TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™

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Department *of* Public Health

Integrated Learning Experience (ILE)
Student Handbook
for Completion of the
Master of Public Health Degree

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I. ILE MPH Capstone Course Guidelines

1. General Information

Master of Public Health (MPH) students default integrated learning experience (ILE) is the capstone course. You will take the Capstone Course in your last semester of MPH study. The goal of the Capstone Course will be to have students reflect on the competencies they have acquired during their MPH program using an evidence-based public health framework that integrates their knowledge gained through coursework and applied practice experiences, allowing each student to understand both the overall public health problem-solving approach and the contributions of each discipline to that approach.

The Capstone Course will focus on a case study, each student will be offered a choice of topics and be required to advance through modules to develop a final written comprehensive case study that demonstrates application of competencies.

Each student will select 5 competencies spread over different domains and 1 TTUHSC program specific competency to be assess on.

II. ILE Capstone Course Frequently Asked Questions

1. **Do I need to submit anything to be enrolled in the Capstone Course Option?**
   If you do not form a Project Committee in the semester after you have completed 24 credit hours, your ILE will automatically default to the Capstone Course. You will need to enroll in the course in your last semester of study.

2. **When would a good time be to discuss the ILE with my faculty advisor?**
   You should begin to discuss your ILE options with your advisor in the beginning of the semester before you complete 24 credit hours so that you have time to get everything in order.

3. **I do not want to take the Capstone Course but I missed the 24 credit hours limitation on forming a committee, can't I switch?**
   If you missed the cutoff date for forming a Project Committee, you cannot switch out of the Capstone Course without approval from your Faculty Advisor, the potential committee members, Department Chair, MPH Director and ILE Director. Be advised if you switch that there is no guarantee that you will be able to complete the ILE in time to graduate in 2 years.

4. **My project is not going well, can I switch into the Capstone Course?**
   Your Project Committee would need to approve the switch into the course.

III. ILE MPH Project Guidelines

1. General Information

Master of Public Health (MPH) students can complete either a practice project or a research thesis as their integrated learning experience (ILE). Students declare their intention to complete a project after they complete 24 credit hours. The ILE project should be completed during the final semester of the MPH program. There are two types of ILE projects: a Practice Project and a Research Thesis. The purpose of this document is to describe the requirements for the ILE project.

If the ILE project is not completed in the semester for which the student registered for the ILE, the student must register for the ILE each semester until completion.

When designing the ILE project, students should review the MPH competencies. All of the MPH competencies should be addressed in the culminating project. Students should work with their committee members to identify how each competency should be met during with the ILE project.

2. ILE Project Options Description for Practice Project / Research Thesis

A. Practice Project: Students who will complete a practice project must form a committee of at least two faculty who are willing to work with the student. One of the faculty may be from an outside institution. These faculty members will work with the student to develop goals and objectives of the project. Before beginning work on the project, the committee must sign off on these goals and objectives and review the grading rubric with the student. The student must submit an ILE project proposal form signed by the committee members to the ILE Director before beginning work on the project.

Final Written Report: Students are required to submit a final written report of the project outcomes (Appendix 1).

Oral Report: Students choosing a project will present an oral report of their project to their committee. The presentation shall be public. Students should arrange to have the time and date of the presentation posted at least one week before the scheduled presentation.

ILE Project Completion Form: After the Committee reviews the written report and attends the oral presentation, they will sign the MPH Project Completion Form and the grade evaluation rubric. It is the student's responsibility to turn in the signed forms and written final report to the ILE Director.

B. Research Thesis: Students who will complete a research thesis project must form a committee of at least three faculty who are willing to work with the student. One of the faculty may be from an outside institution. These faculty members will work with the student to develop goals and objectives of the thesis. Before beginning work on the thesis, the committee must sign off on these goals and objectives and review the grading rubric with the student. The student must submit an ILE project proposal form signed by the committee members to the ILE Director before beginning work on the thesis. IRB approval when obtained should be forwarded to the ILE Director.

Final Written Thesis: Students are required to submit a final written thesis following all GSBS rules (Appendix 2).

Final Oral Presentation: Students choosing a thesis will defend their thesis in an oral presentation to their committee. The student will provide a 20-30 minute presentation of his/her research, followed by discussion/ questions from the project committee and audience. Committee members must receive the final written thesis at least 5 working days in advance of the final presentation to the committee. The presentation shall be public. Students should arrange to have the time and date of the presentation posted at least one week before the scheduled presentation.

ILE Project Completion Form: After the Committee reviews the written thesis and attends the oral presentation, they will sign the MPH Project Completion Form and the grade evaluation rubric. It is the student's responsibility to turn in the signed forms and written final report to the ILE Director.

IV. ILE Project Frequently Asked Questions

1. **For MPH ILE projects, can a student turn in IRB approval the semester BEFORE graduation? For example, if a student plans to graduate in May, can I submit the project proposal and IRB proposal in the Fall semester?**
   You can submit the IRB or QIRB application ONLY once your project committee approves your proposal. Your project committee can only approve your proposal when you are registered for the ILE (GSPH 5399 Integrated Learning Experience).

2. **When would a good time be to discuss the ILE with my faculty advisor?**
   You should begin to discuss your ILE options with your advisor in the beginning of the semester after you complete 24 credit hours so that you have time to get everything in order for your work.

3. **When should I officially form a committee, submit the project proposal, start the IRB process, etc.?**
   If you are planning on performing a project, you must form a committee the semester after you complete 24 credit hours. If you do not your ILE options will automatically default to the capstone course. The guidelines stipulate that your ILE project proposal and IRB/QI applications (as appropriate) must be completed and approved by your committee within two weeks of the first day of class the semester after you complete 24 credit hours.

4. **What is the nature of a successful MPH project? Does it need to include data analysis, meta-analysis, etc.?**
   A successful MPH project demonstrates the goal competencies and skills of the degree. If you could have done the same MPH project before you entered the program, the project is not considered to be successful. If on the other hand, a successful MPH project exhibits theoretical and/ or methodological competencies expected of an MPH, and has challenged you to your limits, your project is likely a very good project.

5. **How would one go about finding a Project Committee Chair?**

Your academic advisor is your ILE project advisor, until you form a project committee. Once you form a Project Committee, you will ask one of the members to Chair the committee.

6. **What role does my faculty advisor play in the project?**
   Reviews and approves your project idea and committee formation. They typically serve on the committee, depending on the situation.

7. **Is my advisor purely a guiding force, or should he/she collaborate with me in some way?**
   Your advisor is to be your mentor and provide guidance regarding the valid execution of your project and your committee. He/she is not your collaborator as this should be your independent work and demonstrate your personal competency and capacity.

8a. **What is the general timeframe (from start to finish) of the Practice Project?**
   The ILE project is typically to be conducted during the final semester of the MPH degree program. Once you form a committee, they and your advisor will guide you regarding timeframes for completion.

8b. **What is the general timeframe (from start to finish) of a Research Thesis?**
   If you choose a research thesis, you will need to begin much earlier, normally at the beginning of your final year of study. However, research often takes longer than we expect. It is fine to continue the work, but the student must register for each semester that s/he is working on the thesis.

9. **What can I do for the project that is not human subjects (not having to go through the IRB) or through the Quality Improvement (QI) process?**
   The IRB /QI is not to be feared. Going through the IRB process or the QI process is a good experience for students. But if you do not collect data from human subjects or your project is not a quality improvement project, IRB/QI is not required. However, you the student cannot make that determination, you must submit and ask the board for a waiver.

10. **How long is the typical ILE project proposal?**
    A typical practice project proposal is normally 3-5 pages. A typical research thesis proposal can vary between 10-25 pages.

11. **How long are the final written reports?**
    The final written report varies see the Appendices for more information.

12. **Can the project be performed at the applied practice experience (APE, practicum) site?**
    The ILE project may be performed at the practicum site when the full 6 credits can be demonstrated, 3 for the APE and 3 for the ILE project. You must be able to demonstrate how the ILE project and APE activities are different and how they will culminate in different outcomes and activities.

13. **Is it possible for a project to be rejected and for the student to be unable to graduate?**

Yes. This is an evaluated activity and if the student does not demonstrate MPH competency, it is the faculty's responsibility not to graduate them.

V. Competencies

Each student must select at least 5 Foundational Competencies and 1 TTUHSC Program Specific Competencies for the Integrated Learning Experience. More competencies can be chosen. Competencies should match the scope of the course, project, or thesis and must be approved by the appropriate Committee.

Each student will select 5 Foundational Competencies spread over different domains and 1 TTUHSC program specific competency to be assess for the ILE Capstone Course.

MPH Foundational Competencies
Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
4. Interpret results of data analysis for public health research, policy or practice.
Public Health and Health Care Systems
5. Compare the organization, structure and function of health care and public health systems across national and international settings.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.
Planning and Management to Promote Health
7. Assess population needs, assets and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health programs.
9. Design a population-based project, program or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs and policies.
Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.
Leadership
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making.
17. Apply negotiation and mediation skills to address organizational or community challenges.
Communication
18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.
Inter-professional Practice
21. Perform effectively on inter-professional teams.
Systems Thinking
22. Apply systems thinking tools to a public health issue.
TTUHSC MPH Program
23. Characterize the unique challenges of the public health frontier including issues of diversity, scarcity, adversity, and need.
24. Use innovation problem solving to impact the public health frontier.

25. Apply ethical principles to public health program planning, implementation and evaluation.
26. Demonstrates approaches for assessing, preventing and controlling environmental and occupational health hazards that pose risks to human health and safety.
27. Uses theory informed models for rural community engagement.

Appendix 1. ILE Practice Project

The purpose of the ILE project (GSPH 5399) is to provide the student with an integrated learning experience where s/he applies the knowledge and skills learned in the MPH program to conduct independent work (under the supervision of the student's project committee) on a practice project related to a specific public health issue or problem.

The practice project illustrates the student's understanding of the chosen public health issue or problem as well as her/his ability to actively apply this knowledge towards the solution of the issue or problem. ILE practice projects are generally very *applied* in nature and provide some sort of materials, guide, or plan that can be used immediately by the community, agency or group that is facing the public health issue or problem at hand.

The student must submit Project Proposal Committee Formation Agreement; Project Learning Agreement and Timeline; Practice Project Work Plan signed by the committee members to the ILE Director before beginning work on the practice project.

A. Designing the Practice Project

1. *Selecting a Practice Project Topic*: The topic of the ILE practice project must be relevant to the field of public health. Project topics and scope are mutually agreed upon by the student and the student's project committee. If a student is conducting the project at his/her workplace, the topic of the project must be outside the framework of regular employment duties and responsibilities.

2. *Developing the ILE Practice Project Proposal:* After selecting a project topic, the student will prepare a written project proposal and learning agreement (~3 pages) that details what is to be accomplished and how it will be completed. The written practice proposal must be approved by the student's project committee. The components of a project proposal should include, at minimum, the following sections (sub-headings):

    a. Project title
    b. Project summary
    c. Project purpose
    d. Project significance and relevance to public health
    e. MPH competencies addressed in project
    f. Project description
    g. Methods to be used in the project
    h. Project deliverables/outcomes
    i. Project goals
    j. Learning objectives & practicum activities
    k. Project timeline

3. *Requesting Approval of the Practice Project Proposal***:** The student's ILE Practice Project Committee should consist of a minimum of two graduate faculty members, one of whom can be from an outside institution, if approved by the Chair of the Department. The student must submit the following to their ILE committee **within two weeks of the semester start date (in the semester after they have completed 24 hours) for approval**:

a. Integrated Learning Experience Project Proposal Committee Formation Agreement
b. Integrated Learning Experience Competencies Choice Form
c. Integrated Learning Experience Project Learning Agreement and Timeline
d. Integrated Learning Experience Practice Project Work Plan

4. *Institutional Review Board (IRB) or Quality Improvement (QI) Approval:* If the project involves human subjects, IRB approval should be requested only after the proposal has been approved by the project ILE committee. One of the student's committee members is the actual IRB applicant on behalf of the student. The student may prepare the IRB application, but the designated committee member must take the ultimate responsibility for the student's work with respect to the protection of human subjects. Any student who collects data from human subjects (qualitative or quantitative) must obtain IRB approval before collecting any data. For complete details, visit the TTUHSC IRB website at http://www.ttuhsc.edu/research/hrpo/irb/.

Some projects may involve quality improvement, in which case the student and one of the ILE committee members would submit an application to for *Quality Improvement Review*. Quality Improvement (QI) projects involve the systematic collection and analysis of data and implementation of interventions to improve the quality of clinical care and/or educational programs. The Quality Improvement Review Board (QIRB) promotes the safe and efficient conduct of QI initiatives and protects the persons (patients, students, or employees) involved in QI interventions. A formal review process for QI projects will ensure a) data collection and involvement of humans associated with the QI project indeed meet QI standards; and b) the project does not require IRB review and oversight. For information on QI projects, visit: http://www.ttuhsc.edu/research/qi/.

B. Completing the ILE Practice Project

After the ILE practice project proposal has been approved by the ILE Practice Project Committee (and/ or the IRB, QI, if required), the student may begin work on the project. The expectation is for the student to conduct the project according to the approved project proposal. Substantive changes to the project proposal must be approved by the student's ILE committee. The student should consult with committee members to determine which changes are substantive and require committee approval.

Once completing the project, the student will prepare a written report (10-25 pages, double spaced, 1 inch margins, 12 point font), as evidence of scholarly writing ability, and complete all other deliverables (if applicable) associated with the project. "Scholarly writing ability" is the ability to present one's ideas in a clearly organized paper, with proper scholarly documentation and evidence of original research and/or critical analysis, and/or evaluation. The student submits this report to their ILE committee for final review.

1. *Format of final practice project paper:* Committee members must receive the final project paper at least 5 working days in advance of the final ILE oral presentation to the committee. The project paper in final form should include:
   a. Title page
   b. Table of contents
   c. Abstract or executive summary
   d. Project purpose

e. Project significance and relevance to public health (including a literature review)
f. Project description
g. Methods used in the project
h. Project results/outcomes
i. Discussion
a. Conclusion (including recommendations for future projects/work)
b. Works cited

NOTE: In some projects, the final "product" is a written document; for example, a student may conduct a community health assessment, in which the final product is a written health status assessment report. In that instance, the final written product MAY TAKE THE PLACE of the ILE project paper. Another example is if a student develops a curriculum for their project. In that case, the written curriculum (including lesson plans, handouts, presentations, etc.) takes the place of the final written project report. The ILE committee is RESPONSIBLE for deciding what an appropriate final written report is.

2. *Other project deliverables* should take on a format agreed upon in the approved project proposal.

C. Presenting the final ILE Project

The final step in completing the ILE project is to give an oral presentation about the project. The student will provide a 20-30 minute presentation of the ILE project, followed by discussion/questions from the ILE committee and audience. Students should arrange to have the time and date of the presentation posted at least one week before the scheduled presentation.

D. Evaluation of the Final ILE Project

The committee will evaluate the final ILE project on the following criteria (and other criteria as deemed appropriate):

1. Organization, clarity, rigor
2. Inclusion of pertinent information (includes appendices)
3. Appropriate application of MPH competencies
4. Relevance to Public Health

Refer to the *ILE Project Grading Rubric* in the Appendix X for further information and clarification. The ILE committee may approve the project without revision, provisionally approve the project contingent on revision, or fail the project. Revisions can be approved by e-mail communications without the need for a formal ILE committee meeting. A failed project means that the project is not acceptable, and the student does not pass the ILE. Subsequently, the student will have to retake the ILE in a future semester. The project is not approved until all committee members grant their approval with their signatures. When final approval is granted, the ILE committee will acknowledge this in writing and will forward to the Graduate School of Biomedical Sciences Administrative Office and the ILE Director.

Appendix 2. ILE Research Thesis

The purpose of the ILE project (GSPH 5399) is to provide the student with an integrated learning experience where s/he applies the knowledge and skills learned in the MPH program to conduct independent work (under the supervision of the student's project committee) on a practice project related to a specific public health issue or problem.

The research thesis illustrates the student's understanding of the chosen public health issue or problem as well as her/his ability to actively apply this knowledge towards completion of a research study. ILE research thesis are generally descriptive in nature and use simple methodology such as surveys, secondary data, interviews, etc. The expectation is the thesis results will be submitted for publication in a public health journal.

The student must submit Project Proposal Committee Formation Agreement; ILE Research Thesis Proposal Form and Competencies Choice Form signed by the committee members to the ILE Director before beginning work on the Research Thesis.

A. Thesis development

1. *Selecting a Topic*: The topic of the ILE thesis must be relevant to the field of public health. Topics and scope are mutually agreed upon by the student and the student's thesis ILE committee (of at least three faculty members). As the topic is discussed, the student and the ILE committee select appropriate competencies that will be synthesized in the ILE thesis.

2. *Requesting Approval of the Research Thesis Project:* The student's Project ILE Thesis Committee should consist of a minimum of three graduate faculty members, one of whom can be from an outside institution, if approved by the Chair of the Department. A third member may be from outside the institution (agency or academic). The student must submit the following to the ILE Director committee **within two weeks of the semester start date (in the semester after they have completed 24 hours) for approval**:
   a) Competencies Choice Form
   b) Project / Thesis Proposal Committee Formation Agreement
   c) Research Thesis Proposal Approval Form

3. *Developing the Thesis Proposal:* After selecting the topic, the student will work with their committee to prepare a written ILE research thesis proposal (10-25 pages) that details what is to be accomplished and how it will be completed. The written ILE research thesis proposal must be approved by the student's ILE Thesis committee. The components of a research thesis proposal should include, at minimum, the following sections (sub-headings):
   a) Introduction
   b) Competencies selected
   c) Literature review
   d) Methods section

4. *Thesis proposal approval: The student must submit the following to their Committee* ***within three months of the semester start date (in the semester after they have completed 24 hours) for approval.*** It is expected that the thesis is an iterative experience and the student will regularly meet with their committee. The student's

progress will be assessed by the committee who will determine if the student is progressing appropriately.

a) The Thesis Proposal
b) Integrated Learning Experience Research Thesis Proposal Approval Form

B. Completing the Thesis

After the Research Thesis proposal has been approved by the thesis committee, the student will obtain IRB approval.

a) *Institutional Review Board (IRB):* If the project involves human subjects, IRB approval should be requested only after the proposal has been approved by their committee. One of the student's committee members is the actual IRB applicant on behalf of the student. The student may prepare the IRB application, but the designated committee member must take the ultimate responsibility for the student's work with respect to the protection of human subjects. Any student who collects data from human subjects (qualitative or quantitative) must obtain IRB approval before collecting any data. For complete details, visit the TTUHSC IRB website at http://www.ttuhsc.edu/research/hrpo/irb/.

The student may begin work on the thesis after both Committee and IRB approvals are obtained. The expectation is for the student to conduct the work according to the approved proposal methods. Substantive changes to the proposal must be approved by the thesis committee. The student should consult with the committee to determine which changes are substantive and require committee approval.

The final thesis should be in either traditional format or in a format for publication in a peer reviewed journal. (Double spaced, 1 inch margins, 12 point font). The thesis should demonstrate scholarly writing ability. "Scholarly writing ability" is the ability to present one's ideas in a clearly organized paper, with proper scholarly documentation and evidence of original research and/or critical analysis, and/or evaluation. The student submits the thesis to the committee for final review. The student must follow all GSBS rules pertaining to thesis formatting, due dates and presentation.

Format of thesis: Committee members must receive the final thesis at least 5 working days in advance of the final presentation to the committee. The thesis in final form should include:

a. Title page
b. Table of contents
c. Abstract or executive summary
d. Specific Aims
e. Competencies selected
f. Introduction/Background
g. Methods
h. Results
i. Discussion
j. Conclusion

Appendix 3: Forms

GENERAL FORMS

1. Competencies Choice Form
2. Project / Thesis Proposal Committee Formation Agreement
3. Project / Thesis Completion Form

CAPSTONE COURSE FORMS

4. Grading Rubrics for the Capstone Course
   - 4.1.1. Overall Grading Rubric
   - 4.1.2. Selected Competency Grading Rubric

PROJECT FORMS

5. Project Learning Agreement and Timeline
6. Practice Project Work Plan
7. Grading Rubric for Project

THESIS FORMS

8. Research Thesis Proposal Approval Form
9. Grading Rubric for Research Thesis
10. Thesis Summary Rubric

TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
Graduate School *of* Biomedical Sciences
Department of Public Health

Master of Public Health (MPH) Integrated Learning Experience (ILE)
Competencies Choice Form

Instructions:
1. Fill out this form completely. For Projects, Committee Chair will sign the form. For Capstone Course, Instructor will sign the form.

Student's Name:	**R#:**
Semester enrolled in ILE:	**Anticipated Graduation Date:**

ILE Selection CHECK 1 BELOW:

☐ Practice Project
☐ Research Thesis

Proposed Title: _____

Students completing the Project / Thesis will select at least 5 MPH Foundational competencies and 1 TTUHSC MPH Program competencies to demonstrate upon completion of ILE.

☐ Capstone Course

Students completing the Capstone Course will select 5 MPH Foundational competencies (from different categories) and 1 TTUHSC MPH Program competencies to demonstrate upon completion of ILE. You cannot select #19 or #21 if you plan on taking the Capstone Course.

MPH STUDENT LEARNING OUTCOMES

Below are the competencies that must be fulfilled upon completion of a MPH Degree. *Check at least 5 Boxes in the Foundational Competencies and 1 Box in the TTUHSC Competencies.*

MPH Foundational Competencies

Evidence-based Approaches to Public Health

☐ 1. Apply epidemiological methods to the breath of settings and situations in public health practice.
☐ 2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
☐ 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
☐ 4. Interpret results of data analysis for public health research, policy or practice.

Public Health and Health Care Systems

☐ 5. Compare the organization, structure, and function of health care and public health system across national and international settings.
☐ 6. Discuss the means by which structural bias, social inequities and racism undermine health & create challenges to achieving health equity at organizational, community and societal levels.

Planning and Management to Promote Health

☐ 7. Assess population needs, assets, and capacities that affect communities' health.
☐ 8. Apply awareness of cultural values and practices to the design or Implementation of public health programs.
☐ 9. Design a population-based project, program, or intervention.
☐ 10. Explain basic principles and tools of budget and resource management.
☐ 11. Select methods to evaluate public health programs and policies.

Policy in Public Health

☐ 12. Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence.
☐ 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health concerns.
☐ 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
☐ 15. Evaluate policies for their impact on public health and health equity.

Leadership

☐ 16. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
☐ 17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

☐ 18. Select communication strategies for different audiences and sectors.
☐ 19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
☐ 20. Describe the importance of cultural competence in communicating public health content.

Inter-professional Practice

☐ 21. Perform effectively on inter-professional teams.

Systems Thinking

☐ 22. Apply systems thinking tools to a public health issue.

TTUHSC MPH program

☐ 23. Characterize the unique challenges of the public health frontier including issues of diversity, scarcity, adversity, and need.
☐ 24. Use innovation problem-solving to impact the public health frontier.
☐ 25. Apply ethical principles t public health program planning, implementation and evaluation.
☐ 26. Demonstrates approaches for assessing, preventing and controlling environmental and occupational health hazards that pose risks to human health and safety.
☐ 27. Uses theory informed models for rural community engagement.

SIGNATURE

Student Name (printed)	**Student (signature)**	**Date**
Faculty Name (printed)	**Faculty (signature)**	**Date**

Faculty Role: ☐ Project Committee Chair ☐ Capstone Course Instructor

TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
Graduate School *of* Biomedical Sciences
Department of Public Health

Master of Public Health (MPH) Integrated Learning Experience (ILE)

Project / Thesis Proposal Committee Formation Agreement

Instructions:

1. Fill out this form completely. Have the Project Committee Members and your Faculty Advisor sign the form.
2. Attached the Competency Selection Form

Student's Name:	**R#:**
Semester enrolled in ILE:	**Anticipated Graduation Date:**

ILE Project Selection (check 1)

☐ Practice Project

☐ Research Thesis

Project Title: _____

SIGNATURES:

_____ _____ _____

Student (printed) **Student (signature)** **Date**

COMMITTEE MEMBERS (a total of 2 committee members for Practice Projects and 3 committee members for Research Thesis Projects. Student may have up to two additional committee members):

NAME	Signature	ROLE
1.		Committee Chair
2.		
3.		
4.		
5.		

_____ _____ _____

Faculty Advisor (printed) **Faculty Advisor (signature)** **Date**

Note: Please submit the completed, signed form along with the other required documents to the ILE Director and John Baker (john.f.baker@ttuhsc.edu). Please refer to the academic calendar for the correct date.

TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
Graduate School *of* Biomedical Sciences
Department of Public Health

Master of Public Health (MPH) Integrated Learning Experience (ILE)

Project / Thesis Completion Form

Instructions:

1. A copy of the completed practice project or research thesis must be attached to the original of this form
2. A copy of the IRB or QIRB letter must be attached
3. Grading Rubric for Project or Thesis form must be attached
4. Submit the Form with attachments to the ILE Director and John Baker by the GSBS thesis due date. See GSBS academic calendar for appropriate date for the semester.

ILE Project Type ☐ Practice Project ☐ Research Thesis

Student's Name:	**R#:**
Semester(s) enrolled in ILE:	**Graduation Date:**
Project Title:	
Date Written Project Turned in:	**Date & Location of Oral Presentation:**

COMMITTEE MEMBERS (a total of 2 committee members for Practice Projects and 3 committee members for Research Thesis Projects. Student may have up to two additional committee members) **All must sign that the project has been completed and meets the selected competencies.**

COMMITTEE SIGNATURES

Chair Name (printed)	**Chair (signature)**	**Date**
Member Name (printed)	**Member (signature)**	**Date**
Member Name (printed)	**Member (signature)**	**Date**
Member Name (printed)	**Member (signature)**	**Date**
Member Name (printed)	**Member (signature)**	**Date**

CAPSTONE COURSE FORMS

Master of Public Health (MPH) Integrated Learning Experience (ILE)

Grading Rubrics for the Capstone Course

Overall Grading Rubric

The overall grading rubric for the final ILE product is below. There are 4 categories in each rubric and you can score each category from 0-100. The total maximum score is 400.

Grading Directions:

1. Total the scores for each category and then assign an overall pass/ fail to the product.
2. Add comments, the comments will be shared with the students.
3. Grade the overall product using this form do not grade by individual competencies.

Student Name:				Grade:	
Assessment Category	**0-50 Fail**	**51-70 Marginal**	**71-80 Low Pass**	**81-100 Pass**	**Score**
Completeness of Answer	Demonstrates little or no understanding of the case. Information is missing and substantial parts of the case are not fully answered.	Demonstrates some basic understanding of the case, but is incomplete. Some information is missing and a few parts of the case are not answered fully.	Demonstrates adequate understanding of the case. Factual information is provided and all parts of the case are answered.	Demonstrates through understanding of the case. Response demonstrates nuanced understanding of the case. Information is all correct and all parts of the case are thoroughly answered.	
Validity of Facts and Perspective	The majority of the facts, conclusions and statements are incorrect and/ or invalid.	Some of the facts, conclusions, and statements are incorrect and/ or invalid.	All of the facts, conclusions, and statements are accurate and/ or valid.	All facts, conclusions, and statements are accurate and/ or valid. The facts are used logically support the answer to the case.	
Evidence of Background Knowledge and Integration of Theory with Practice	No or very little integration of theory and practice is present. No or very little evidence of higher-level thinking (analysis, evaluation, creation, synthesis) is present.	Integration of theory and practice is present, albeit weak. There is some evidence of higher-level thinking (analysis, evaluation, creation, synthesis) present.	Integration of theory and practice is present. Higher-level thinking (analysis, evaluation, creation, synthesis) skills are generally present.	Integration of theory and practice is strong and consistent. Higher-level thinking (analysis, evaluation, creation, synthesis) skills demonstrated by the depth and breathe of knowledge displayed.	
Quality of Writing	Response contains an abundance of grammatical and usage errors, so that the meaning is obscured. There is little or no organization in the response.	Response contains noticeable errors in grammar and usage and the mechanics distract from the content. There is limited organization in the response.	Response is free of most errors in grammar, usage, and mechanics. The response is organized.	Response is free of errors in grammar, usage, and mechanics. Clear well organized response.	
Comments:					

TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
Julia Jones Matthews
Department *of* Public Health

Master of Public Health (MPH) Integrated Learning Experience (ILE)
Grading Rubrics for the Capstone Course
Selected Competency Grading Rubric

Each Competencies has a grading rubric. Use 1 rubric for each competency. There are 5 categories in each rubric, score each category from 0-100.

Grading Directions:

1. Total the scores for each category and then assign an overall pass/ fail for the competency.
2. Add comments, the comments will be shared with the students.
3. Grade the product using this form for individual competencies do not grade the overall product with this form.
4. Use a separate form for each of the competencies.

Student Name:					Grade Score:	
Competency #:						
Assessment Category	**0-50 Fail**	**51-70 Marginal**	**71-80 Low Pass**	**81-90 Pass**	**91-100 High Pass**	**Score**
Complete Answer	Demonstrates little or no understanding of the question. Information is missing and substantial parts of the questions are not fully answered.	Demonstrates some basic understanding of the question. The questions are not answered fully.	Demonstrates some basic understanding of the question, but is incomplete. Some information is missing, a few parts of the question are not answered full but factual information is provided.	Demonstrates adequate understanding of the question. Factual information is provided and all parts of the question are answered.	Demonstrates through understanding of the question. Response demonstrates nuanced understanding of the question. Information is all correct and all parts of the question are thoroughly answered.	
Validity of Facts and Perspective	The facts, conclusions and statements are incorrect and/ or invalid. There are no citations.	The facts, conclusions and statements are incomplete and not developed. There are some citations.	Some of the facts, conclusions, and statements are incorrect and/ or invalid. There are some citations.	All of the facts, conclusions, and statements are accurate and/ or valid. Citations are appropriate.	All facts, conclusions, and statements are accurate and/ or valid. The facts logically support the answer to the question. Citations are all correct.	

Organization and Clarity	Does not answer the specific question in any way. May lack any recognizable organization. Contain enough distracting grammar/spelling/etc. problems to make it substantially incomprehensible.	Does not directly answer the specific question. Substantially digresses from topic. Significant problems with clarity, and organization, making the information presented difficult to read. Merely restates the question and offers an undeveloped response. Contains substantial distracting grammar/ spelling/etc. problems that muddle the information presented.	Mostly addresses the specific question. Sometimes strays from the specific topic. Presents information in a manner that is sometimes unclear, and/or has significant organization problems. May merely restate the question and offer a brief, undeveloped response. Contains a significant number of distracting grammar/ spelling/etc. problems.	Answers the specific question. Usually maintains focus, but may occasionally digress. Presents information fairly clearly and concisely, and may have minor organization problems. Does more than merely restate the question and offer a brief response. May contain a few distracting grammar/ spelling/etc. problems.	Answers the specific question that was asked. Maintains focus/avoids being sidetracked by tangents. Presents all information clearly and concisely and in an organized manner. Does much more than merely restate the question and offer a brief response. Avoids distracting grammar/ spelling/etc. problems.	
Evidence of Background Knowledge and Integration of Theory with Practice	No or very little integration of theory and practice is present. No or very little evidence of higher-level thinking (analysis, evaluation, creation, synthesis) is present.	Some integration of theory and practice but is lacking true understanding. Very little evidence of higher-level thinking (analysis, evaluation, creation, synthesis) is present.	Integration of theory and practice is present, albeit weak. There is some evidence of higher-level thinking (analysis, evaluation, creation, synthesis) present.	Integration of theory and practice is present. Higher-level thinking (analysis, evaluation, creation, synthesis) skills are generally present.	Integration of theory and practice is strong and consistent. Higher-level thinking (analysis, evaluation, creation, and synthesis) demonstrated by the depth and breathe of knowledge displayed.	
Cross-disciplinary Integration	No or very little integration of this discipline with the other public health disciplines is present.	Some integration of this discipline with the other public health disciplines but it is lacking true understanding.	Integration of this discipline with the other public health disciplines is present, but the integration is weak.	Integration of this discipline with the other public health disciplines is present.	Integration of this discipline with the other public health disciplines is strong and consistent.	

Comments:

PROJECT FORMS

TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
Julia Jones Matthews
Department *of* Public Health

Master of Public Health (MPH)
Project Learning Agreement and Timeline

Instructions:

1. Fill out this form completely and have your Committee Chair sign the form.
2. Attach the Practice Project Work Plan to this form

Student's Name:	**R#:**
Semester(s) enrolled in ILE:	**Anticipated Graduation Date:**

Title:

Abstract (short abstract, 250-500 words):

Project Significance and Relevance to Public Health:

Goals, Specific Aims, Objectives or Hypotheses:

1.

2.

3.

Timeline (add additional row or columns if necessary)**:**

Activity	Month 1				Month 3				Month 4				Month 5			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

By signing this document, the student and the student's ILE Committee Chair confirm that they approve the proposed Learning Agreement and that they will comply with the timeline and project content.

SIGNATURE

Student Name (printed)	**Student (signature)**	**Date**
Committee Chair Faculty Name (printed)	**Committee Chair Faculty (signature)**	**Date**

Committee Member (name printed)	Committee Member (signature)	Date

TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
Julia Jones Matthews
Department *of* Public Health

Master of Public Health (MPH)
Practice Project Work Plan

Objectives	Activity	Indicator (type of data or tool needed)	Data source	Person responsible	Timeframe/ completion date
1.	1.				
	2.				
	3.				
2.	1.				
	2.				
	3.				
3.	1.				
	2.				
	3.				
4.	1.				
	2.				
	3.				
5.	1.				

	2.				
	3.				

TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
Julia Jones Matthews
Department *of* Public Health

Master of Public Health (MPH) Integrated Learning Experience (ILE)
Grading Rubric for Project

Student's Name:	**R#:**

Instructions:

1. A copy of this form needs to be attached to the Project Completion Form.

MPH Student Learning Outcomes

Below are the competencies that must be achieved. Select the Competencies from the Student's ILE Competencies Choice Form and delete the rest of the competencies. Assess both the student's written project and their final oral defense to assure selected competencies are met.

ILE Written Project Product

Assessment Category	**0-50 Fail** Does not meet Expectations	**51-70 Marginal** Basically meets Expectations	**71-80 Low Pass** Sufficiently meets Expectations	**81-90 Pass** Appropriately Meets Expectations	**91-100 High Pass** Exceeds Expectations
Quality of Writing					

MPH Foundational Competencies

Evidence-based Approaches to Public Health

☐ 1. Apply epidemiological methods to the breath of settings and situations in public health practice.

☐ 2. Select quantitative and qualitative data collection methods appropriate for a given public health context.

☐ 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.

☐ 4. Interpret results of data analysis for public health research, policy or practice.

Assessment Category	**0-50 Fail**	**51-70 Marginal**	**71-80 Low Pass**	**81-90 Pass**	**91-100 High Pass**
Competency Components Completeness					
Validity of Facts and Perspective					
Evidence of Background Knowledge and Integration of Theory with Practice					

Public Health and Health Care Systems

☐ 5. Compare the organization, structure, and function of health care and public health system across national and international settings.

☐ 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

Assessment Category	0-50 Fail	51-70 Marginal	71-80 Low Pass	81-90 Pass	91-100 High Pass
Competency Components Completeness					
Validity of Facts and Perspective					
Evidence of Background Knowledge and Integration of Theory with Practice					

Planning and Management to Promote Health

☐ 7. Assess population needs, assets, and capacities that affect communities' health.
☐ 8. Apply awareness of cultural values and practices to the design or Implementation of public health programs.
☐ 9. Design a population-based project, program, or intervention.
☐ 10. Explain basic principles and tools of budget and resource management.
☐ 11. Select methods to evaluate public health programs and policies.

Assessment Category	0-50 Fail	51-70 Marginal	71-80 Low Pass	81-90 Pass	91-100 High Pass
Competency Components Completeness					
Validity of Facts and Perspective					
Evidence of Background Knowledge and Integration of Theory with Practice					

Policy in Public Health

☐ 12. Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence.
☐ 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health concerns.
☐ 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
☐ 15. Evaluate policies for their impact on public health and health equity.

Assessment Category	0-50 Fail	51-70 Marginal	71-80 Low Pass	81-90 Pass	91-100 High Pass
Competency Components Completeness					
Validity of Facts and Perspective					
Evidence of Background Knowledge and Integration of Theory with Practice					

Leadership

☐ 16. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
☐ 17. Apply negotiation and mediation skills to address organizational or community challenges.

Assessment Category	0-50 Fail	51-70 Marginal	71-80 Low Pass	81-90 Pass	91-100 High Pass
Competency Components Completeness					
Validity of Facts and Perspective					
Evidence of Background Knowledge and Integration of Theory with Practice					

Communication

☐ 18. Select communication strategies for different audiences and sectors.

☐ 19. Communicate audience-appropriate public health content, both in writing and through oral presentation.

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

Assessment Category	0-50 Fail	51-70 Marginal	71-80 Low Pass	81-90 Pass	91-100 High Pass
Competency Components Completeness					
Validity of Facts and Perspective					
Evidence of Background Knowledge and Integration of Theory with Practice					

Inter-professional Practice

☐ 21. Perform effectively on inter-professional teams.

Assessment Category	0-50 Fail	51-70 Marginal	71-80 Low Pass	81-90 Pass	91-100 High Pass
Competency Components Completeness					
Validity of Facts and Perspective					
Evidence of Background Knowledge and Integration of Theory with Practice					

Systems Thinking

☐ 22. Apply systems thinking tools to a public health issue.

Assessment Category	0-50 Fail	51-70 Marginal	71-80 Low Pass	81-90 Pass	91-100 High Pass
Competency Components Completeness					
Validity of Facts and Perspective					
Evidence of Background Knowledge and Integration of Theory with Practice					

TTUHSC MPH program

☐ 23. Characterize the unique challenges of the public health frontier including issues of diversity, scarcity, adversity, and need.

☐ 24. Use innovation problem-solving to impact the public health frontier.

☐ 25. Apply ethical principles to public health program planning, implementation and evaluation.

☐ 26. Demonstrates approaches for assessing, preventing and controlling environmental and occupational health hazards that pose risks to human health and safety

☐ 27. Uses theory informed models for rural community engagement

Assessment Category	0-50 Fail	51-70 Marginal	71-80 Low Pass	81-90 Pass	91-100 High Pass
Competency Components Completeness					
Validity of Facts and Perspective					
Evidence of Background Knowledge and Integration of Theory with Practice					

I confirm that the above named student has completed the competencies to the satisfaction of the ILE Committee.

Chair Name (printed) _____ **Chair (signature)** _____ **Date** _____

THESIS FORMS

TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
Julia Jones Matthews
Department *of* Public Health

Master of Public Health (MPH)

Research Thesis Proposal Approval Form

Attach the Research Thesis Proposal to this form. This form must be signed and returned to the ILE Director prior to the start of the thesis. If you have any questions, please contact your Research Thesis Committee Chair.

Instructions:

1. Fill out this form completely and have your Committee sign the form.
2. Attach the written ILE research thesis proposal.
3. Turn in to the ILE Director

Student's Name:	**R#:**
Semester(s) enrolled in ILE:	**Anticipated Graduation Date:**
Date Thesis Proposal Submitted:	**Student's email:**

Titl

SIGNATURES:

Student Name (printed)	**Student (signature)**	**Date**
Committee Chair Faculty Name (printed)	**Committee Chair Faculty (signature)**	**Date**
Committee Member (name printed)	**Committee Member (signature)**	**Date**
Committee Member (name printed)	**Committee Member (signature)**	**Date**
Committee Member (name printed)	**Committee Member (signature)**	**Date**

==========

Authorization Signature:

Program Advisor (name printed)	**(signature)**	**Date**

TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
Julia Jones Matthews
Department *of* Public Health

Master of Public Health (MPH) Integrated Learning Experience (ILE)
Grading Rubric for Thesis

Student's Name:	**R#:**

Instructions:

1. A copy of this form needs to be attached to the Project Completion Form.
2. Each committee member should fill out a rubric for the Research Thesis. The Committee Chair will provide an overall summary of the member's rubrics.
3. If substantial changes are necessary, the comments will be given to the student. The student will have the opportunity to revise and resubmit the Thesis.
4. The student will not be allowed to orally defend the Thesis until all comments on the written thesis have been resolved to the committee's satisfaction.
5. **The final graded versions of these rubrics should be attached to the Project / Thesis Completion Form.**

Written Thesis Rubric

Grade:	
☐ **Pass**	☐ **Fail**

Written Thesis

Element	Description	0-50 Fail Does NOT meet Expectation	51-70 Marginal Basic meets Expectation	71-80 Low Pass Sufficient meets Expectation	81-90 Pass Appropriate meets Expectation	91-100 High Pass Exceeds Expectation
Abstract	Summary of background, methods, results, and conclusions					
	1/2 page in length					
Introduction	Background and statement of the problem to be discussed					
	Effectively enables reader to anticipate the paper					
Thesis Statement	Statement of question addressed throughout the paper					
	Readily identifiable, clear, concise and coherent					
Content	Supports thesis statement					
	Comprehensive review of the scientific evidence related to the paper topic					
	Significance, originality and assessment of evidence presented					
	Review of literature, analysis, assessment					
	Description of methods and theory used					
	Evidence of critical thinking					
	Evidence presented supports thesis					
	Results, discussion, consideration of limitations/weaknesses/strengths					
Conclusion	Clear, accurately summarizes paper					
	Based on evidence presented					

	Includes recommendations for further study or action					
	Incorporates core disciplines in conclusions and recommendations					
References	Formal bibliography					
	Includes at least 10 scholarly sources					
	Appropriate citations and use of quotations in the body of the paper					
Overall Clarity	Effective organization of evidence					
	Basic mastery of written English: grammar, syntax, word usage, etc.					
	Tables, graphs, maps, diagrams, photographs used appropriately and support content					
Appropriate for Public Health	Synthesizes academics and practice appropriate for use in a professional setting					
	Topic significant to public health					
	Can be read and understood by any public health professional					
Selected Competencies *(delete competencies not measured below)*						
Evidence-based Approaches to Public Health						
1	Apply epidemiological methods to the breadth of settings and situations in public health practice.					
2	Select quantitative and qualitative data collection methods appropriate for a given public health context.					
3	Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.					
4	Interpret results of data analysis for public health research, policy or practice.					
5	Apply epidemiological methods to the breadth of settings and situations in public health practice.					
Public Health and Health Care Systems						
6	Compare the organization, structure and function of health care and public health systems across national and international settings.					
7	Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.					
Planning and Management to Promote Health						
8	Assess population needs, assets and capacities that affect communities' health.					
9	Apply awareness of cultural values and practices to the design or implementation of public health programs.					
10	Design a population-based project, program or intervention.					
11	Explain basic principles and tools of budget and resource management.					
12	Select methods to evaluate public health programs and policies.					
Policy in Public Health						
13	Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.					
14	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.					
15	Advocate for political, social or economic policies and programs that will improve health in diverse populations.					
16	Evaluate policies for their impact on public health and health equity.					
Leadership						
17	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making.					

18	Apply negotiation and mediation skills to address organizational or community challenges.					
Communication						
19	Select communication strategies for different audiences and sectors.					
20	Communicate audience-appropriate public health content, both in writing and through oral presentation.					
21	Describe the importance of cultural competence in communicating public health content.					
Inter-professional Practice						
22	Perform effectively on inter-professional teams.					
Systems Thinking						
23	Apply systems thinking tools to a public health issue.					
TTUHSC MPH Program						
24	Characterize the unique challenges of the public health frontier including issues of diversity, scarcity, adversity, and need.					
25	Use innovation problem solving to impact the public health frontier.					
26	Apply ethical principles to public health program planning, implementation and evaluation.					
27	Demonstrates approaches for assessing, preventing and controlling environmental and occupational health hazards that pose risks to human health and safety.					
28	Uses theory informed models for rural community engagement.					

Comments to Student

Signature:

Committee Member (name printed)	**Committee Member (signature)**	**Date**

TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
Julia Jones Matthews
Department *of* Public Health

Master of Public Health (MPH) Integrated Learning Experience (ILE)
Summary Thesis Rubric

Student's Name:	**R#:**

Summarize the Committee's Grading Rubrics.

Thesis Summary Rubric

Grade:

☐ **Pass** ☐ **Fail**

Written Thesis

Element	Description	0-50 Fail Does NOT meet Expectation	51-70 Marginal Basic meets Expectation	71-80 Low Pass Sufficient meets Expectation	81-90 Pass Appropriate meets Expectation	91-100 High Pass Exceeds Expectation
Abstract	Summary of background, methods, results, and conclusions					
	1/2 page in length					
Introduction	Background and statement of the problem to be discussed					
	Effectively enables reader to anticipate the paper					
Thesis Statement	Statement of question addressed throughout the paper					
	Readily identifiable, clear, concise and coherent					
Content	Supports thesis statement					
	Comprehensive review of the scientific evidence related to the paper topic					
	Significance, originality and assessment of evidence presented					
	Review of literature, analysis, assessment					
	Description of methods and theory used					
	Evidence of critical thinking					
	Evidence presented supports thesis					
	Results, discussion, consideration of limitations/weaknesses/strengths					
Conclusion	Clear, accurately summarizes paper					
	Based on evidence presented					
	Includes recommendations for further study or action					
	Incorporates core disciplines in conclusions and recommendations					
References	Formal bibliography					
	Includes at least 10 scholarly sources					
	Appropriate citations and use of quotations in the body of the paper					
Overall Clarity	Effective organization of evidence					
	Basic mastery of written English: grammar, syntax, word usage, etc.					

	Tables, graphs, maps, diagrams, photographs used appropriately and support content					
Appropriate for Public Health	Synthesizes academics and practice appropriate for use in a professional setting					
	Topic significant to public health					
	Can be read and understood by any public health professional					
Selected Competencies *(delete competencies not measured below)*						
Evidence-based Approaches to Public Health						
1	Apply epidemiological methods to the breadth of settings and situations in public health practice.					
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26	Apply ethical principles to public health program planning, implementation and evaluation.					
27	Demonstrates approaches for assessing, preventing and controlling environmental and occupational health hazards that pose risks to human health and safety.					
28	Uses theory informed models for rural community engagement.					

I confirm that the above named student has completed the written Thesis to the satisfaction of the ILE Committee.

_____	_____	_____
Chair Name (printed)	**Chair (signature)**	**Date**