conducting a comprehensive evaluation of all courses in the MPH in regard to their effectiveness in addressing critical job competencies, redundancy in coverage among courses and depth/rigor of our courses. – J. Mbizo, M. Sutton, J. Ward (graduate student). Fall 2006 – present

7. Member of the Executive Committee for the OWC/UWF RN to BSN Cooperative Program. – G. Stewart, Fall 2006 – present

24Continuing education initiatives are organized at the program level in line with Goal 3 of the program and are summarized in Section 3.3.
8. Charter Member of the Committee charged with design and planning for the Maritime Museum for the economic development of the waterfront of downtown Pensacola. – G. Stewart, Fall 2004 – present

9. Health Community Liaison for the UWF Development Office in raising funds in support of UWF’s health-related programs. – G. Stewart, Spring 2006 – present

10. Presentation to the Northwest Life Sciences Council on health-related programs at UWF and the collaborations created by UWF with regional secondary and post-secondary educational partners. – G. Stewart, Spring 2006

11. BRACE/Escambia County Incident Command Center Training Exercise (as part of Hurricane Herb Emergency preparation/Planning Scenario) – J. Mbizo, M. Sutton, Summer 2008


13. Participation in recruiting events at regional health departments - G. Stewart & M. Sutton, J. Mbizo, 2006 - present
3.2.c. Outcome Measures for Service Activities

*Identification of the measures by which the program evaluates the success of its service efforts for each of the last three years.*

Table T3B. Outcome Measures and Targets for Criterion 3.2

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target/Desired Outcome</th>
<th>Year 1 05-06</th>
<th>Year 2 06-07</th>
<th>Year 3 07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>[for Objective 3C] Number of SAPH, student-led public health outreach activities in their communities</td>
<td>&gt;=1 per year</td>
<td>n/a</td>
<td>n/a</td>
<td>1 (Healthy Families)</td>
</tr>
<tr>
<td>Number of professional recruiting events attended by core faculty</td>
<td>&gt;=1 per year</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of local/regional recruiting events attended by 1 or more core faculty</td>
<td>&gt;=5 per year</td>
<td>16</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td>Number of above outcome measures met or exceeded</td>
<td>100%</td>
<td>50%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

As evidenced by the outcome measures in the table above, initial priorities in the formative years of the MPH program have been along two dimensions: (1) recruitment-based activities and (2) activities involving students. The MPH core faculty have spent considerable time in the formative years interfacing with organizations in the local and regional area as a way help build service–based relationships for prospective students entering the program. While the outcome measure targets have been reached in the last two years, there is an obvious decrease in the number of these activities at the local/regional level. With the formation of SAPH, it is anticipated that sufficient community-based impact will continue to be made in this area. At the same time, core faculty will be using the service-based component of their workload in the future to establish and build partnerships to enhance both service and associated scholarly activity, including grant writing, whenever possible.
3.2.d. Student Involvement in Service

A description of student involvement in service.

The Student Association for Public Health (SAPH) serves as the forum for interaction between students and MPH program faculty. The mission of SAPH is:

To prepare and educate leaders in public health through service to the community. To serve as a platform for communicating with students and among students in the MPH Program at UWF, to create an atmosphere of camaraderie among students, and to provide students with an avenue for performing public service in the health care and public health communities.

The objectives of SAPH are:

- Improve Community Health
- Grow Intellectually
- Cultivate Compassion

As one example, SAPH encourages each of its members to volunteer for their local Medical Reserve Corps. Faculty advisors to SAPH are additionally members of the American Public Health Association, the Florida Public Health Association, and/or the Southern Health Association, and students are encouraged to participate in these or similar regional public health-affiliated professional organizations in their area.

This organization was formed as an online student organization in Summer 2007, with Pam Perrich (pbp2@students.uwf.edu), the student representative to the MPH Steering Committee, appointed as the Interim President by the MPH Director, Dr. George Stewart. The official constitution of SAPH was then ratified by UWF’s Student Government Association in Fall 2007. The first online, recorded meetings for SAPH were in February and April of 2008. All students in the UWF MPH program are automatically inducted upon acceptance into the program and alerted to SAPH’s dedication to the ideals of scholarship, leadership and service to the community through performance in the public health arena. This organization was created for the express purpose of encouraging MPH students to become involved in service to the public health and general communities as an integral part of their education in public health. SAPH is officially recognized by, and registered with the UWF Student Government Association. The eLearning portal for this organization has organized discussion forums advertising upcoming community events to encourage student-student interaction in service. The SAPH website is located here:

http://uwf.edu/sahls/masters-ph/saph

This website provides an excellent suite of promotional materials including a constitution, links to enter eMeetings conducted via web-conferencing software, podcasts of previous meetings, and links to MPH committees on which student representatives may serve. The President of SAPH or his/her appointed representative is an invited member of the MPH Steering Committee and the MPH Curriculum Committee. In addition, SAPH is charged with (1) nominating one additional student representative to the MPH Curriculum Committee and (2) nominating one additional student representative from within the U.S. Armed Forces to the MPH Steering Committee. Students are encouraged to forward discussion points to the President and other students on these committees for consideration. Comments and suggestions can also be forwarded directly to the MPH Director, Dr. George L. Stewart, using phone, e-mail or FAX.

The recent participation of SAPH in Healthy Families is a representative example of student involvement in service to the community. As part of this activity, leaders in this student organization garnered donations of pedometers from a local business (McDonald’s) and then utilized this promotional gift to support community participation at Healthy Families, a collaboration of activities led by the Escambia
County Health Department in downtown Pensacola in April 2008. This organization additionally invited the Director of the local Health Department to its meetings to present information on joining the Medical Reserve Corps so participation in the Corps could be promoted within the organization. There is incredible enthusiasm for this organization from within the ranks of its executive officers. Given this, as the eLearning portal for this organization is enhanced to increase student-student engagement, it is anticipated that non-local students will be similarly inspired to participate in service-based activities in their region. Faculty advisors to SAPH are additionally members of the American Public Health Association, the Florida Public Health Association, and/or the Southern Health Association, and will be utilizing participation in these associations in the future to alert students about service-based activities locally, regionally, and nationally.

There are two additional avenues for promoting student service: (1) the mandated MPH internship and (2) Volunteer, UWF!, a division within UWF’s Career Services. In addition to engaging students in community-based research, the internship experience involves students in high-level service to the public health community. In this regard, the MPH internship engages students in service to the public health community by requiring conduct of a study that addresses problems that are relevant to the public's health and is a critical mission of the public health/health care entity in which the student performs the internship. A formal Memorandum of Understanding between UWF and the State of Florida Department of Health is in place to support student internships at Florida Departments of Public Health (see documentation in On-Site Resource File).

In addition, focused articulation with UWF’s Career Services began in Spring 2008. With direct linking from the main MPH program website to Career Services on its pages, it is anticipated additional students will be alerted to possible opportunities with this university-wide service, including Service and Volunteerism for Individuals or Student Groups, Service-Learning, Community Work Study, Alternative Spring Break and Field Studies.
3.2.e. Criterion Assessment

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

This criterion is met.

As described above, service activities have been robust in the formative years with faculty. Creation of SAPH, a student service organization, has provided an effective arena for performance of student service. Moreover, the mandate for service performance by faculty as part of their employment obligation and as part of the promotion and tenure process provides strong support for continued faculty engagement in service at a healthy pace. As graduates from the program begin to enter the workforce, we also envision creative service activities in the future involving these students in assessing the quality and effectiveness of the MPH program above and beyond the normal pathways for such activities.
3.3. Workforce Development

The program shall engage in activities that support the professional development of the public health workforce.

3.3.a. Continuing Education Activities

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

The continuing education outreach of the MPH program falls into these categories:

- Certificate programs
- Short courses and workshops, primarily face-to-face

Policies

Continuing education activities are either overseen by University Continuing Education, which is responsible for credentialing course credits, or by the engaged academic unit, with credentialing accomplished through education departments in the targeted health care/public health entity, or a credentialing agency for health care. These and other educational opportunities focusing on workforce development in health-related areas are advertised at health fairs, regional junior colleges, job fairs and educational fairs at high schools, public health departments and at hospitals and other health care entities. Faculty within the MPH program also attend regional conferences and meetings to advertise the MPH program and its value in addressing regional workforce needs.

Needs Assessment

The overarching policy and procedures of the MPH program in creating continuing education opportunities in the community is to seek and accept guidance from the target communities in identifying topical areas, courses and curriculum; to have that community identify critical job competencies; and then to engage key personnel from the target industries in developing and teaching courses within our programs. These methods provide an excellent medium for needs assessment and effectively identify specific needs of the target communities. This is the approach that was used to develop the UWF MPH program. The MPH program is a shining example of the success harvested through the application of this strategy and has resulted in a program that has been enthusiastically embraced by the community served. The On-Site Resource File additionally provides sample flyers and postcards distributed as part of needs assessment initiatives. In addition, examples of registration forms supplemented with mini-needs assessment surveys are provided to demonstrate proactive strategic planning of future endeavors as well as just-in-time adjustments to hands-on training in upcoming events to ensure student satisfaction in meeting the continuing education goals of the student.
Procedures and Practices

As described in Section 1, the governance structure utilized in the MPH program, with a strong emphasis on gathering community input via steering and advisory committees comprised of key players from the target communities has been well-received. In addition, we employ numerous instructors and workshop facilitators from among leaders in these target communities to ensure that students experience life in the “trenches” of public health and interact with those on the “front-line” of monitoring and protecting the public’s health when they participate in continuing education offerings of the UWF MPH program.

Evaluation

Evaluation of workshops/short courses and instructors is through student surveys. These are based in large-part or entirely on feedback solicited to be in compliance with credentialing agencies associated with the event. MPH program faculty assigned to a given event review the surveys to identify quality-control issues that require follow-up. Such issues are presented to the MPH Director for action if they occur.

Samples of Activities

A sampling of workforce development activities MPH faculty have engaged in includes the following:

- Advertising educational opportunities in health-related areas and recruiting into UWF’s health-related programs at health fairs at junior colleges, job fairs/educational fairs at high schools, public health departments and at hospitals and other health care entities. - G. Stewart, M. Sutton, S. Celestial, J. Mbizo, R. Hoyt – Fall 2005-present
- Attended Workforce Pensacola Conference on serving regional health care through development of educational opportunities with an eye toward critical job competencies.- G. Stewart, Spring 2007
- Subcontractor on a Department of Labor grant supporting development of health academies in regional high schools leading into post-secondary tracks in health-related degrees, including the UWF MPH. The focus of this project is to start students into career pipelines in health care and public health to address critical workforce shortages in the region. – G. Stewart, Spring 2006 - present
- Membership in the Northwest Florida Life Sciences Council which focuses on developing a foundation for supporting the regional biotechnology, biomedical and health care communities and for attracting industries in these specialties to the region. – G. Stewart, Spring 2005 – present
- Member of the Board of Directors for the Northwest Life Sciences Council – see above. - G. Stewart, Spring 2006 – present
- Co-Chair of the Great Northwest/ Wired Grant Committee on the Life/Health Sciences which is dedicated to funding and supporting development of an educated workforce to service the regional Life and Health Care communities. – G. Stewart, Spring 2007- present
- Co-Chair of the Northwest Chapter of BioFlorida which is a statewide consortium of educational institutions and the business community dedicated to promoting the growth and development of Life and Health Sciences industries throughout Florida – G. Stewart, Spring 2007-present
- MPH faculty and students have created a series of workshops and certificates in public health and health care topics dictated by the needs of the health care and public health communities. – M. Sutton, P. Perrich (graduate student), & R. Hoyt. Fall 2005 - present
3.3.b. Certificate Programs and Other Non-degree Offerings

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

The Certificate in Public Health programs developed at UWF were designed originally to meet the needs of military students seeking educational training before relocation or deployment. Initial marketing of the programs in the face-to-face format, although aggressive, yielded low enrollments. With the launching of the online MPH program (and subsequent conversion of the Certificate program to online formats), we have continued to provide these programs as part of a priority to develop flexible workforce development for prospective military students, and other prospective students seeking educational advancement at the Certificate level. Certificate programs in public health offered by SAHLS are summarized on the main Certificate page:

http://uwf.edu/sahls/certificate-ph/

A summary of this information is as follows:

**Executive Summary**

To meet the workforce development needs of public health practitioners, six online Certificate Programs in Public Health are currently available. At the graduate level, a Certificate in Public Health can emphasize:

- Emergency Management
- Environmental Health
- Infection Control
- Occupational Safety and Health

All courses from Certificate programs were pulled from available MPH courses, with restrictions regarding acceptance of these courses for degree credit described on the main MPH website for course information, located here:

http://uwf.edu/sahls/masters-ph/curricula

The table below summarizes the enrollments in the four graduate certificates for the last three years.

**Table T3C. Enrollment Trends in Certificate Programs for Last Three Years**

<table>
<thead>
<tr>
<th>Certificate Name</th>
<th>Year 1 05-06</th>
<th>Year 2 06-07</th>
<th>Year 3 07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Management</td>
<td>0</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>0</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Infection Control</td>
<td>0</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Occupational Safety and Health</td>
<td>0</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional undergraduate certificates in Occupational Safety and Health and Readiness and Response were developed in Year 3, with enrollment details provided in the On-Site Resource File.

---

25 A formal application process to certificate programs was initiated in 2007-2008. Given this, enrollment figures for students pursuing a certificate in 2006-2007 are provided as a cumulative total in Year 3 for those completing the formal application process.
3.3.c. Listing of Continuing Education Programs

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

The MPH program offers an array of face-to-face continuing educational opportunities, as summarized in the table below.

Table T3D. Representative Enrollment Trends in Continuing Education Programs for Last Three Years

<table>
<thead>
<tr>
<th>Continuing Education Program Name</th>
<th>Year 1 05-06</th>
<th>Year 2 06-07</th>
<th>Year 3 07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Board of Industrial Hygiene (e.g., Mold Awareness)</td>
<td>1-2 times/year with approximately 5-15 participants/event</td>
<td>1-2 times/year with approximately 5-15 participants/event</td>
<td>1-2 times/year with approximately 5-15 participants/event</td>
</tr>
<tr>
<td>American Society of Safety Engineers (e.g., Basic Electrical Safety, OSHA Construction/General Industry 10-hr course)</td>
<td>1-2 events/year with approximately 5-10 participants/event</td>
<td>1-2 events/year with approximately 5-10 participants/event</td>
<td>1-2 events/year with approximately 5-10 participants/event</td>
</tr>
<tr>
<td>Indoor Air Quality Training Institute (e.g., Certified Microbial Remediator, Certified Indoor Environmentalist, Mold Remediation Worker)</td>
<td>2-6 events/year with approximately 15-30 participants/event</td>
<td>2-6 events/year with approximately 15-30 participants/event</td>
<td>2-6 events/year with approximately 15-30 participants/event</td>
</tr>
</tbody>
</table>

Strategic planning moving forward includes additional continuing education outreach addressing public health informatics training. In 2008-2009 we also began a partnership with Sacred Heart Education to offer basic IT training for health care and public health professionals. We have offered a series of workshops in this area to date, with one attendee from the Escambia County Health Department thus far.

Although currently no continuing education outreach programs have been offered in a distance learning format, this format is under consideration for future initiatives.
3.3.d. Educational Institutions or Public Health Practice Organizations

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

Other representative partnerships involving continuing education include:

- See Section 1.6.a. for specific gifts related to continuing education outreach efforts
- Kryterion - Computer Lab at Sacred Heart Hospital certified as online testing center for various credentialing exams in health care and informatics, among others
3.3.e. Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths

While the MPH and related offerings have been in place for less than 3 years, we have made strong progress in developing and implementing a continuing education outreach effort. All offerings have been constructed based on input provided by a wide range of professionals from the health care and public health communities.

In terms of extramural awards related to regional impact of efforts to build and sustain high quality workforce development efforts, the following core faculty member was recognized in 2007-2008:

Extramural Award, Received

- Sutton, M.A. Recipient, Appreciation Award, December 2007, Pensacola chapter of the American Society of Safety Engineers. Recognized for helping to promote safety and health along the Gulf Coast by bringing quality occupational safety and health educational opportunities to Pensacola and the surrounding communities.

Strategic Planning Moving Forward

We are continuing to develop and refine these programs and will continue our strong recruiting and marketing efforts throughout the region and beyond. In terms of future strategic planning on this criterion, we are exploring ways to involve students to provide an opportunity for them to network with practitioners. On a space-available basis, we are also considering options where students may be able to attend some workshops at a significant discount.
4.0 Faculty, Staff, and Students

4.1. Faculty Qualifications

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

4.1.a. MPH Primary Faculty

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

Please see table on following page.
| Department/ Specialty Area | Name                  | Title/ Academic Rank               | Tenure Status or Classification* | FTE or % Time (from Temp-late B) | Gender | Race or Ethnicity | Graduate Degrees Earned | Institution | Discipline                             | Teaching Area                                                                 | Research Interest                                                                                         | Current/Past PH Activities                                                                 |
|---------------------------|-----------------------|-----------------------------------|----------------------------------|----------------------------------|--------|------------------|-------------------------|-------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| SAHLS/ MPH - generalist degree | Justice L. Mbizo  | Dr. PH M.S. Lecturer              | non-tenure-track                 | 1.0                              | M      | Black            | 2                       | Morgan State University Central Michigan University | Epidemiology Health care Administration | Epidemiological Study Design and Statistical Methods; Computer Applications in Public Health; Strategies for the Prevention of Infectious Diseases; Health care Quality, Statistics, and Database Management; Internship in Public Health; Directed Studies in Public Health | social determinants of health; health disparities (CVD, diabetes); minority health | studies with health disparities and minorities, informatics in public health, CVD risk factors |
| Biology/ MPH - generalist degree | George L. Stewart  | Ph.D. M.S.: n/a 26 Full Professor | tenured                          | 0.825                            | M      | Caucasian        | 1                       | Rice University          | Parasitology and infectious disease | Epidemiology of Infectious Disease; Bioterrorism | infectious diseases | studies with USAMRIID, CDC and WHO; consulting with drug and diagnostic companies on problems in the treatment and diagnosis of infectious diseases |
| SAHLS/ MPH - generalist degree | Melanie A. Sutton   | Ph.D. M.S. Associate Professor    | tenured                          | 1.0                              | F      | Caucasian        | 2                       | University of South Florida University of South Florida | Computer science Computer science and engineering | Introduction to Medical Informatics; Health care Quality, Statistics, and Database Management; Computer Applications in Public Health; Electronic Clinical Record Systems Introduction to Bioinformatics | informatics; computer-assisted methods for early detection of breast cancer | informatics in public health; community outreach/training; assistance in creation of digital database for screening mammography |

* Classification of faculty may differ from school to school, but may refer to teaching, research, service faculty or tenured, tenure-track, non-tenure-track

26 Rice University has a direct track to the Ph.D. without a masters level degree.
4.1.b. Other Faculty

*If the program uses other faculty in its teaching programs (adjunct, part-time, secondary appointments, etc), summary data on their qualifications should be provided in table format and include at least a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to teaching program, e) gender, f) race, g) graduate degrees earned, h) disciplines in which degrees were earned, and i) contributions to the teaching program. See CEPH Data Template G.*

Please see tables on following pages.
### Template G - Table 4.1.b. Current Other Faculty Used to Support Teaching Program (Adjunct, Part-Time, Secondary, etc.) *

<table>
<thead>
<tr>
<th>Department / Specialty Area</th>
<th>Name</th>
<th>Title &amp; Academic Rank</th>
<th>Title &amp; Current Employer</th>
<th>FTE or % Time</th>
<th>Gender</th>
<th>Race or Ethnicity</th>
<th>Highest Degree Earned</th>
<th>Discipline</th>
<th>Teaching Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAHLS / MPH - generalist degree</td>
<td>John Albano</td>
<td>M.D., MPH/ Adjunct Instructor</td>
<td>US. Army</td>
<td>0.05</td>
<td>M</td>
<td>Hispanic</td>
<td>MD, MPH</td>
<td>Aerospace Medicine</td>
<td>Aerospace Medicine; Toxicology</td>
</tr>
<tr>
<td>Mathematics and Statistics / MPH - generalist degree</td>
<td>Raid Amin</td>
<td>Ph.D., M.S. / Tenured Full Professor</td>
<td>Full Professor, UWF</td>
<td>0.175</td>
<td>M</td>
<td>Arab</td>
<td>Ph.D.</td>
<td>Mathematics, Statistics</td>
<td>Biostatistics</td>
</tr>
<tr>
<td>SAHLS / MPH - generalist degree</td>
<td>David DiLoreto</td>
<td>M.D., MBA / Adjunct Instructor</td>
<td>Chief Medical Officer and Senior Vice-President for Medical Affairs, Baptist Health Care</td>
<td>0.0625</td>
<td>M</td>
<td>Caucasian</td>
<td>M.D., MBA</td>
<td>Medicine/health care business</td>
<td>Business Analysis and Decision Making in Health care</td>
</tr>
<tr>
<td>SAHLS / MPH - generalist degree</td>
<td>Tekeda Ferguson</td>
<td>Ph.D., MSPH, MPH/ Adjunct Instructor</td>
<td>Assistant Professor, U. of St. Louis</td>
<td>0.08125</td>
<td>F</td>
<td>African American</td>
<td>Ph.D., MSPH, MPH</td>
<td>Epidemiology, Biostatistics</td>
<td>Biostatistics</td>
</tr>
<tr>
<td>SAHLS / MPH - generalist degree</td>
<td>Michael Findley</td>
<td>Ph.D., MSPH, CIH, CSP, CIE / Adjunct Instructor</td>
<td>Operations Manager, ESH Solutions, LLC</td>
<td>0.25</td>
<td>M</td>
<td>Caucasian</td>
<td>Ph.D., MSPH, CIH, CSP, CIE</td>
<td>Safety, Industrial Hygiene Biology</td>
<td>Fundamentals of Occupational Safety and Health; Fundamentals of Industrial Hygiene; Occupational Safety and Health in the Health care Environment</td>
</tr>
<tr>
<td>SAHLS/ MPH-generalist degree</td>
<td>Amanda Gilmore</td>
<td>Ph.D., MPH/ Adjunct instructor</td>
<td>Pharmaceutical economist, Consultant</td>
<td>0.30</td>
<td>F</td>
<td>Caucasian</td>
<td>Ph.D., MPH</td>
<td>Pharmaceutical Economics, Health Policy Management</td>
<td>Health care Economics, Health care Policy and Administration</td>
</tr>
<tr>
<td>SAHLS/ MPH-generalist degree</td>
<td>Angela Hahn</td>
<td>Ph.D. / Adjunct</td>
<td>Adjunct UWF</td>
<td>0.04125</td>
<td>F</td>
<td>Caucasian</td>
<td>Ph.D.</td>
<td>Molecular Biology</td>
<td>Public Health Preparedness</td>
</tr>
<tr>
<td>SAHLS/MPH generalist degree</td>
<td>Daniel Hahn</td>
<td>M.A. / Adjunct Instructor</td>
<td>Chief for Emergency Management Plans, Santa Rosa County Health</td>
<td>0.04125</td>
<td>M</td>
<td>Caucasian</td>
<td>M.A.</td>
<td>Emergency and Disaster Management</td>
<td>Public Health Preparedness</td>
</tr>
<tr>
<td>SAHLS / MPH - generalist degree</td>
<td>Robert Hoyt</td>
<td>M.D. / Adjunct Instructor</td>
<td>Physician, Naval Operational Medicine Institute</td>
<td>0.125</td>
<td>M</td>
<td>Caucasian</td>
<td>M.D.</td>
<td>Medicine</td>
<td>Introduction to Medical Informatics</td>
</tr>
</tbody>
</table>
### Template G - Table 4.1.b. Current Other Faculty Used to Support Teaching Program (Adjunct, Part-Time, Secondary, etc.)

<table>
<thead>
<tr>
<th>Department / Specialty Area</th>
<th>Name</th>
<th>Title / Academic Rank</th>
<th>Title &amp; Current Employer</th>
<th>FTE or % Time</th>
<th>Gender</th>
<th>Race or Ethnicity</th>
<th>Highest Degree Earned</th>
<th>Discipline</th>
<th>Teaching Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAHLS / MPH - generalist degree</td>
<td>Rodney Johnson</td>
<td>J.D. / Adjunct Instructor</td>
<td>Chief Legal Counsel, Florida Department of Health</td>
<td>0.25</td>
<td>M</td>
<td>Caucasian</td>
<td>J.D.</td>
<td>Public health law</td>
<td>Legal Fundamentals of Health care and Public Health</td>
</tr>
<tr>
<td>SAHLS / MPH - generalist degree</td>
<td>John Lanza</td>
<td>M.D., Ph.D., MPH, FAAP / Adjunct Instructor</td>
<td>Director, Escambia County Health Department</td>
<td>0.50</td>
<td>M</td>
<td>Hispanic</td>
<td>M.D., Ph.D., MPH</td>
<td>Epidemiology</td>
<td>Epidemiology for Public Health Professionals; Disease Transmission in the Urban Environment; Disease Surveillance and Monitoring</td>
</tr>
<tr>
<td>SAHLS/MPH generalist degree</td>
<td>Paul McLeod</td>
<td>M.D. / Adjunct instructor</td>
<td>Dean of College of Medicine, FSU</td>
<td>0.125</td>
<td>M</td>
<td>Caucasian</td>
<td>M.D.</td>
<td>Clinical Medicine</td>
<td>Electronic Clinical Record Systems</td>
</tr>
<tr>
<td>SAHLS / MPH - generalist degree</td>
<td>Robert Murphy</td>
<td>J.D., R.N., MPA / Adjunct Instructor</td>
<td>National Speaker, The Studer Group</td>
<td>0.0625</td>
<td>M</td>
<td>Caucasian</td>
<td>J.D.</td>
<td>Health care Administration</td>
<td>Business Analysis and Decision Making in Health care</td>
</tr>
<tr>
<td>Communication Arts / MPH - generalist degree</td>
<td>Gretchen Norling</td>
<td>Ph.D., M.A. / joint appt. Tenure track Assistant Professor</td>
<td>Assistant Professor UWF</td>
<td>0.125</td>
<td>F</td>
<td>Caucasian</td>
<td>Ph.D.</td>
<td>Health Ethics and Health Communication</td>
<td>Theoretical Foundations of Health care Ethics</td>
</tr>
<tr>
<td>SAHLS / MPH - generalist degree</td>
<td>Julie Philippart</td>
<td>M.S. / Adjunct Instructor</td>
<td>Adjunct UWF</td>
<td>0.27875</td>
<td>F</td>
<td>Caucasian</td>
<td>M.S.</td>
<td>Microbiology</td>
<td>Survey of Environmental Problems; Disease transmission in the urban environment; Disease surveillance and monitoring</td>
</tr>
<tr>
<td>SAHLS / MPH - generalist degree</td>
<td>Enid Sisskin</td>
<td>Ph.D., M.S., M.S. / Adjunct Professor</td>
<td>WUWF, UWF</td>
<td>0.2875</td>
<td>F</td>
<td>Caucasian</td>
<td>Ph.D.</td>
<td>Pathobiology, Pathobiology, Cell Biology</td>
<td>Environmental Toxicology</td>
</tr>
<tr>
<td>Psychology / MPH - generalist degree</td>
<td>Susan Walch</td>
<td>Ph.D. / Joint appt. Tenured Associate Professor</td>
<td>Associate Professor, UWF</td>
<td>0.175</td>
<td>F</td>
<td>Caucasian</td>
<td>Ph.D.</td>
<td>Psychology</td>
<td>Social and Behavioral Sciences in Public Health</td>
</tr>
</tbody>
</table>

*See Section 1.6.e. for explanation of FTE calculation.*
4.1.c. Faculty Composition

*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.*

**Core Faculty**

1. Dr. Justice Mbizo’s research and collaborations in public health bring a strong research perspective to the program through his courses. He serves as the internship mentor, Faculty Advisor to SAPH, and as a member of the MPH Steering Committee, the SAHLS Advisory Committee, the Comprehensive Exam Committee, and as primary Academic Advisor and Program Coordinator for the MPH program.

2. Dr. George Stewart’s research and content expertise in parasitology and infectious disease, and his extensive record of collaboration and consultation with a broad range of drug companies (MERCK, Ortho, Abbott, Corvas, Heska, etc.) and government entities (CDC, WHO, PAHO, USAMRIID, CIA) brings a perspective to the program from the research arena in health/public health through his leadership, courses and advising.

3. Dr. Melanie Sutton brings to the table a research perspective in computer applications in health care and develops in our students a set of skills and an appreciation for the importance of information technology in public health and health care. Her research areas include image processing and automated detection of breast cancer from digital mammograms.

**Joint Faculty**

1. Dr. Raid Amin’s expertise in statistics is key to providing students with the statistical background critical to public health practice.

2. Dr. Gretchen Norling is trained in health communication and health ethics. She teaches ethical issues in health and public health to students in the MPH program.

3. Dr. Susan Walch’s research on HIV/AIDS is funded by NIH and her background in psychology provides a solid background in social and behavioral aspects of public health critical to preparing the practitioner in public health.

**Adjunct Faculty (including Practitioners)**

1. Dr. John Albano holds an MD and a MPH degree. He is the Army Associate Director for the USN Aerospace Medicine Residency Program. His area of expertise is in aerospace medicine and toxicology which are required courses for military medical residents entering our program.

2. Dr. David DiLoreto serves as a Hospital Administrator in a large regional hospital system. He brings a valuable health care/public health management perspective to the program which is critical for the Panhandle of Florida where health care is the 2nd largest employer and economic engine, and is integral to community health.

3. Dr. Tekeda Ferguson’s strong background in statistical applications in public health and research activities in public health are essential to providing students with a strong background in probability and risk and their application in public health studies.

4. Dr. Michael Findley’s experience as a consultant and a practitioner in occupational health and safety provides students with practice perspective critical to this area of public health.
5. Dr. Amanda Gilmore’s area of expertise is in health economics and provides students with a broad understanding of the economics of health care and public health.

6. Dr. Angela Hahn’s expertise in public health preparedness exposes students to this timely and critical aspect of public health responsibility. Her strong background and training in molecular biology/diagnostics provide opportunities for student engagement in research on the cutting edge of the molecular sciences and their application in the public health setting.

7. Daniel Hahn’s training in disaster management and bioterrorism provides a dimension of expertise that provides students with knowledge critical to dealing with a broad range of natural and manmade disasters.

8. Dr. Robert Hoyt is an expert in health informatics which effectively combines with his training as an internal medicine specialist for the Navy to provide to students a broad perspective on IT applications in medicine and public health.

9. Dr. Rodney Johnson serves as General Counsel for 5 county health departments in the region and brings a solid practice perspective in ethical and legal issues in public health to the MPH program.

10. Dr. John Lanza is Director of the Department of Public Health for Escambia County, teaches three courses in the MPH program, serves on the MPH Steering Committee, and serves on the SAHLS Advisory Committee. He also serves on numerous committees for the MPH program. He brings a strong practice perspective and public health research perspective to the MPH program which is imparted to students through his courses and the internship experience. He engages students and other faculty in the MPH program in research projects in public health through a number of avenues. Dr. Lanza is widely involved in public health research with a strong emphasis in the field of practice.

11. Dr. Paul McLeod is Dean of the College of Medicine, Florida State University, Pensacola campus, and a physician with expertise in electronic medical record keeping and related areas. He brings to the academic table a strong background in the application of IT in the health care/public health settings.

12. Bob Murphy serves as a national speaker to The Studer Group health care consulting firm. He brings a national perspective to the business analysis and decision-making side of health care.

13. Julie Philippart has a Masters in Microbiology and serves as a co-instructor on several of our environmental and disease transmission/surveillance courses in the MPH program.

14. Dr. Enid Sisskin is an environmental activist and brings a strong element in environmental health to the program. She serves on the MPH Steering Committee and as a faculty associate of the Student Association for Public Health (SAPH). She advises SAPH on service projects related to environmental issues.
4.1.d. Faculty Qualifications Outcomes

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

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target/Desired Outcome</th>
<th>Year 1 05-06</th>
<th>Year 2 06-07</th>
<th>Year 3 07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>[for Objective 4B] Percentage of core faculty trained as Certified Online Instructors</td>
<td>100%</td>
<td>50%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>[for Objective 4B] Number of faculty teaching core courses trained as Certified Online Instructors</td>
<td>6 out of 6 faculty teaching core courses</td>
<td>0</td>
<td>3</td>
<td>4*</td>
</tr>
<tr>
<td>Percentage of faculty serving as instructor of record with doctoral degrees</td>
<td>100% (as required by SACS)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

27The final 2 faculty in need of this training are registered for the Certified Online Instructor course in 2008-2009.
4.1.e. Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is met.

Within the first three years of the MPH program we have defined and refined our training requirements for online teaching in the MPH program. We are currently within the 100% corridor for the percentage of core faculty trained as Certified Online Instructors (COIs). We are not currently within corridor for the 6 out of 6 faculty teaching core courses to be trained with the COI program, however the 2 remaining faculty members in this group have received supplemental one-on-one trainings to be prepared to teach online and have committed to the COI program in 2008-2009. In terms of SACS requirements, we are right where we need to be in terms of these requirements for faculty qualifications, which sets a high bar for faculty.

In terms of awards related to institutional impact of efforts to ensure faculty with appropriate terminal degrees to teach in the MPH program are also properly prepared to teach course content in the online format, the following core faculty member was recognized with an award in 2007-2008:

Intramural Award, Received
- Sutton, M.A. Recipient, U-Make A Difference Award, January 2008, Excellent Matters Faculty and Staff Reward and Recognition Program. Recognized for demonstrating knowledge, quality, innovation, ownership, professionalism, stewardship and caring in creating assessment programs for SAHLS and Biology that were used as a model of excellence and put UWF on the national map for excellence in programmatic assessment. Also recognized for creating a comprehensive training program for online instruction for all of the adjuncts and full-time faculty teaching in Biology and SAHLS that has increased the quality of the online experience for students and has trained faculty to develop top-quality online courses.

Finally, please review Appendix D and E for both solicited and unsolicited feedback from students on core, joint and adjunct faculty teaching in the UWF MPH program.
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. Faculty Rules and Regulations

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

The University of West Florida Faculty Handbook is used for faculty within the MPH Program and can be accessed here:

http://uwf.edu/academic/facultyresources/facultyhandbook/facultyhandbook.cfm

Executive Summary

This document describes the State of Florida Board of Governors and provides an organizational chart for the State University System as well as the University of West Florida. Defines faculty status and lays out employment information, guidance on leaves and faculty assignments, as well as promotion, tenure and annual evaluation procedures. Critical components regarding salaries, benefits and retirement are described. Procedures for grievances and arbitration are presented and information is provided on faculty advising and faculty development. Faculty responsibilities in the instructional role are presented. Intellectual property policy is described and a set of guidelines for faculty conduct in research are presented. A large section on general information touches on a diverse array of topics, including nepotism, holidays, automobile regulations, electronic mail policy, etc. Finally, the document touches on library and information technology services, finishing with a discussion of extension credit instruction.

In addition, the MPH Bylaws and Standing Rules address additional issues relevant to faculty performance guidelines. This document can be found here:

http://uwf.edu/sahls/forms/MPH_FacultyBylawsStandingRules.pdf

Executive Summary

The MPH Bylaws and Standing Rules (BLSR) document was created by the program faculty in an effort to document procedural elements critical to the MPH program. This document provides the name of the unit and refers to a subdocument at the website that contains the MPH program’s mission, goals, objectives and values. The BLSR describes the structure of the unit, delineates membership in the unit, presents faculty eligibility in governance, as well as the role of the Director. Committee structure is presented in general terms with details regarding charge, composition and membership of specific committees available at the web site here:

http://uwf.edu/sahls/masters-ph/committees.cfm

Academic policies are addressed in this document, including those regarding advising, procedures for policy change, grading and exam policy, policies regarding specific online training requirements, and the role of adjunct faculty. A section on Personnel Policies and Procedures covers recruitment and selection of new faculty and staff, and addresses annual work
assignments. A substantial section on annual evaluation criteria and procedures is included as well as a section on promotion and tenure guidelines. Summer teaching, office hours and overload allocation and compensation are briefly described.

4.2.b. Description of provisions for faculty development

A description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

The MPH program is committed to providing resources, including financial support, for lined faculty and adjunct development. Faculty and adjuncts developing a new online course are able to apply for development money of $3,000 per course to support their time commitments to building a high quality course and attending associated trainings before, during, and following the launching of their course as part of ongoing quality assurance. For co-taught courses this money can be split among multiple contributing faculty.

To facilitate planning, tenure-earning faculty requesting a sabbatical will notify the MPH Director at least one year in advance. The faculty will apply for a sabbatical through normal University channels following approval by the Director. Faculty requesting release time for curriculum and/or research development should present the plan to the Director for review. Based on Unit needs, the Director will determine the appropriateness of such requests. Depending on available funds, faculty travel to professional meetings and other events relevant to professional development of faculty will be supported through supplementation of grant funds or cost-sharing with the College of Arts and Sciences and Academic Affairs. In addition to the University Faculty Scholarly and Creative Activity Awards that are available to support research, depending on available funds, faculty can apply for "seed" funds up to $1,000 from the MPH Program for a specific research project for the purpose of positioning the faculty member for extramural funding. Funds will also be used, depending on availability, to support opportunities for enhancement of didactic skills.

Support for Non-Tenure Track Lecturers and Instructors

Professional development leaves are granted to increase a employee’s value to the University through enhanced opportunity for professional renewal, educational travel, study, formal education, research, writing, or other experience of professional value, not as a reward for service. Unit and non-unit, full-time, permanent employees within the faculty pay plan with three or more years of service, except those who are serving in tenure-earning or tenured positions, shall be eligible for professional development leaves if the terms of a contract and grant through which an employee may be compensated allow for such leaves. A development leave may be taken for one semester at full pay, or its equivalent (for example, two semesters at half pay). Applications for professional development leave for eligible Unit employees shall be submitted to the Provost/Vice President for Academic Affairs for referral to the Growth and Development Committee. The Committee shall submit a list of recommended employees to the President using criteria and procedures outlined in Article 22.3 of the UFF Collective Bargaining Agreement and as established by the Committee. For additional information on this avenue for faculty development for Lecturers and Instructors, see:

http://uwf.edu/academic/awards/profdevleave.html
4.2.c. Procedures for Evaluating Faculty Competence and Performance

_Description of formal procedures for evaluating faculty competence and performance._

**Annual Evaluation Criteria and Procedures (Tenure and Non-Tenure Track)**

Annual evaluations are made by the MPH Director. The evaluation is based on the annual work assignment letter written by the Director and acknowledged by the faculty member. The assignment letter addresses expectations for teaching, research, and service.

The Director and faculty member review and discuss the material submitted by the faculty member in the form of an updated CV, a statement of accomplishments, and student evaluations from all courses taught during the academic year under consideration. The Director writes a letter of evaluation with a rating of Poor, Fair, Good, Excellent, or Distinguished in each area being evaluated based on assessment of the submitted materials. Specific criteria for each rating is provided in the On-Site Resource File and in Appendix A. An overall evaluation is also provided based on the results of assessing the submitted materials. The letter of evaluation, signed by the faculty member, is forwarded to the Dean for further evaluation.

**Promotion & Tenure (Tenure Track)**

The Promotion & Tenure (P&T) guidelines and criteria for the MPH program are modeled after those established by the University, but have been tailored to address the unique teaching, research and service needs of the MPH program. The Promotion & Tenure process used is that established by the University.

Upon arrival at UWF, untenured, tenure-track faculty will be assigned a mentor from among the tenured faculty who, in collaboration with the MPH Director, will annually evaluate the faculty’s performance in the three areas of teaching, research and service. A written evaluation will be provided to the faculty member and discussed with the candidate to inform them of their progress. This will comprise the annual evaluation required by the University.

After a period of 5 years, but no longer than the sixth year, the untenured, tenure-track faculty member will follow the University Guidelines for initiating the P&T process. After a minimum period of 5 years in-rank, a tenured Associate Professor can submit their credentials for consideration for promotion to Professor. Specific criteria for each rank is provided in the On-Site Resource File and in Appendix A.

**Evaluation of Adjunct/Joint Faculty Performance**

The student evaluations and any entries in the Student Complaint Log of each adjunct faculty are examined at the end of each semester by the MPH Director. This provides the basis for completion of the Adjunct/Joint Faculty Evaluation Form. Prior to completion of the form, the faculty member will be invited to discuss the results of the student evaluations and any entries in the Student Complaint Log. Following this meeting, the Director will complete the form in the presence of the instructor, and inform the instructor of the results. The form permits the Director to use the following ratings:

- Performed in a satisfactory manner and is eligible for rehire
- Performed in a satisfactory manner but needs improvement
- Performed in an unsatisfactory manner and will not be rehired
Whenever applicable, the Director will provide comments regarding areas in which the instructor needs to improve and how they might accomplish this. If in the judgment of the Director, there are extenuating circumstances underlying a low assessment, the Director will provide this decision in the "Comments" section. An instructor may be invited back to try to improve their assessment in the next semester, but will be on "probation" for subsequent teaching assignments during which they will be dismissed if significant improvement is not demonstrated. The results of this evaluation are forwarded to the Dean of the College of Arts and Sciences for retention, and copies of these forms are retained in files by the MPH program as long as the adjunct/joint faculty member is associated with the program.
4.2.d. Student Course Evaluation and Evaluation of Teaching Effectiveness

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

Students complete course evaluations anonymously using an online form embedded in eLearning. Student evaluation is required for all courses during each offering and for each section, and consists of students rating 18 items approved by the State University System and UWF related to teaching effectiveness, as follows:

**The University of West Florida Student Assessment of Instruction**

**State University Items**

1. Expression of expectation for performance in this class (Clear/Excellent, Very Good, Good, Fair, Unclear/Poor)
2. Description of course objective and assignments (Clear/Excellent, Very Good, Good, Fair, Unclear/Poor)
3. Communication of ideas and information (Effective/Excellent, Very Good, Good, Fair, Ineffective/Poor)
4. Stimulation of interest in the course (Excellent, Very Good, Good, Fair, Poor)
5. Facilitation of learning (Excellent, Very Good, Good, Fair, Poor)
6. Respect and concern for students (Positive/Excellent, Very Good, Good, Fair, Negative/Poor)
7. Availability to assist students in or out of class students (Almost Always/Excellent, Very Good, Good, Fair, Almost Never/Poor)
8. Overall assessment of instructor (Excellent, Very Good, Good, Fair, Poor)

**UWF Faculty Items**

9. Course requirements (*Intellectually Challenging <-> Too Elementary*)
10. Course assignments (*Useful <-> Not Useful*)
11. Course materials (Excellent <-> Poor)
12. Provides feedback (Beneficial <-> Not Beneficial)
13. Testing procedures (Effective <-> Ineffective)
14. Grading practice (Explained <-> Unexplained)
15. Student work (Returned Promptly <-> Delayed)
16. Class meeting (Productive <-> Non-productive)
17. The instructor’s command of the subject was (*Broad and Accurate <-> Plainly Defective*)
18. Overall, I would rate the course organization (Excellent <-> Poor)

Availability of this form is announced via a global banner message in eLearning each semester. Directions for accessing the form are also published on each course syllabus along with contact information for the UWF unit in charge of addressing any IT errors associated with electronic submission. The return rate of teaching evaluations in the online environment (historically low) have provided special challenges which have been addressed by creative strategies in the MPH program such as tying completion of the course evaluation to entrance into the testing environment for the final exam.

Faculty/adjuncts receive the results of the evaluations following the close of the semester and after all grades have been submitted. Review of these evaluations is conducted by the faculty member, and also by the MPH Director as outlined in the MPH Bylaws and Standing Rules.
There are multiple other strategies in the MPH program, including course/syllabus audits, that have been employed to evaluate (and improve!) teaching effectiveness. Examples of quality enhancement projects in this area are listed in Section 1.2.b. Results from these projects are available in the On-Site Resource File. Additionally, the On-Site Resource File provides examples:

- An alternative set of mid-semester and end-of-semester student evaluation forms designed by ATC and used in the first two instances a course is taught online as faculty/adjuncts complete the required Certified Online Instructor course
- Sample informal online surveys employed by faculty/adjuncts to solicit anonymous feedback to improve teaching effectiveness
4.2.e. Role of Community Service Activities in Promotion and Tenure Process.

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

Community service or participatory research is an important element of any graduate level public health program, especially one that is founded on a practice philosophy. Engaging program faculty in the community serves a number of purposes, not the least of which is allowing faculty and students to be involved in community needs assessment which in turn would enable planning, implementation and evaluation of population based interventions for health promotion and disease prevention. In order for this to happen, the faculty must develop a working relationship with different segments of the community. The MPH program recognizes that this relationship has to be cultivated based on a sense of mutual respect and benefit, especially for the population we serve.

Engagement in the community also provides students and faculty alike with excellent opportunities for research on different public health problems and serves as a test bed for different public health interventions of interest to students and program faculty. In order to receive ratings of Excellent for promotion and tenure (tenure-earning) or for annual evaluations (non-tenure earning), a faculty member’s community service activities must provide excellent synergy between the faculty member’s area of expertise and the community service functions. A rating of Distinguished recognizes faculty members with such activities that have a significant and measurable impact.
4.2.f. Criterion Assessment

Assessment of the extent to which this criterion is met.

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.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target/Desired Outcome</th>
<th>Year 1 05-06</th>
<th>Year 2 06-07</th>
<th>Year 3 07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>[for Objective 4A and 4B] Number of quality enhancement initiatives initiated to address student feedback</td>
<td>&gt;=1 as appropriate (at least one student feedback issue addressed per year)</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>[for Objective 4B] Percentage of core faculty trained as Certified Online Instructors</td>
<td>100%</td>
<td>50%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>[for Objective 4B] Number of faculty teaching core courses trained as Certified Online Instructors</td>
<td>6 out of 6 faculty teaching core courses</td>
<td>0</td>
<td>3</td>
<td>4*</td>
</tr>
<tr>
<td>Number of faculty holding memberships in public health professional societies</td>
<td>&gt;=1 (for each faculty member)</td>
<td>GS:0</td>
<td>GS:1</td>
<td>JM:2</td>
</tr>
<tr>
<td>Student evaluations of teaching ability on overall assessment of instructor (Item 8) and overall course organization (Item 18)</td>
<td>&gt;=70% Item 8 SUSSAI- “Good” to “Excellent” and &gt;=70% Item 18 SUSSAI- “Good” to “Excellent”</td>
<td>GS:NA</td>
<td>GS:100%/89.9%</td>
<td>GS:100%/100%</td>
</tr>
<tr>
<td>Number of service-based awards and honors bestowed on core faculty</td>
<td>&gt;=1 per faculty every 5 years</td>
<td>GS:0</td>
<td>GS:0</td>
<td>JM:0</td>
</tr>
</tbody>
</table>

This criterion is met.

Both tenure track and non-tenure track faculty, as well as joint and adjunct faculty teaching in our program, have significant performance and evaluation standards in teaching, research and service. Excellent professional development opportunities exist for all teaching faculty and the MPH program is committed to maintaining a high retention rate given the training resources allocated to each member that joins the MPH program teaching team.

Outcome measures and targets outlined in the table above that link back to Goal 4 of the MPH program reflect a commitment to acting on student feedback and in engaging in proactive approaches to improving teaching effectiveness.

28 The final two faculty in need of this training are registered in 2008-2009.
29 An entry of NA in this row indicates a return rate of 0% for evaluations of the course by MPH students or that no MPH students enrolled in applicable courses during this academic year.
In regard to memberships in public health professional societies as a measure of professional development, we have surpassed the target during the last two years and have strongly encouraged faculty to engage in this kind of professional service. The MPH program also uses specific criteria on the Florida SUS student evaluations as a critical tool for assessment of faculty performance. Core faculty have shown improvement over the past three years in two key categories within the student evaluations and all have surpassed the target for the most recent year of measurement.

The MPH program is also continuing to examine creative ways to improve the response rate of this form of evaluation so that the derived data can provide a representative baseline for driving the examination of areas in need of improvement in teaching. Finally, the “service-based awards and honors” target is used as a measure of the impact of community service initiatives of core faculty and is assessed over 5 years. We have in the last three years established a success rate that is excellent for 1 core faculty member, but lags behind the target currently for the other 2 faculty members. However, there are 2 additional years for each of these 2 faculty members to contribute to this target.
4.3. Faculty and Staff Diversity

The program shall recruit, retain and promote a diverse faculty and staff, and shall offer equitable opportunities to qualified individuals regardless of age, gender, race, disability, sexual orientation, religion or national origin.

4.3.a. Faculty Demographic Characteristics

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

| Template H – Table 4.3.a. Summary Demographic Data for Current Core and Other Faculty |
|-----------------------------------|----------------|----------------|----------------|
|                                   | Core Faculty (from Templates B and F) | Other Faculty (from Template G) | TOTAL |
|                                   | #   | %   | #   | %   | #   | %   |
| # (%) Male                        |     |     |     |     |     |     |
| # % African American Male         |     |     |     |     |     |     |
| # % Caucasian Male                |     |     |     |     |     |     |
| # % Hispanic/Latino Male          |     |     |     |     |     |     |
| # % Asian/Pacific Islander Male   |     |     |     |     |     |     |
| # % Native American/Alaska Native Male |     |     |     |     |     |     |
| # % Unknown/Other Male            |     |     |     |     |     |     |
| # (%) International Male          |     |     |     |     |     |     |
| # % African American Female       |     |     |     |     |     |     |
| # % Caucasian Female              |     |     |     |     |     |     |
| # % Hispanic/Latino Female        |     |     |     |     |     |     |
| # % Asian/Pacific Islander Female |     |     |     |     |     |     |
| # % Native American/Alaska Native Female |     |     |     |     |     |     |
| # % Unknown/Other Female          |     |     |     |     |     |     |
| # % International Female          |     |     |     |     |     |     |
| TOTAL                             |     |     |     |     |     |     |

UWF Master of Public Health Self Study – Page 202 of 247
4.3.b. Staff Demographic Characteristics

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

<table>
<thead>
<tr>
<th></th>
<th>Full-Time Staff</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td># % Male</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td># % African American Male</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># % Caucasian Male</td>
<td>2</td>
<td>33%</td>
</tr>
<tr>
<td># % Hispanic/Latino Male</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># % Asian/Pacific Islander Male</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># % Native American/Alaska Native Male</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># % Unknown/Other Male</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td># % International Male</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># % Female</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td># % African American Female</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># % Caucasian Female</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td># % Hispanic/Latino Female</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># % Asian/Pacific Islander Female</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># % Native American/Alaska Native Female</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># % Unknown/Other Female</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># % International Female</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Staff is defined as those individuals not defined as students or faculty who provide administrative and support functions to the academic mission of the program.

*30Section 1.6.f. provides workload contributions of each staff member.*
4.3.c. Diversity

Description of policies and procedures regarding the program’s commitment to providing equitable opportunities without regard to age, gender, race, disability, sexual orientation, religion or national origin.

Equal employment opportunity for employees and applicants for employment is the longstanding policy of the University of West Florida. Accordingly, the MPH program does not discriminate against any employee or student, or applicant for employment or admission, with regard to race, color, religion, national origin, age, gender, sexual orientation or disability. This policy is applicable to all areas of personnel action, including, but not limited to recruitment, selection, placement, promotion, reclassification, transfer, training, discipline, layoff, termination, wage/salary rates, and all other terms conditions, and benefits of employment or student status. Compliance with this policy is the responsibility of all department heads, supervisors, and others whose duties are related to any personnel decisions regarding employees or students.
4.3.d. Recruitment and Retention of Faculty and Staff

Description of recruitment and retention efforts used to attract and retain a diverse faculty and staff, along with information about how these efforts are evaluated and refined over time.

Public health is a discipline with a significant responsibility for serving the health needs of the economically disadvantaged in our society. This is an ethnically and racially diverse population from a variety of backgrounds, thus, it is imperative that we educate a diverse population of students to serve this sector of society, and it is critical that we match as much as possible student diversity with diversity among our faculty. We are dedicated to this goal. Through our extensive and frequent interactions with the military and the health care and public health communities, we are constantly aware of faculty and staff recruitment since these environments are the primary sources for faculty and staff with the knowledge to best address the needs of our program and our students. We all make a point of identifying potential adjuncts with diverse backgrounds while operating in these environments and we widely advertise our interest and need for incorporating diversity into the UWF MPH program.

We make every effort to retain such faculty, once acquired, through close mentorship, opportunities for professional development and helping them meet their professional goals in the classroom and the research and service arenas. Close mentorship of all faculty allows the MPH Director and senior faculty to evaluate our procedures and plans for retaining such faculty, and the annual evaluation process promotes routine assessment of the performance and needs of faculty. The success of these tools in retaining diversity within the ranks of faculty and staff will be evident with this schedule of evaluation. These tools will be replaced or improved as indicated by the results obtained through these actions.
4.3.e. Recruitment and Retention of Core Faculty

*Description of efforts, other than recruitment and retention of core faculty, through which the program seeks to establish and maintain an environment that supports diversity.*

The MPH program actively seeks out racial, ethnic and gender diversity among its adjunct and joint faculty. This approach has attracted a substantial number of candidates from around the region from which we are able to "extract" a diverse group of instructors. Once hired, we invest whatever time is needed to hone the pedagogical skills critical to a high level of confidence for instructors teaching in the online environment. Constant attention to providing frequent updates and best practices on the latest technological advances for online teaching is a critical component we have also employed in retaining a diverse population of instructors.

Communicating developed best practices throughout UWF to garner institution-wide feedback is another strategy used to ensure trainings offered to MPH teaching faculty are as productive as possible. Developing a school-wide eLearning portal for the storage of best practices that can be easily imported into a new or existing course also offers busy teaching faculty efficient strategies to address issues with suboptimal teaching effectiveness.
4.3.f. Diversity Outcome Measures

*Identification of outcome measures by which the program may evaluate its success in achieving a diverse faculty and staff, along with data regarding the performance of the program against those measures for each of the last three years.*

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target/Desired Outcome</th>
<th>Year 1 05-06</th>
<th>Year 2 06-07</th>
<th>Year 3 07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of staff with ethnicity other than Caucasian</td>
<td>&gt;=20% ethnic (match ethnicity of UWF faculty in CAS)</td>
<td>[1/6] 17%</td>
<td>[1/6] 17%</td>
<td>[1/6] 17%</td>
</tr>
<tr>
<td>Percentage of staff who are male</td>
<td>~60% (match diversity of UWF faculty in CAS)</td>
<td>[3/6] 50%</td>
<td>[3/6] 50%</td>
<td>[3/6] 50%</td>
</tr>
<tr>
<td>Percentage of faculty with ethnicity other than Caucasian</td>
<td>&gt;=20% ethnic (match ethnicity of UWF faculty in CAS)</td>
<td>[5/20] 25%*</td>
<td>[5/20] 25%*</td>
<td>25%</td>
</tr>
<tr>
<td>Percentage of faculty who are male</td>
<td>~60% (match diversity of UWF faculty in CAS)</td>
<td>[12/20] 60%*</td>
<td>[12/20] 60%*</td>
<td>60%</td>
</tr>
</tbody>
</table>

*indicates the acknowledgement of this number as an estimate, based on the FTE calculation methods described in Section 1.6.e.
4.3.g. Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is partially met.

While faculty diversity is currently where it needs to be according to benchmarks we have established, we are committed to improving staff diversity.
4.4. 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.

4.4.a. Recruitment Policies and Procedures

Description of the program’s recruitment policies and procedures.

The program is advertised through print and electronic announcements, an extensive and user friendly website, information sessions held throughout the year, meetings with community providers, and exhibits at regional and national public health/health care meetings. The program has in the three years of its existence received a pool of well-qualified applicants each year and the interest in the program continues to grow.

We believe that the University cannot achieve its mission and goals without a diverse and well-qualified student body. To that end, we seek to recruit a diverse and well-qualified student body with a demonstrated commitment to public health and academic excellence. The general policy of the UWF MPH program is to recruit students from a diverse pool of individuals who can contribute to the advancement of scientific knowledge, public health practice and policy, and service to the community and public health profession. Diversity is a critical element in our recruiting efforts because our community is as diverse as the American population itself.

The Academic Technology Center and Online Campus have sizeable budgets for recruiting students at distant locations (outside FL) and from the military. The MPH program is part of every one of their recruiting events and efforts. This represents a significant investment of funds above and beyond those spent from the MPH or SAHLS budgets to recruit for, and market the MPH program.
4.4.b. Admissions Policies and Procedures

Statement of admissions policies and procedures.

Admissions procedures set by the UWF Office of Graduate Studies and Research as well as additional requirements established for the MPH program are outlined in the Academic Catalog available here:

http://uwf.edu/catalog/

These requirements are also published online at the MPH website here:

http://uwf.edu/sahls/masters-ph/mphadmission.cfm

Briefly, the requirements include a Bachelors of Science in a health or science area, the standard Graduate School application, personal statement, Graduate Record Exam score, letters of recommendation, transcripts and application fee, and writing samples. The MPH program follows the University standards of requiring a B.S. GPA of 3.0 or greater on the last 60 hrs of course work OR 1000 on the GRE (verbal + quantitative). Applications are received throughout the year, and students are admitted for either the Fall, Spring or Summer semester depending on the applicant’s choice. Each complete application for admission is reviewed by the MPH Admission Committee (see Section 1.5.c. for composition and charge), and a decision is made to admit unconditionally, to admit provisionally, or to reject. Provisional admission may require a student to take leveling courses that do not count toward graduation requirements, to take remediation courses in writing to improve written communication skills, to complete additional prerequisite courses to prepare for core courses.

Communication of Decision

The student is informed immediately of the committee’s decision by email and the decision is also communicated via formal letter sent by mail.
4.4.c. Recruitment Materials

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.

Academic Catalog

The UWF Academic Catalog is updated annually and available both in print and online at:

    http://uwf.edu/catalog/

Academic Calendar

The UWF Academic Calendar is published electronically here:

    http://uwf.edu/registrar/annualcal.cfm

Specification of Grading Scale

As is the case at the university level, a course grading scale is up to the instructor of individual courses. Grading scales must be clearly indicated in the syllabus for each course and must be adhered to religiously. No changes in midstream in grading weights or scale are permitted. Faculty have the prerogative to use the UWF grading scale with +/- grades or use the standard 10 point scale of (90-100)=A, etc., provided the scheme is summarized on the course syllabus.

Grade Distributions

The MPH program does not dictate grade distributions. It is incumbent upon each instructor to be aware of the shape of their grade curve and to inject sufficient rigor into their course so it is not classified by students as a "jelly roll", and it provides students with good return in information and skills for their tuition dollars. Faculty are expected to engage in practices that promote exam security and academic integrity.
Academic Offerings of the Program

As an online program, we orient our students to resources located online. The program also has its own website resources as a supplement to the catalog, located here:

http://www.uwf.edu/sahls/masters-ph/

New course offerings, as well as restrictions to elective courses are published on the MPH curricula website located here:

http://uwf.edu/sahls/masters-ph/curricula/

Recruiting Materials

Representative recruiting flyers are available in the On-Site Resource File.
4.4.d. Number of Applicants, Acceptances and Enrollment

Quantitative information on the number of applicants, acceptances and enrollment, by specialty area, for each of the last three years. Data must be presented in table format. See CEPH Data Template J.

The following table provides a breakdown of applicants and acceptances as well as enrollments by academic year for the last three years. As a generalist program, there are no specialty breakdowns. The numbers provided are not cumulative for each of the years.

<table>
<thead>
<tr>
<th>Template J - Table 4.4.d. Quantitative Information on Applicants, Acceptances, and Enrollments by Program Area, 2005 to 2007 (Non-Cumulative)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Year</strong></td>
</tr>
<tr>
<td>MPH - generalist degree</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

*Data in this column reflect partials for Fall 2008 only.

**These numbers reflect that 3 students have graduated and 1 has been dismissed (i.e. 59-3-1=55 total).

***This number includes students that enrolled in courses, but later withdrew. This occurred in 2006-2007 for 3 students.

In Fall 2005 there were 8 students who applied, and of these, 3 students were accepted. The remaining 5 students were not admitted for lack of or weak supporting documentation, such as low GPA and/or low GRE scores. In the 2006-2007 academic year, the program received 35 applications. Of these 21 students were admitted based on the admission criteria in place at that time.

During academic year 2007-2008, an additional 30 applications were received from which 20 students were accepted into the program. For the 2008-2009 partial year, there have been 30 applications thus far, with 16 students admitted into the program from these applications.

In 2009-2010, additional admission requirements in the form of writing samples and documented preparedness for the statistics-based skills will be made mandatory. The impact of these additional requirements will be evaluated at that time.

<table>
<thead>
<tr>
<th>Table 4.4.e. Summary Discounts of MPH Enrollment as of Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MPH generalist degree</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Of the 59 students accepted into the program, 8 students are discounted from the total current student population in the MPH program for non-enrollment. An additional 1 student was dismissed from the program for poor academic performance - GPA consistently below 3.0 - after two academic semesters on probation. There were 3 additional students that graduated from the program. This leaves the total number of active students in the MPH program at 55.
According to University Policy, graduate students who do not attend classes during three or more academic semesters (including the summer semester), but less than five years, must complete the “Application for Readmission” process and provide any required documentation. Graduate students who last attended their graduate programs over five years ago must reapply to their program. The 7 students shown on Table 4.4.e. must comply with this policy if they have not been actively enrolled in courses. The policy is stated in the University Catalog (see “Readmission to Master’s and Specialist Programs”) at:

http://uwf.edu/catalog/adm.cfm#admgraduate

In general, students who have not been taking classes for three consecutive semesters must complete a re-activation form to have their student file re-activated. This form is located here:

http://uwf.edu/admissions/react.pdf
4.4.e. Number of Students Enrolled

Quantitative information on the number of students enrolled in each specialty area identified in the instructional matrix, including headcounts of full- and part-time students and a full-time-equivalent conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any program or specialization. Data must be presented in table format. See CEPH Data Template K.

Our program is a generalist program with no specialty breakdowns. See table below for enrollment trends provided as non-cumulative and cumulative data.

| Template K-Non-Cumulative - Table 4.4.f. Students Enrolled in Each Degree Program by Area of Specialization, 2005 to 2007 |
|---|---|---|---|---|
| Academic Year 2005 to 2006 | Academic Year 2006 to 2007 | Academic Year 2007 to 2008 | Academic Year 2008 to 2009 |
| HC FT | HC PT | FTE | HC FT | HC PT | FTE | HC FT | HC PT | FTE |
| 0 | 3 | 1.50 | 3 | 15 | 10.5 | 3 | 10 | 8.0 |
| 9 | 5 | 11.5 |

*Data in the column for Academic Year 2008-2009 represent partials for the current year. Students will not be labeled as FT or PT until the end of the Summer 2009 semester.

| Template K-Cumulative - Table 4.4.f. Students Enrolled in Each Degree Program by Area of Specialization, 2005 to 2007 |
|---|---|---|---|
| Academic Year 2005 to 2006 | Academic Year 2006 to 2007 | Academic Year 2007 to 2008 | Academic Year 2008 to 2009 |
| HC FT | HC PT | FTE | HC FT | HC PT | FTE | HC FT | HC PT | FTE |
| 0 | 3 | 1.50 | 3 | 18 | 12.0 | 6 | 28 | 20.0 |
| 15 | 33 | 31.5 |

*Data in the column for Academic Year 2008-2009 represent partials for the current year. Students will not be labeled as FT or PT until the end of the Summer 2009 semester.

Notable trends in these tables indicate an increasing growth curve for student enrollments. This data has been presented to the UWF administration in the MPH program’s request for additional faculty lines.

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31In light of the fact that our program caters to working adults who have full-time professional jobs, we consider a full-time student (1.0 FTE) to be one that takes at least six courses per year (Fall, Spring and Summer). Part-time students are counted as 0.5 FTE and include all students taking less than six courses per year.

32In light of the fact that our program caters to working adults who have full-time professional jobs, we consider a full-time student (1.0 FTE) to be one that takes at least six courses per year (Fall, Spring and Summer). Part-time students are counted as 0.5 FTE and include all students taking less than six courses per year.
4.4.f. Outcome Measures

Identification of outcome measures by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures for each of the last three years.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target/Desired Outcome</th>
<th>Year 1 05-06</th>
<th>Year 2 06-07</th>
<th>Year 3 07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>[for Objective 3C] Number of SAPH, student-led public health outreach activities in their communities</td>
<td>&gt;=1 per year</td>
<td>n/a</td>
<td>n/a</td>
<td>1 (Healthy Families)</td>
</tr>
<tr>
<td>Students admitted as % of applicants</td>
<td>&gt;=50%</td>
<td>38% [3/8]</td>
<td>60% [21/35]</td>
<td>67% [20/30]</td>
</tr>
<tr>
<td>Number of students involved in research projects with core faculty</td>
<td>&gt;=1 project per year open to students with core faculty</td>
<td>GS:1 MS:0</td>
<td>GS:1 MS:0</td>
<td>JM:0 GS:2 MS:0</td>
</tr>
</tbody>
</table>
4.4.g. Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is met.

We set a target of student admission at 50% of applicants or greater who meet our admissions requirements. We have enrolled a student body which meets our standards at a rate of 60% for Year 1 and 67% for Year 2. This exceeds our criteria for enrolling a qualified student body. Moreover we have added two additional criteria to our admissions requirements to be enacted in 2009: (1) successful applicants will submit two personal writing samples, and (2) applicants with insufficient statistics proficiency will be required to take additional coursework.

An additional measure of student quality is student involvement in research projects with core faculty, a tool that can positively impact the retention of these students, and also serve as a recruitment tool as the student serves as an ambassador of the program. In both Year 2 and 3 this objective was met with research projects offered under the direction and through the laboratory of Dr. George Stewart. With the addition of Dr. Justice Mbizo to the faculty in Year 3, we have increased the number and discipline diversity of faculty available for student research projects. Due to the time constraints of our students, many of which are working professionals in the field of public health, the feasibility of conducting research is limited. To compensate for this we are in the process of incorporating research skills and research-based projects into every core course within the MPH curricula. Future emphasis in these courses will include skills such as collecting, managing, and organizing data to produce information which is strategically designed to achieve specific objectives. Additionally we are implementing a Directed Studies in Public Health course in which students will be matched to faculty members with congruent interests.

To further promote student involvement, we have facilitated the establishment of an online student organization. The Student Association for Public Health (SAPH) serves as the forum for interaction between students and MPH program faculty. This organization was formed as an online student organization in Summer 2007. The mission of this student organization is to prepare and educate leaders in public health through service to the community, to serve as a platform for communicating with students and among students in the MPH program at UWF, to create an atmosphere of camaraderie among students, and to provide students with an avenue for performing public service in the health care and public health communities. The first organized volunteer activity attended by SAPH members was Healthy Families, a collaboration of activities led by the Escambia County Health Department in downtown Pensacola in April 2008. Additionally we will be working to assist distant members of SAPH in identifying community service opportunities and experiences in their own regions.

In conclusion, we have met and exceeded the criteria we set forth to measure program enrollment success: we have admitted 60% or more of applicants in the past 2 years based on our application criteria, we have provided research opportunities for students, and we have established a student organization to help build online community to facilitate retention.
4.5. Student Diversity

Description of stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin.

4.5.a Student Diversity Policies, Procedures and Plans

Description of policies, procedures and plans to achieve a diverse student population.

The MPH Program Admission Committee conducts recruitment efforts throughout the academic year at different functions around the region. The University Admissions Office also includes marketing and advertising campaigns for all programs at the University, including the MPH program. A recent electronic marketing campaign initiated in Fall 2008 by this unit included this icon on the main page of UWF, an entry point for all prospective students:

![Train Locally, Serve Globally: Online Master of Public Health](image)

The MPH program is also advertised extensively to the military and the general public through brochures, a website and educational fairs nationally by Online Campus, which is the campus entity that promotes all of the totally online programs offered by UWF. Many of these recruiting efforts target functions, organizations and secondary schools with a high percentage of minority students (for example, see Section 4.5.b.).
4.5.b. Student Recruitment

*Description of recruitment efforts used to attract a diverse student body, along with information about how these efforts are evaluated and refined over time.*

In a recent grant proposal for $31,350, Drs. Stewart and Mbizo of the UWF MPH program proposed to establish a multidimensional mosaic of marketing and recruiting strategies to funnel minority students from regional high schools (Escambia and Santa Rosa County Schools – a total of 14 high schools) into UWF’s Bachelor of Science in Health Sciences and then on to the MPH program. To ensure that this plan will recruit minority students as effectively as possible, several community organizations dedicated to minority/gender specific issues, such as: 100 Black Men, Inc – Pensacola, IMPACT 100 (a Pensacola Bay Area women’s organization), the Hispanic Action Society of Pensacola, and regional American Indian organizations such as the Southeastern Lower Muscogee Creek Indians, Inc., were to be targeted through presentations on the UWF Allied Health Pathways Program and asked for their help/support (scholarships) in encouraging minority/female students to enter these pipelines in participating secondary schools. While the grant was not funded, we plan to resubmit and/or follow-up on this approach using other funds that will become available at the beginning of the new fiscal year. A summary of the high school outreach activities of SAHLS, including those impacting the MPH program are linked from our high school outreach page here:

[http://uwf.edu/sahls/outreach](http://uwf.edu/sahls/outreach)
4.5.c. Student Demographic Characteristics

Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions, for each of the last three years. Data must be presented in table format. See CEPH Data Template L.

Template L - Table 4.5.c. Demographic Characteristics of Student Body from 2005 to 2008

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>1  0</td>
<td>2  1</td>
<td>4  7</td>
<td>1  7</td>
</tr>
<tr>
<td>Accepted</td>
<td>0  0</td>
<td>2  1</td>
<td>4  3</td>
<td>1  3</td>
</tr>
<tr>
<td>Enrolled</td>
<td>0  0</td>
<td>1  2</td>
<td>2  3</td>
<td>1  3</td>
</tr>
<tr>
<td>Caucasian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>1  5</td>
<td>3  22</td>
<td>5  12</td>
<td>6  14</td>
</tr>
<tr>
<td>Accepted</td>
<td>0  2</td>
<td>1  12</td>
<td>5  7</td>
<td>4  7</td>
</tr>
<tr>
<td>Enrolled</td>
<td>0  1</td>
<td>1  11</td>
<td>3  4</td>
<td>4  6</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>0  0</td>
<td>0  0</td>
<td>0  0</td>
<td>0  1</td>
</tr>
<tr>
<td>Accepted</td>
<td>0  0</td>
<td>0  0</td>
<td>0  0</td>
<td>0  1</td>
</tr>
<tr>
<td>Enrolled</td>
<td>0  0</td>
<td>0  0</td>
<td>0  0</td>
<td>0  0</td>
</tr>
<tr>
<td>Asian Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>0  0</td>
<td>1  2</td>
<td>1  0</td>
<td>0  0</td>
</tr>
<tr>
<td>Accepted</td>
<td>0  0</td>
<td>0  0</td>
<td>0  0</td>
<td>0  0</td>
</tr>
<tr>
<td>Enrolled</td>
<td>0  0</td>
<td>0  0</td>
<td>0  0</td>
<td>0  0</td>
</tr>
<tr>
<td>Native American/Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>0  0</td>
<td>0  0</td>
<td>0  1</td>
<td>0  0</td>
</tr>
<tr>
<td>Accepted</td>
<td>0  0</td>
<td>0  0</td>
<td>0  1</td>
<td>0  0</td>
</tr>
<tr>
<td>Enrolled</td>
<td>0  0</td>
<td>0  0</td>
<td>0  1</td>
<td>0  0</td>
</tr>
<tr>
<td>Unknown/Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>1  0</td>
<td>1  2</td>
<td>0  0</td>
<td>0  0</td>
</tr>
<tr>
<td>Accepted</td>
<td>1  0</td>
<td>1  2</td>
<td>0  0</td>
<td>0  0</td>
</tr>
<tr>
<td>Enrolled</td>
<td>1  0</td>
<td>1  2</td>
<td>0  0</td>
<td>0  0</td>
</tr>
<tr>
<td>International</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>0  0</td>
<td>1  1</td>
<td>0  0</td>
<td>0  0</td>
</tr>
<tr>
<td>Accepted</td>
<td>0  0</td>
<td>1  1</td>
<td>0  0</td>
<td>0  0</td>
</tr>
<tr>
<td>Enrolled</td>
<td>0  0</td>
<td>1  1</td>
<td>0  0</td>
<td>0  0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>3  5</td>
<td>7  28</td>
<td>10 20</td>
<td>7  23</td>
</tr>
<tr>
<td>Accepted</td>
<td>1  2</td>
<td>4  14</td>
<td>9  11</td>
<td>5  11</td>
</tr>
<tr>
<td>Enrolled</td>
<td>1  2</td>
<td>4  13</td>
<td>5  8</td>
<td>5  9</td>
</tr>
</tbody>
</table>

# Cumulative Enrolled* | 3  15  25  31

*Cumulative enrolled reflects the number of all students who were registered for at least 1 course during a given academic year, including summer semesters.

**Numbers in the last two columns are partials for Fall 2008.

Beginning with Year 2, the number of students enrolled are cumulative, that is N=15 represents all students enrolled in at least one MPH course among those admitted to the program to that point. In Year 3 and 4, 25 (25 out of 30) and 31 (31 out of 55) students were enrolled in at least one course respectively.

While the program has witnessed an increase in the number of minorities who apply to the program, a number of students who apply have applications at different stages. The main reasons in Years 1-3 that applicants are not admitted are the following:

- incomplete applications
- low GPA and GRE scores

These factors are not limited to minority applicants alone but the entire pool of applicants in general.

Over the past three years our student demographics have been broad and varied and we have been successful in attracting and enrolling non-Caucasian students. Our limited demographic data suggests that minority populations are well represented in the UWF MPH program compared to the 2006 Florida
Despite this we have several plans to recruit, admit, and graduate students from groups that are disadvantaged or underrepresented in the public health professions.

We will be re-requesting grant funding from UWF’s PACE Foundation to support collaborations with local minority organizations and to fund minority scholarships in the MPH program. We also have practices in place to provide provisional admissions and remedial coursework to promote a diverse student body. Such provisions include: differential weighing of GRE scores for students with high GPAs; differential weighing of GPA scores for students with work experience in public health related fields; and an option of remedial coursework in the courses Public Health, Epidemiology, and Communicable and Degenerative Diseases for students with no background in public health prior to admission into the MPH program. For the latter, these courses do not count toward graduation requirements, but are part of policies to be proactive in strategies to promote student success in the core courses.

4.5.d. Student Diversity Outcome Measures

*Identification of measures by which the program may evaluate its success in achieving a demographically diverse student body, along with data regarding the program’s performance against these measures for each of the last three years.*

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target/Desired Outcome</th>
<th>Year 1 05-06</th>
<th>Year 2 06-07</th>
<th>Year 3 07-08</th>
<th>Year 4* 08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>[for Objective 2A] Percentage of admitted students</td>
<td>&gt;= 21% (21% match with</td>
<td>33%</td>
<td>19%</td>
<td>45%</td>
<td>31%</td>
</tr>
<tr>
<td>with ethnicity other than Caucasian</td>
<td>UWF/State of FL)</td>
<td>[1/3]</td>
<td>[4/21]</td>
<td>[9/20]</td>
<td>[5/16]</td>
</tr>
<tr>
<td>[for Objective 2B] Percentage of admitted students</td>
<td>&gt;= 40% (50% match with</td>
<td>33%</td>
<td>10%</td>
<td>50%</td>
<td>31%</td>
</tr>
<tr>
<td>who are male</td>
<td>UWF/State of FL)</td>
<td>[1/3]</td>
<td>[2/21]</td>
<td>[10/20]</td>
<td>[5/16]</td>
</tr>
<tr>
<td>Percentage of admitted minority students who enroll</td>
<td>&gt;= 70%</td>
<td>100%</td>
<td>75%</td>
<td>67%</td>
<td>80%</td>
</tr>
<tr>
<td>in at least one course in the same academic year</td>
<td></td>
<td>[1/1]</td>
<td>[3/4]</td>
<td>[6/9]</td>
<td>[4/5]</td>
</tr>
<tr>
<td>as admitted**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Numbers in this column only are estimates.

**These numbers reflect students who enrolled in at least one course and later withdrew.
4.5.e. Criterion Assessment

Assessment of the extent to which the criterion is met.

This criterion is partially met.

We have been successful in attracting and enrolling non-Caucasian students. On average, our target in this category has been achieved for the past three years, and we are on target to for the current academic year as well. Over the last three years we have admitted on average greater than 30% non-Caucasian students. This exceeds our target of 21% as directed by both UWF and State of Florida requirements. We have several plans to recruit, admit, and graduate students from groups that are disadvantaged or underrepresented in the public health professions.

In 2008 we requested grant funding for collaborations with local minority organizations to aid in recruiting minority students and to fund scholarships in the MPH program for these students. While this proposal was not successfully funded we intend to re-submit the grant proposal to the UWF’s PACE Foundation and/or other sources.

As summarized in Section 4.5.c., we also have practices in place to provide provisional admissions and remedial course work to promote a diverse student body.

Such provisions include: differential weighing of GRE scores for students with high GPAs; differential weighing of GPA scores for students with work experience in Public Health related fields; as well as an option of remedial course work in Public Health, Epidemiology, Communicable and Degenerative Diseases for students not meeting the admissions criteria (these courses do not count toward the degree requirements.)

The admission of male students in Year 1 and Year 2 (33% and 10% respectively) did not meet our targeted outcome of at least 40% of students admitted. This number did reach 50% in Year 3.

The percentage of admitted minority students who enroll in at least one course in the same academic year as admitted has averaged more than 70% over the 4 years tracked. This exceeds our target of 70% for 3 of the 4 years the program has existed.

The program continues to seek ways to streamline the admissions process while ensuring diversity in the students we admit. One way that we feel this can be accomplished is through the newly developed Student Association for Public Health (SAPH) which all students entering the UWF MPH are inducted into. The purpose of SAPH is to serve as a platform for communicating with students and among students, to provide students with an avenue for performing public service in the health care and public health communities, and to prepare and educate leaders in public health through service. Faculty advisors participate in SAPH as follows:

- APHA (Stewart, Sutton, Mbizo) – alerting students to national trends
- FL Public Health Association (Mbizo) – alerting students to local/regional trends
- Southern Association of Public Health (Sutton) – alerting students to trends in the extended South eastern regional area
4.6. Advising and Career Counseling

There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

4.6.a. Advising and Career Counseling Services

Description of the advising and career counseling services, including sample orientation materials such as student handbooks.

The MPH program has a primary advisor with all full-time faculty available for such service. There is an Internship Coordination Committee (ICC) that coordinates the selection of the internship site and follows the student through the process through communication with the internship preceptor. Internships will generally be conducted at public health departments (or other state or federal agencies with a public health mission) or at hospitals or research and development labs. While the ICC plays a central role in the identification of the internship site, students are encouraged to participate in the process with the help of a variety of resources made available to the student at the website for the MPH program:

http://uwf.edu/sahls/masters-ph/careers

In addition, the student may also research possible internship sites through UWF’s Career Services site via a JasonQuest account. This account will allow students to view possible positions for companies and organizations that have already registered with UWF. Students are also encouraged to contact UWF's Career Services by phone to set up a face-to-face appointment (or telephone appointment if the student’s residence is outside of Pensacola). This brief appointment will allow students to learn about ways UWF's Career Services can assist. To prepare for this appointment, students must have a resume handy in electronic form and ready to upload to JasonQuest. The School of Allied Health and Life Sciences has also partnered with AfterCollege as a student internship/employment resource. This resource is also linked off the URL above.

Given the competitiveness of the internship/job market, students are strongly encouraged to set up an appointment with UWF’s Career Services early in their academic program for resume and cover letter assistance. Getting professional feedback on the way a student markets their readiness for an internship position is an important part of this process. With both the SAHLS AfterCollege account and the JasonQuest account with UWF's Career Services, since job postings change regularly, students are encouraged to immediately start a file of prospective employers and their contact information when they begin using these accounts. This will streamline the internship search and facilitate job hunting as a student approaches graduation. Finally, students are also encouraged to provide feedback to their faculty advisor on the utility of these resources.
4.6.b. Student Concerns Communication Procedures

*Description of the procedures by which students may communicate their concerns to program officials, including information about how these procedures are publicized and about the aggregate number of complaints submitted for each of the last three years.*

Students have access to a number of discussion boards in the SAPH eLearning portal for professional networking and can provide private feedback to all instructors in the MPH program via the Dropbox.

No complaints regarding advising and career counseling services have been received thus far. We will continue to evaluate this criterion as the number of graduates from the program increases. If a complaint is received, it will be documented in the Student Complaint Log and follow-up will be done to address the concerns, if warranted.
4.6.c. Student Satisfaction with Advising and Career Counseling Services

*Information about student satisfaction with advising and career counseling services.*

Due to the newness of this program, data on this criterion is not yet available. We will be conducting follow-up interviews with the subset of first graduates from the program (from Spring 2008 and Summer 2008) in Fall 2008 and will set priority goals based on this feedback.

Unsolicited feedback from one graduate to 2 core faculty, following graduation, was as follows and is available in hardcopy in the On-Site Resource File:

**Unsolicited Student Feedback to George Stewart, core faculty**

- I appreciate your help. I would like to mention I decided to study at UWF because of you as you helped with enrollment I have chosen [sic] UWF over other MPH programs from Loma Linda and Florida International, Miami and Uni [sic] south florida (where I was accepted).
- Dear Dr. Stewart/Sir: I am writing to convey my deepest gratitude for your help in furthering my educational experience. Without your help, I would not have enrolled at UWF and would not have been the first MPH graduate at UWF. Thank you for being a great inspiration. Thank you.

**Unsolicited Student Feedback to Justice Mbizo, core faculty**

- Dear Dr. Mbizo/Sir: I am writing to convey my deepest gratitude for your help in furthering my educational experience. Without your help, I would not have been the first MPH graduate at UWF. Thank you.
4.6.d. Criterion Assessment

Assessment of the extent to which this criterion is met.

This criterion is met.

We are continuing to investigate, develop and implement innovative ideas for advising students in their pursuit of both academic objectives as well as future career goals. Several pilot studies underway include:

- We are using a pilot study in an undergraduate program to advise students remotely through web conferencing. This web-advising utilizes the Elluminate Live! software which allows for the creation of a real-time virtual meeting environment. Advisors are able to arrange online academic advising sessions with a student in the easy-to-use online environment, speak live with students, and use a web camera. The advisor can give the student access to various programs opened on the advisor’s desktop and therefore discuss the student’s progress and coursework in an efficient and easy manner. During the meeting, students are able to ask questions or share comments by using a chat box and/or a headset with a microphone. This type of interface also lends itself to career counseling. Moreover, sessions which are broadly applicable may be recorded for future student access. We plan on expanding this form of advising to our MPH students this academic year.

- The PHC 5990 Public Health Preparedness course is piloting a study in which students are earning professional certifications through the Federal Emergency Management Agency. These certificates are necessary for career development within the divisions of the public health field which are activated during disasters. Such tools are helping to prepare students for employment following graduation and to expand their credentials and expertise.

- In Introduction to Bioinformatics, Dr. Melanie Sutton is conducting a preliminary study in which students research potential career areas within the field of informatics in general, including exploration of careers in public health informatics for MPH students enrolled in this course.

- In Introduction to Medical Informatics, Dr. Robert Hoyt is experimenting with supplementing the course with an online “Journal Club”. In this activity, Dr. Hoyt picks an article to discuss related to course material or to an exciting recent IT development and conducts a 30 minute webinar to discuss strengths, weaknesses, and implications of the published research.

Other initiatives include:

- Drs. Justice Mbizo and Angela Hahn actively encourage students in their courses to join the local Medical Reserve Corps of Escambia and Santa Rosa Counties. This type of hands-on experience during emergencies will stimulate social networking relationships between students and local public health officials and provide excellent experiential education.

- Drs. Sutton and Mbizo have helped to develop the web portal for SAPH through eLearning to address common issues and questions that students have about the MPH program.
5.0 Appendices
Appendix A. Master of Public Health Faculty Bylaws and Standing Rules

MASTER OF PUBLIC HEALTH FACULTY BYLAWS AND STANDING RULES

1. Name of Unit
The name, the Master of Public Health Program, hereafter referred to as the MPH, is a unit of the College of Arts and Sciences (CAS) within the School of Allied Health and Life Sciences (SAHLS) at The University of West Florida (UWF).

2. MPH: Mission, Goals, Objectives, and Values
The mission, goals, and objectives of the MPH program are those adopted by the MPH Steering Committee and published electronically on the MPH website:


The values that guide the MPH program are those adopted by the School of Allied Health and Life Sciences and published electronically on the SAHLS website:

http://uwf.edu/sahls/mission/

3. Structure of the Unit
Section 1. Members of the Unit
The Unit shall be composed of a director, faculty members, joint faculty members, adjuncts, associates, visiting instructors/professors, and staff who direct students seeking the MPH degree.

Section 2. Eligibility in Governance
Faculty holding the rank of instructor, lecturer, assistant professor, associate professor, and professor are eligible to participate in unit governance activities and to vote on non-personnel matters. The eligibility to vote on faculty personnel matters is restricted to full-time tenured/tenure earning/non-tenure earning faculty in a manner consistent with University guidelines. The faculty may, by majority vote, extend voting rights to other individuals associated with the Unit.

Section 3. Role of the Director
It is expected that the Director will perform all responsibilities in the best interests of the Unit by taking into account the wisdom and advice of faculty colleagues.

4. Program Meetings
Faculty meetings will be scheduled as needed, concurrent with MPH Steering Committee meetings. This arrangement is critical to involving our community partnerships in the conduct of the program. Additional separate program meetings of the Unit faculty only will be scheduled as needed. Need shall be determined by the Director or by request of a majority of Unit faculty. A majority of eligible faculty must be present to carry out official Unit business. Parliamentary procedures, order of business and voting procedures, etc., will be carried out according to Robert's Rules. At least one week's notice shall be given, excepting emergency situations, for scheduling or cancelling a faculty meeting. Faculty may place items on the agenda through the Unit Director. The agenda will circulate one day prior to the meeting. Minutes will be taken by a Unit staff member and distributed to the faculty no later than one week following the meeting.

5. Committee Structure
Section 1. Ad Hoc Committees/Working Groups
Ad hoc committees/working groups are formed by the Director as the need develops to carry out specific responsibilities. At the discretion of the Director, these committees/working groups may be disbanded following completion of assigned duties. The current charge, composition, and membership of each ad hoc committee/working group are published electronically on the MPH website here:

http://uwf.edu/sahls/masters-ph/committees.cfm

Section 2. Standing Committees
Each standing committee will consist of at least two faculty members, including a committee chair. Standing committees of the Unit shall be:

MPH Steering Committee MPH Admission Committee
MPH Curriculum Committee MPH Internship Coordination Committee

Ad Hoc committees of the Unit shall be:

Ad Hoc Search Committee
Ad Hoc MPH CEPH Self-Study/On-Site Resource File Committee
The current charge, composition, and membership of each standing committee are published electronically on the MPH website here:

http://uwf.edu/sahls/masters-ph/committees.cfm

6. Academic Policies

Section 1. Advising
Advising will be carried out by the designated Unit advisor (as the Academic Advisor and Program Coordinator) who will also coordinate student recruitment and retention.

Section 2. Changes in Policies
All changes to academic and curricular policies must be approved by majority vote of eligible faculty and forwarded by the Director for consideration at a Program Meeting.

Section 3. Grading and Examination Policies
Grading and examination policies are made at the discretion of the instructor. These policies are to be published on class syllabi. Disputes over grading practices should begin with the concerned parties and follow the grievance process outlined by the University. Faculty are expected to engage in practices that promote exam security and academic integrity, choosing from the following practices:

Exam Security / Academic Integrity Strategies Employed in Online Courses and Programs

<table>
<thead>
<tr>
<th>Key</th>
<th>Exam Security / Academic Integrity Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2L Exam Launch/Submission Security Settings</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Disable right click - do not allow usage of right-click when taking course exams</td>
</tr>
<tr>
<td>2</td>
<td>Disable pager access - do not allow the sending or reception of pager messages while taking exams</td>
</tr>
<tr>
<td>3</td>
<td>Respondus lockdown browser required to take exams (restricts browsing/opening software outside the exams)</td>
</tr>
<tr>
<td>4</td>
<td>Respondus lockdown browser required to view exam feedback and results (restricts running other software while viewing)</td>
</tr>
<tr>
<td>5</td>
<td>Notification email upon exam completion (to confirm timing of submission of exam and IP address of exam)</td>
</tr>
<tr>
<td>6</td>
<td>IP address restriction for exam launching</td>
</tr>
<tr>
<td>7</td>
<td>Password protection on exam launching</td>
</tr>
<tr>
<td>8</td>
<td>Use Elluminate sessions and confirm student identity as part of exams</td>
</tr>
<tr>
<td>D2L Exam Setup Strategies</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Randomize the questions on each exam</td>
</tr>
<tr>
<td>10</td>
<td>Randomize the answers to the questions on each exam</td>
</tr>
<tr>
<td>11</td>
<td>Use expanded Question Library - pull a subset of questions different for each student for each exam</td>
</tr>
<tr>
<td>12</td>
<td>Change exams each semester</td>
</tr>
<tr>
<td>13</td>
<td>Use proctored exams</td>
</tr>
<tr>
<td>Program-level Strategies</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Honor Code: have students sign upon admission to course or program</td>
</tr>
<tr>
<td>15</td>
<td>Proctored Comprehensive Exam: with required photo identification</td>
</tr>
<tr>
<td>16</td>
<td>Internship Requirement: use activities under the guidance of a local preceptor as part of academic integrity strategies in program</td>
</tr>
<tr>
<td>17</td>
<td>Identity checks: use Elluminate sessions and randomly confirm student identity as part of academic integrity strategies in courses</td>
</tr>
<tr>
<td>18</td>
<td>Plagiarism tutorial: provide online training of expectations and hold students accountable with an associated quiz/exam on material</td>
</tr>
</tbody>
</table>

Section 4. Training Requirements for Online Teaching
All individuals teaching online courses in the MPH program are required to meet minimum SAHLS-required online teaching training requirements, as summarized at the site:

http://uwf.edu/sahls/elearning/

34 A copy of the Honor Code for the UWF MPH program is provided in Appendix C.
These requirements include:

1. Completion of ATC’s Studio e training program in face-to-face or digital format.
2. Review of the eTutorials provided by SAHLS on basic skills needed to teach online.
3. Review of currently open sessions (e.g., Module 1) of the Academic Technology Center’s (ATC) Certified Online Instructor course prior to the first time teaching online and successful completion of all sessions of this online course within the first 3 times teaching online within the MPH program.
4. Attendance in face-to-face or via Web conferencing of “eJam” sessions in which online teaching techniques and problems encountered by faculty and adjuncts are shared under the guidance of faculty and UWF staff coordinating online teaching and training in the MPH program.
5. Extensions to the above requirements as deemed necessary by the MPH Director to ensure a high quality course is developed and delivered.

Substitutions to these requirements for equivalent training qualifying an individual for successful online teaching must be submitted to the MPH Director. Approved substitutions for training requirements will only be made by the Director following consultation with faculty coordinating online teaching and training in the MPH program to ensure consistency of high quality online course delivery across the program. Faculty members must complete the above training requirements and consistently demonstrate translation of best practices in online teaching in their courses.

Section 5. Role of Adjunct Faculty

Adjunct faculty can serve in any capacity within the program approved by the Director and a majority of the Unit faculty. Vita to be considered for adjunct teaching opportunities in the online MPH program are forwarded to and maintained by the MPH Director. As appropriate, the Director schedules and conducts an initial interview to determine the extent of an applicant’s qualifications for future online teaching opportunities. When the services of an adjunct are required for a particular course, an adjunct’s background and experience is matched to the specific teaching needs of the MPH program at that time, and the adjunct is contacted for a second interview with the MPH Director.

The Director informs the adjunct of the responsibilities of the position and the compensation. If the adjunct agrees to accept the teaching assignment they must also meet with faculty coordinating online teaching and training in the MPH program to arrange for completion of SAHLS-required online teaching training requirements.

Adjuncts will be evaluated each semester using criteria that includes: student evaluations, student complaints received, and responsiveness to students. Repeated and/or excessive complaints from students regarding technical difficulties within the control the adjunct to solve will be grounds for a terminated appointment.

7. Personnel Policies/Procedures

Section 1. Recruitment/Selection of New Faculty

Faculty lines are allocated to academic units by Academic Affairs and the Dean of the College, or when an existing position is vacated within the Program. Advertising, recruiting, and selection of new faculty follow the established University procedures. When a faculty line is provided or becomes available to the MPH program, a faculty Search Committee is formed to screen all candidates’ credentials and recommend campus visits by selected applicants. The Search Committee is composed of the following:

- Director of the MPH program
- Two core faculty elected by the Unit faculty
- President of the Student Association for Public Health (an office to which the student is elected by all students within the program)
- One member selected by the Director of SAHLS from an outside academic unit within SAHLS
- One member of the MPH Steering Committee elected by the membership of that committee

Each Search Committee must include one minority member and must comply with the rules and regulations established by the Office of Human Resources at UWF. Guidelines for these constraints are available here:


The general process includes the following steps:

- The pool of candidates is narrowed down to three candidates by the Search Committee through evaluation of credentials and phone interviews.
- The narrowed list of candidates is given to the Dean of the College of Arts and Sciences for approval.
- Following approval of the candidate list by the Dean, each of the three candidates is invited to campus for interviews with the Search Committee, the Directors of the MPH program and of SAHLS, representative students, the MPH Steering Committee, the Dean and the Provost.
- Each of the candidates presents a seminar on their area of public health expertise to the faculty, representatives from among students and the MPH Steering Committee.
- The Search Committee, based on input from the above stakeholders will list the strengths and weaknesses of each candidate and present this information to the Dean who is the final hiring authority.
- Based on input from the Search Committee and stakeholders, the Dean will approve the list or meet with the Search Committee and the Director of the MPH program and discuss any objections to the list.
Once the list is approved, the Search Committee will meet to choose the candidate to which the job offer will be extended.

The MPH Director will contact the selected candidate and discuss details of the job offer.

The Dean makes the formal offer of rank and salary to the successful applicant and sends the chosen candidate a letter of offer which must be signed and returned within a stated time.

Receipt of a signed letter of offer from the candidate will complete the process.

When the newly hired faculty member arrives at UWF, the Director will assign the new faculty member one or more senior colleagues who will serve as mentors during the tenure earning years for tenure-earning lines, or during an equivalent window of time for non-tenure-earning lines. If a candidate has limited experience in teaching online, the Director will work with the candidate to ensure the training outlined in Section 4 is completed within the first year of employment to ensure high quality program delivery.

Section 2. Annual Work Assignments

The Director will establish the faculty member’s assignments in teaching, research, and service for the upcoming academic year. These assignments are based upon the needs of the Program and the professional development of the faculty member. The Director prepares and signs the letter of assignment and refers to the Dean for further processing.

Section 3. Annual Evaluation Criteria and Procedures

Annual evaluations are made by the Director. The evaluation is based on the annual work assignment letter written by the Director and acknowledged by the faculty member. The assignment letter addresses expectations for teaching, research, and service.

The Director and faculty member review and discuss the material submitted by the faculty member in the form of an updated CV, a statement of accomplishments, and student evaluations from all courses taught during the academic year under consideration. The Director writes a letter of evaluation with a rating of Poor, Fair, Good, Excellent, or Distinguished in each area being evaluated based on assessment of the submitted materials. An overall evaluation is also provided based on the results of assessing the submitted materials. The letter of evaluation, signed by the faculty member, is forwarded to the Dean for further evaluation. The criteria for each area are as follows:

Section 3, Part A. Annual Evaluation of Teaching

Teaching: Activities

1. Online Courses
   • # Different courses taught
   • # Course sections taught
   • # Students taught
   • New courses developed and first offering
2. Directed Studies
   • # Graduate directed studies
3. Record of Quality Improvement in Teaching
   • Participation in training, workshops, conferences on online teaching
   • Employment of innovative and new instructional strategies
   • Course assessment (where appropriate)
   • Course material effectively addresses programmatic competencies
4. Student Evaluations and Summary of Student Complaint Log Entries
5. Awards and Honors Related to Teaching

Teaching: Programmatic Standard

Individuals in the MPH program are expected to participate in online teaching related activities. Category 1 and 2 activities are performed based on assigned contact hours per individual contract. Individuals are also expected to address issues in Categories 3 and 4 and pursue demonstration of excellence in teaching with Category 5 activities. Student evaluations should document consistently positive impact on learning. Assessment, syllabi, curriculum development, etc. should be in compliance with Program policies.

Teaching: Ranking for Evaluation of Poor

This performance level demonstrates serious problems in attaining success in a teaching role as reflected either by (1) a combination of many of the negative indicators; or (2) fewer, but more extreme behaviors that produce substantial negative outcomes on students and their learning. In general, teaching performance is well below the programmatic standard.

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35 A typical work assignment for tenure-earning and non-tenure lines is: 50% teaching, 25% research, and 25% service.
Indicators:
- Student evaluations document consistent and substantive problems (ratings well below the program average)
- Student Complaint Log reflects consistent and substantive problems in performance
- Teaching philosophy missing, poorly articulated or poorly expressed in course activities and planning
- Syllabi fail to establish clear and relevant expectations
- Assessment practices are inadequate to support student learning and program needs (e.g., competencies are inadequate, inappropriate, or missing; testing strategies are not effective or are unfair)
- Goals and course content reflect no continuous improvement efforts; no assistance rendered for programmatic assessment plans
- Pedagogical practices are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax or too challenging; routinely poor preparation; failure to master eLearning environment)
- Student support practices are unsound (e.g., routine failure to respond to student queries in Discussion forums; routine failure to respond to emails from students)
- Consistent and very negative ratings in advising, mentoring, and supervision of students in Directed Studies projects
- Chronic academic integrity concerns identified including evidence of disrespect for students and their rights

Teaching: Ranking for Evaluation of Fair
This performance level demonstrates some positive teaching outcomes, but produces major areas for concern that have a moderately negative impact on students and their learning typically as reflected by a combination of several of the indicators below. In general, teaching performance is moderately below the programmatic standard.

Indicators:
- Student evaluations document areas of moderate concern (ratings below the program average)
- Teaching philosophy may not be clearly expressed in course planning and activities
- Syllabi need to provide clearer and more appropriate expectations
- Assessment practices show some difficulty in supporting student learning and meeting program needs
- Goals and course content reflect limited continuous improvement effort
- Some pedagogical practices need attention
- Some student support practices need improvement
- Advising, mentoring, and student supervision practices need improvement
- Special teaching assignments (e.g., honors, capstone, general education) could be executed with greater competence
- Occasional challenges related to academic integrity, including disrespect for students and their rights

Teaching: Ranking for Evaluation of Good
This performance level demonstrates overall teaching effectiveness but some minor areas for concern, typically reflected by some combination of the indicators listed below. In general, teaching performance is mildly below the programmatic standard.

Indicators:
- Student evaluations document adequate impact on learning
- Teaching philosophy expressed in course planning and activities
- Syllabi provide reasonably clear and appropriate expectations
- Assessment practices support student learning and contribute to programmatic needs
- Goals and course content give evidence of continuous improvement effort
- Majority of pedagogical practices are appropriate and effective
- Majority of student support practices are appropriate and effective
- Advising, mentoring, and student supervision practices are appropriate and effective
- Maintains appropriate standards of academic integrity, including respect for students and their rights

Teaching: Ranking for Evaluation of Excellent
This performance level demonstrates consistent high quality teaching with positive outcomes for students as reflected by the indicators below. Excellence meets the program standard.

Indicators:
- Student evaluations document consistently positive impact on learning (above average)
- Teaching philosophy provides foundation for coherent course planning and activities
- Syllabi outline comprehensive, clear, and appropriate performance expectations
- Assessment practices enhance student learning and contribute to programmatic needs
- Goals and course content routinely provide evidence of continuous improvement effort
- Pedagogical practices facilitate optimal learning conditions
- Student support practices facilitate optimal student development
- Advising, mentoring, and student supervision practices receive consistently favorable review
- Appropriate standards of academic integrity promoted, including respect for students and their rights
Teaching: Ranking for Evaluation of Distinguished
This performance level demonstrates unusually high degree of quality in teaching as shown by the following indicators that build upon indicators for excellence. In general, teaching contributions exceed the standards of excellence of the program.

Indicators:
- Numerical student evaluation data document clear statistical exceptionality
- Narrative statements emphasize powerful impact on learner or transformative learning experiences
- Teaching awards honor high caliber of performance
  Leadership evident in the promotion of high quality teaching and curriculum development in the program

Section 3, Part B. Annual Evaluation of Research

The University of West Florida is a regional, comprehensive university. The expectation for research (creative and scholarly activity) by tenure and non-tenure track faculty is guided by the university’s mission.

Research: Activities

1. Publications (Refereed)
   - Journals: submitted, accepted, published (in press, online, in print)
   - Books as author: submitted, accepted, published (in press, online, in print)
   - Books as editor: submitted, accepted, published (in press, online, in print)
   - Chapters in books: submitted, accepted, published (in press, online, in print)
   - Proceedings full paper: submitted, accepted, published (in press, online, in print)

2. Publications (Non-refereed)
   - Books as author: submitted, accepted, published (in press, online, in print)
   - Books as editor: submitted, accepted, published (in press, online, in print)
   - Chapters in books: submitted, accepted, published (in press, online, in print)
   - Proceedings full paper: submitted, accepted, published (in press, online, in print)

3. Meeting/Conference Presentations: international, national, regional, local

4. External grants/contracts
   - Federal: submitted, new awards, continuing
   - State: submitted, new awards, continuing
   - Local: submitted, new awards, continuing
   - Private: submitted, new awards, continuing

5. Internal grants/contracts: submitted, new awards, continuing

6. Other Activities
   - Abstracts: submitted, accepted, published (in press, online, in print)
   - Patents on products related to field of study: filed, awarded
   - Consulting projects (paid) in area related to field of study
   - Workshops attended related to field of study
   - Technical reports: submitted, accepted, published (in press, online, in print)

7. Qualitative assessment by Director
   - Citation index
   - Impact factors
   - Awards related to field of study

Research: Programmatic Standard

Individuals in tenure and non-tenure track positions in the Program are expected to participate in research-related activities. The following standard is based on a 3:3 fall:spring teaching load, which is adjusted for some faculty with significant service assignment. Two research activities (any combination from categories 1-7) should be accomplished each year. Tenure-earning faculty and non-tenure-earning lines must choose activities that address the benchmarks for promotion.

Research: Ranking for Evaluation of Poor
This performance level demonstrates serious problems in developing scholarship and creative projects as reflected by the indicators below. In general, scholarly and creative production is well below the program standard.
Indicators:

- Scholarly agenda or creative plan has not been identified (e.g., central focus of career interest has not materialized)
- Minimal pursuit of scholarly and creative projects
- Avoidance of professional organization involvement that could help disseminate or display faculty work
- Failure to pursue expected professional enhancement activities (e.g., licensure, continuing education, technology training)
- Avoidance of grant exploration or pursuit
- Ethical regulations violated regarding scholarly or artistic production
- Poor time management strategies handicap work output

Research: Ranking for Evaluation of Fair

This performance level demonstrates only minor tangible progress toward executing a scholarly and creative agenda as shown by the indicators below. In general, scholarly and creative projects are moderately below the program standard.

Indicators:

- General focus of interest identified
- Evidence of some completion of beginning stages of scholarly or artistic process (e.g., data collection, manuscript outline, artistic plan)
- Exploration of possible scholarly collaboration or resource network to help with specific plan
- Professional organizations identified that will support scholarly and creative goals
- Appropriate professional educational opportunities (e.g., licensure, technology training, special educational opportunities) identified
- Sources of external support for scholarship or creative activities agenda identified and explored
- Judgment about ethical standards for scholarly and artistic production may be problematic at times
- Questionable time management strategies limit production

Research: Ranking for Evaluation of Good

This performance level demonstrates moderate tangible progress in scholarship or creative activity agenda as shown by the indicators below, but work falls mildly below the program standard.

Indicators:

- Specific scholarly agenda or creative plan identified, including appropriate timelines and preferred dissemination or display venues
- Scholarly and creative projects completed but falls short of rate of program standards related to the rate of completion or quality of dissemination venue
- Completed projects suggest the potential for significant, high quality scholarship over the candidate’s career
- Appropriate professional educational opportunities pursued
- Involvement with professional organizations that will support scholarly or creative goals
- Grants developed and submitted to capture external support
- Adheres to relevant ethics conventions for scholarly and creative projects
- Reasonably effective time management strategies contribute to success

Research: Ranking for Evaluation of Excellent

This performance level demonstrates satisfactory execution of scholarship or creative activity agenda as shown by the indicators below. Excellence meets the program standard.

Indicators:

- Refined scholarly agenda or creative plan well suited to regional comprehensive university context
- Meets program production targets for both quantity and quality of scholarship
- Potential for wide recognition of quality outside of the University
- Completes appropriate schedule of professional educational opportunities (e.g., licensure, technology training, etc.) in a timely fashion
- External support captured to facilitate scholarship or creative activities agenda
- Highly skilled application of ethical conventions in discipline
- Skilled time management facilitates success of scholarly agenda or creative plan

Research: Ranking for Evaluation of Distinguished

This performance level demonstrates unusually high degree of skill in design and execution of scholarly and creativity projects as shown by the indicators below that build upon the indicators for excellence. In general, scholarly and creativity projects exceed the standards of excellence of the program.
Indicators:
• Both quantity and quality measures clearly exceed program expectations
• National or international audience
• National or international recognition earned for quality
• Awards received for scholarly or creative projects
• Achievements in continuing professional training show unusual merit
• Strong record of grant pursuit, grant awards, successful completion, and dissemination of results
• Campus and/or disciplinary leadership

Section 3, Part C. Annual Evaluation of Service

Service: Activities

1. Institution (program, college, university)
   • Committee/council/task force as member
   • Committee/council/task force as chair
   • Institution sponsored activities: open house, orientations, recruitment
   • Sponsorships for student organizations
2. Profession
   • Associations/Societies: officer, committees, invited seminars
   • Journals: editorships, reviewer
   • Agencies: board memberships, reviewer
   • Meeting/conference: hosting, chairing sessions
   • Publishing houses: textbook reviews
3. Community
   • Invited seminars
   • Juror/Judge
   • Sponsor/participant outreach activities
4. Qualitative Assessment by Director
   • Awards related to service

Service: Program Standard
Individuals in the MPH program are expected to participate in service related areas including activities from all three of the first three categories listed above with at least four activities total. Two activities may be single events (such as an outreach activity related to community public health); two activities must be recurring events (such serving on a standing committee or sponsoring a student organization or serving on a standing committee). All tenure-earning and non-tenure earning lines must structure activities in line with goals for promotion and tenure.

Service: Ranking for Evaluation of Poor
This performance level demonstrates serious problems in fulfilling appropriate service role for faculty as shown by the indicators below. In general, service is absent.

Indicators:
• Service activity nonexistent or very poor in number/quality, producing a potentially adverse impact on the goals of the program
• Significance of the obligation of service in the faculty role in a regional comprehensive university not apparent (e.g., faculty seems resistant or oblivious to service needs)
• Community service, if any, does not in any way provide synergy between the faculty member’s area of expertise and the service functions

Service: Ranking for Evaluation of Fair
This performance level demonstrates only minor tangible progress in service contributions as shown by the indicators below. In general, service is moderately below the program standard.

Indicators:
• Appropriate arenas for service identified and explored
• Minimal contributions made in service role (e.g., “sits” on committees as compared to active participation)
• Recognition of service obligation in faculty role shapes consideration
• Over-commitment to service spreads faculty time and energy too thinly to facilitate effectiveness
• Community service provides limited, tangential synergy between the faculty member’s area of expertise and service functions

Service: Ranking for Evaluation of Good
This performance level demonstrates major tangible progress in relevant service contributions as shown by the indicators below. In general, service is somewhat below the program standard.
Section 4. Merit Pay

Unit faculty shall be assessed for merit pay criteria based on two factors:

- 50% of funds available awarded for the overall evaluation from the most recent annual evaluation. Because of the fluctuating nature of funds available from the State of Florida, the rankings of Poor and Fair shall receive no merit pay increase. Rankings of Good, Excellent, and Distinguished will receive ratings of one, two, and three units respectively in terms of weighting for distribution of funds available under this category.
- 50% of funds available based on assessment by the Director of faculty performance in areas not covered by the annual evaluation or for outstanding performance on special assignments.

Section 5. Promotion & Tenure

The Promotion & Tenure (P&T) guidelines and criteria for the MPH program are modeled after those established by the University, but have been tailored to address the unique teaching, research and service needs of the MPH. The Promotion & Tenure process used is that established by the University.

Upon arrival at UWF, untenured, tenure-track faculty will be assigned a mentor from among the tenured faculty who, in collaboration with the Director, will annually evaluate the faculty’s performance in the three areas of teaching, research and service. A written evaluation will be provided to the faculty member and discussed with the candidate to inform them of their progress. This will comprise the annual evaluation required by the University.

After a period of 5 years, but no longer than the sixth year, the untenured, tenure-track faculty member will follow the University Guidelines for initiating the P&T process. After a minimum period of 5 years in-rank, a tenured Associate Professor can submit their credentials for consideration for promotion to Professor.

The criteria established for evaluation of faculty within the MPH program are as follows:
For promotion from Assistant to Associate Professor and the awarding of tenure:

Teaching:
1. Has completed all formal training in online teaching offered by SAHLS and the MPH program, in addition to any ATC, CUTLA, or ITS-sponsored trainings related to online teaching suggested by the Director.
2. Has routinely employed the latest available online teaching technologies in their courses during their tenure as an Assistant Professor.
3. Has received student evaluations with a minimum average of 70% of rankings in all categories greater than or equal to Good in all courses taught.
4. Have fulfilled their assigned teaching responsibilities since the beginning of their employment at UWF.

Research:
1. Has published an average of 1 paper/year in a peer-reviewed journal or presented an average of 1 paper or poster/year in the public health arena since the beginning of their employment at UWF (a minimum of 3 papers in peer-reviewed journals must be published during their tenure as an Assistant Professor).
2. Has attended an average of 1 local, regional, national or international professional event in public health/year since the beginning of their employment at UWF.
3. Holds membership in at least 1 professional public health organization and participated in some capacity within that organization during their tenure as an Assistant Professor.
4. Has been awarded 1 extramural grant during their tenure as an Assistant Professor that focuses on a project that promotes public health practice.
5. Has involved students in their research activities.
6. Has collaborated with regional public health organizations in ways that promote the practice of public health and broaden their knowledge of public health.

Service:
1. Has served on 5 different Program, College-level or University-level committees or Task Forces during their tenure as an Assistant Professor.
2. Has a clearly defined and robust record of service on behalf of public/community health.
3. Has participated in or helped develop service events involving the student organization, the Student Association for Public Health (SAPH).
4. Has engaged in marketing the MPH program and in recruiting and advising MPH students.

For promotion from Associate Professor to Professor:

Teaching:
1. Has completed all formal training in online teaching offered by SAHLS and the MPH program, in addition to any ATC, CUTLA, or ITS-sponsored trainings related to online teaching suggested by the Director.
2. Has routinely employed the latest available online teaching technologies in their courses during their tenure as an Associate Professor.
3. Has received student evaluations with a minimum average of 70% of rankings in all categories greater than or equal to Good in all courses taught.
4. Has fulfilled their assigned teaching responsibilities during their tenure as an Associate Professor.

Research:
1. Has published an average of 2 papers/year in peer-reviewed journals or presented an average of 2 papers or posters/year in the public health arena during their tenure as an Associate Professor at UWF (a minimum of 5 papers in peer-reviewed journals must be published during their tenure as an Associate Professor).
2. Has attended an average of 2 local, regional, national or international professional events in public health/year during their tenure as an Associate Professor.
3. Holds membership in at least 2 professional public health organizations and participated through service on a committee, as an officer, or on a task force or participated in some capacity in meeting organization during their tenure as an Associate Professor.
4. Has been awarded 1 extramural grant during their tenure as an Associate Professor that focuses on a project that promotes public health practice.
5. Has involved students in their research activities.
6. Has collaborated with regional public health organizations in ways that promote the practice of public health and broaden their knowledge of public health.

Service:
1. Has served on 5 different Program, College-level or University-level committees or Task Forces during their tenure as an Associate Professor.
2. Has a clearly defined and robust record of service on behalf of public/community health.
3. Has participated in or helped develop service events involving the student organization, the Student Association for Public Health (SAPH), and has served as an Advisor to SAPH during their tenure as an Associate Professor.
4. Has assumed a leadership role in marketing the MPH program and in recruiting and advising MPH students.
Section 6. Summer Supplemental Contract Opportunities
All regular full-time faculty are given the opportunity to teach during the summer term, contingent upon the allocation of sufficient lines and programmatic needs.

Section 7. Office Hours
All full-time faculty are required to meet a posted schedule of online “office” hours per week.

Section 9. Allocation of Paid Overload Appointments
Paid overload appointments will be granted contingent upon rotation through a list showing faculty/adjunct expertise in the area of need.

8. Unit Resources
Section 1. Budgeting
Program Expense Budget: Data gathered by the Director on baseline budgetary needs of the Unit will be the basis upon which the Director will seek appropriate funding from the Dean each Spring in preparation for the beginning of the new fiscal year. The Director will provide information on allocations from general categories of expense at the end of the fiscal year.

Section 2. Equipment
Operating Capital Outlay (OCO): The Director will maintain an OCO list of capital equipment needs which will be periodically updated and prioritized through input from the faculty.

Request for Use of Unit Resources: Any request to use equipment and other Unit resources for purposes external to the academic/scholarly mission of the MPH program must be submitted in written form to the Director for review and decision.

9. Faculty Development
The Unit is committed to assisting faculty development. To facilitate planning, faculty requesting sabbaticals will notify the Director. Faculty requesting release time for curriculum and/or research development should present the plan to the Director for review. Based on Unit needs, the Director will determine the appropriateness of such requests.

10. Amendment
Any amendment to the MPH Bylaws and Standing Rules must come through petition of a faculty member and subsequent discussion and approval by the Unit as a whole.
Appendix B. Student Association for Public Health Constitution

THE STUDENT ASSOCIATION FOR PUBLIC HEALTH

THE UNIVERSITY OF WEST FLORIDA, MASTER OF PUBLIC HEALTH PROGRAM

CONSTITUTION

PREAMBLE

In order to advance the interests of the Public Health Profession and to create a greater spirit of cooperation, service and Brotherhood among the students, faculty, staff and alumni of the University of West Florida Master of Public Health program, we do ordain and establish this Constitution.

ARTICLE I

NAME

The name of this organization shall be the UNIVERSITY OF WEST FLORIDA STUDENT ASSOCIATION FOR PUBLIC HEALTH (SAPH); hereafter referred to as the Organization.

ARTICLE II

PURPOSE

The purpose of the Organization shall be to promote service to the community in the area of public health; to advance the Public Health Profession; to foster the advancement of Public Education; to instill a greater spirit of cooperation among Public Health students; to inculcate in its members the highest ideals of community Service, good Citizenship and Ethical Conduct; and to encourage excellence in Scholarship. To periodically reevaluate the above purposes and ensure that they are being carried out as indicated. The Organization shall be a not-for-profit entity.

ARTICLE III

MEMBERSHIP

Section 1: The Organization shall extend membership to all persons admitted to the University of West Florida Master of Public Health program (UWF MPH). Members are free to leave and disassociate at any time.

Section 2: All students admitted into the UWF MPH and in good-standing will be members of the Organization.

Section 3: An Alumnus member shall have been a member of the Organization at the time of graduation or withdrawal from School.

Section 4: A Faculty member shall be an honorary member of the Organization after serving as a faculty sponsor for one year or more.

Section 5: Honorary members can be nominated and elected by the standing membership of the organization. A prospective Honorary member shall be an outstanding member of the public health or health care community associated with the UWF MPH in some capacity.

ARTICLE IV

DISCRIMINATION

This organization, including all of its members, will not discriminate against anyone on the basis of race, color, gender, age, nationality, disability, or sexual orientation.
ARTICLE V
FINANCE
Dues, if any, will be determined by the membership. There will be no state or national dues. The ceiling amount for dues, if necessary, shall be set at $20.00 unless a majority of members vote to raise the dues above this limit. Fundraisers will be implemented to cover costs associated with service activities and other functions. This organization shall remain a non-profit organization.

ARTICLE VI
OFFICERS
Section 1: The officers shall be President, Vice President, and a Treasurer/Secretary. These officers will constitute the Executive Board. The Executive Board may create additional Executive Board positions with unanimous consent.

Section 2: The officers may be nominated and elected by a ballot held annually at the beginning of the fall semester. A majority vote will be necessary to elect. When there is only one nominee for an office, the position will be given by default. Any member of the organization may make nominations.

Section 3: Officers will hold office from the point of election to that same date in the following year. The terms of the officers shall be limited to one academic year. Executive Board members are able to be reelected for an additional term, but limited to only two terms in total.

Section 4: The faculty Advisor will be chosen by the Executive Board and will serve as long as there is mutual agreement between the advisor and the Executive Board. If another Faculty Advisor needs to be selected, he/she is to be chosen by the Executive Board for an unlimited term upon the Advisor's consent. The faculty advisor should be one whose ideals are aligned with the organization's purpose and is willing to serve as a source of information and advice for the club.

Section 5: The Faculty Advisor will support the club members in fulfilling the purpose of the club, be a resource, and represent the club to the community and the University of West Florida as needed. The Faculty Advisor shall be a member of the Executive Board, however, they will not participate in the voting processes. He/she must have an active role and genuine interest in the prosperity of the club.

Section 6: Roles of the Officers:
- The President shall call, conduct meetings, and act as the official representative of the club. Shall serve as the chief of the Executive Board. Shall advise current active committees. Upon leaving office, the President will advise the incoming President of their duties
- The Vice President will work with the faculty sponsor and alumni to identify and organize service opportunities designed to promote the public's health, work with the faculty sponsor and alumni to organize fund-raising strategies and will disseminate descriptions and contact information on service and fund-raising opportunities to all of the membership. These projects will be constructed to allow participation of regional and geographically distant members alike.
- The Secretary/Treasurer will oversee funds generated by these activities, keep all financial records of the Organization, take and keep minutes for all meetings of the Organization, prepare and present a formal budget to be approved by the Executive Board, make certain that all finances comply with all IRS rules and regulations, create and maintain a system that is organized, practical, and easily understandable for future officers and keep clear and concise records and tend to all expenses of the club.

ARTICLE VII
ISSUES OF DISCRIMINATION
This organization, including all of its members, will not discriminate against anyone on the basis of race, color, gender, age, nationality, disability, or sexual orientation.

ARTICLE VIII
LEGISLATIVE
Section 1. In keeping with the fact that the UWF MPH is a totally online program, meetings will be held quarterly in person, by teleconference or conference call or other appropriate communication media. Meetings will be called to order and conducted by the standing President or the Vice President in the President’s absence. Special meetings can be called by a vote of ¾ of the active membership. In addition, the membership can transact business by correspondence. Each member shall have 1 vote.
ARTICLE XI

JUDICIAL

Section 1: Offenses cognizable by the Organization are:

(a) Commission of a flagrant offense against the Laws of the land or of the University;
(b) Delinquency in accounts;
(c) Failure in scholarship.

ARTICLE X

LAWS

Section 1. The Laws of the Organization shall consist of The Constitution.

ARTICLE XI

AMENDMENTS

Section 1. This Constitution can be amended or repealed in whole or in part by a 3/4th vote of the membership.

ARTICLE XII

COMMITTEES

There will always be a standing Executive Board committee. Committees may be formed at any time, according to the needs of this organization. Each committee will consist of volunteers. The President shall designate someone to serve as chairperson for that committee. The chairperson shall serve until the project for which the committee was formed is completed. It is the responsibility of the chairperson to report, to the rest of the organization, the progress of the committee.

ARTICLE XIII

AUTHORITY

This organization shall conform to the regulations prescribed by the Student Guide and other laws and rules governing the University of West Florida and its students. Hazing is, by all means, prohibited.
Appendix C. MPH Honor Code

School of Allied Health and Life Sciences

Master of Public Health / Certificate in Public Health

HONOR CODE FORM

As a UWF student in public health, I recognize that it is a great responsibility to study public health and that this requires maintaining a certain standard of conduct not only as a student, but also as a future professional. As such, I will strive to develop and maintain personal honor and integrity as well as compassionate and ethical behavior consistent with the principles of public health and the values for which the University of West Florida and the School of Allied Health and Life Sciences stand. I further understand that this Honor Code requires me to conduct myself in such ways as to not impair the welfare or the educational opportunities of others in the University community or the public health community at large. Further, I understand that this Honor Code specifically prohibits any and all forms of lying, cheating or stealing, when these actions involve academic processes, including but not limited to examinations, assignments, and participation in any course. I also understand that plagiarism is a form of stealing that is considered a serious offense that will result in an automatic course failure, in addition to other actions. I understand that with search engines such as Google Scholar, plagiarism is easy to detect. Given this, I understand that I must attribute the work of others appropriately with quotations marks and proper footnotes in all course work.

By signing below, I agree to adhere to the standards of this Honor Code and the additional disciplinary policies set forth in the UWF Academic Conduct Standards available at http://uwf.edu/JudicialAffairs.

SIGNATURE:

__________________________  _______________________
STUDENT                     DATE
Appendix D. Solicited Feedback from Students

Solicited Feedback to George Stewart, core faculty [Epidemiology of Infectious Disease]

Feedback was solicited from students on the time to complete various assignments and the educational value of various delivery methods (avatars, digital skits, etc.)

- I really enjoyed this assignment! It took me about 3 hours to complete because I kept going off on different tangents in my research and was side-tracked by a lot of the interesting information I found, even if it wasn't relevant to the correct disease. I am taking Public Health right now and one of the zoonotic diseases on this assignment was the same disease I chose to research just last week for my PH assignment. I am getting more out of both classes because the information from one lecture supplements the information being covered in the other class, and vice-versa.
- I really liked our first disease detective assignment. I'm sure I will like the others as well because I love the fact that we're actually going by what we are learning and applying it to situations. All together, I can say that I spent close to about 2 hours completing the assignment.
- I enjoyed this assignment [sic] very much. It took several hours but the skills or researching and using the interned [sic] are invaluable. I am a disease investigator for the local health department, and I do this type of HUNTING every day.
- OK, so I started this exercise around 1:00pm this afternoon and just now finished it so that's what, 10 1/2 hours...I kept getting side tracked reading about other diseases that interested me (i.e. Mad Cow Disease). All in all, I thought this assignment was pretty cool because it was like trying to figure out a puzzle.
- I was a bit surprised by this disease detective exercise because I was fully expecting it to be just like the others. The questions on this one seemed to be more along the lines of critical thinking than the clear cut ones before. I must add that the CNI skit was very entertaining, especially the part with Roger!
- Of all the modules we've done thus far, the last couple on HIV and it's [sic] interaction with TB and opportunistic disease was by far the best. I've worked in HIV labs before so it's a virus I'm familiar with but the details in these modules added a whole new depth to the subject for me from a public health perspective compared to a research one. I thought the assigned articles were good as well. The one I liked the best was the one on the occupational health risk of health care workers.
Appendix E. Unsolicited Feedback from Students

Unsolicited Feedback to George Stewart, core faculty [Bioterrorism]

- Dr. Stewart, As part of my job training, I was required to attend a training seminar on Agroterrorism last week. As an example, the instructor asked if anyone was familiar with the attacks in The Dalles, Oregon in the 1980's. In the whole auditorium of 100+ people I was the only person who raised their hand! Of course, I was quickly sorry I had, because then the instructor asked me to describe the incidents. Lucky for me that I could! In any case, just wanted to let you know I got a chance to flex my bioterrorism muscles and say 'Thanks' because my bosses were really impressed!

Unsolicited Feedback to Melanie A. Sutton, core faculty [related to continuing education activities]

- Thank you so much for all your help at my meeting last week. You did a fantastic job and the facility was great. I will definitely look into doing another course down the road with you all.

Unsolicited Feedback to Raid Amin, joint faculty [Biostatistics]

- Thank you for the well thought-out and well-constructed course. The on-line courses are not easy. The statistics on-line is double not easy. I think you did an excellent job trying to make it less stressful for all of us by providing very precise guidelines and prompt feedback. I hope my thoughts will help you in the future considerations about the course.

Unsolicited Feedback to Dr. Amanda Gilmore, adjunct faculty [Health Care Policy and Administration]

- I work with the Santa Rosa County Health Department. I spoke with you over a week ago at an OSHA luncheon training at Sacred Heart Hospital. I am also a student in Health care Policy and Administration. I just wanted to let you know that I think Amanda Gilmore is a very good professor. She is intelligent, articulate and compassionate. It is obvious that she cares about the students and really wants them to have a good understanding of the material and succeed in their future endeavors. To cite a specific example: Professor Gilmore met with me at Starbucks a few weeks ago to discuss some of my future possibilities. I wasn't asking specifics about the coursework, or having a problem with writing the required paper, but I was asking about life decisions. She is a young professional and has been to some top-notch schools for health and I wanted to get her opinions and advice about some options regarding PhD's or working in the industry. Her insight was very helpful and I really benefited from the conversation. I thought that she made herself very available to the students. I would encourage the program to try to retain professors like Mrs. Gilmore.

Unsolicited Feedback to Robert Hoyt, adjunct faculty [Introduction to Medical Informatics]

- …but I do commend Dr Hoyt's lecture notes - clear, concise and informative. Very helpful as a supplement to the reading assignment.
Unsolicited Feedback to Rodney Johnson, adjunct faculty [Legal Fundamentals of Health Care and Public Health]

- Professor, I just wanted to let you know that your method of teaching is wonderful. I have learned so much already in this short time and I just took the exam and knew every answer (except 1). Letting us take the quizzes twice is a great enforcement tool.
- I must say that I also have learned so much in such a little amount of time!! This is a very interesting class that is teaching me alot! The discussions also are always of something interesting that I actually enjoy reading!! =)
- This is a great class. So many wonderful insights and exchanges…
- Yes this is a very interesting class. I have already taken one like it a Southern Illinois University but was not accepted here at UWF. I am still learning more that I guess I missed from the last class. Good Job professor.
Appendix F. Examples of Core Faculty-Led Research Projects Open to MPH Students

Justice Mbizo, core faculty

2007-2008:

- “Complementary and Alternative Medicine Exploratory Study: The Potency of the Old Path Herbal Tea”
- “The Effect of the Presence of the Sickle-Cell Trait on A1c Test Results for Diabetic African American Patients”

George Stewart, core faculty

2007-2008:

- “Antimicrobial Activity of Contact Lens Care Products Against Acanthamoeba”
- “Immunomodulation by Parasites”
- “Pathobiochemistry of Infection with Trichinella Species”

2006-2007:

- “Helicobacter Pylori in Pigs”
- “Immunomodulation by Parasites”
- “Pathobiochemistry of Infection with Trichinella Species”

2005-2006

- “Epidemiology of Dengue in Escambia County”
- “Helicobacter Pylori in Pigs”
- “Immunomodulation by Parasites”
- “Pathobiochemistry of Infection with Trichinella Species”

Melanie A. Sutton, core faculty

2005-2006:

- “Recycling Works: An Application of the EPA’s Quest for Less Program to the Bajo People of Indonesia”