Montana Board of Regents
CURRICULUM PROPOSAL FORM

1. Overview

Throughout the world, populations continue to struggle with common public health issues associated with infectious diseases, overpopulation, and lack of even basic resources such as clean water. In addition, bioterrorism, ebola, health disparities, communicable disease, and climate change are all emerging public health issues impacting the global community. Closer to home, Montana has a population of just over a million people (48th in population density), while also being the 4th largest in land mass. As such, our state faces many unique challenges related to the rural nature of our populations, and these unique challenges may continue to dynamically change in the near future. Some of our biggest challenges include environmental health issues linked to resource extraction, health disparities within our Native American populations residing in both urban and upon our seven reservation communities, and the lack of access to even the most basic medical services for rural Montanans. These global and local issues all underscore the need for new public health professionals to combat the numerous existing and emerging problems impacting human health.

The School of Public and Community Health Sciences at the University of Montana provides professionals in the field, and those new to public health, an opportunity to further their education and skills. Presently this is accomplished through nationally accredited academic programing that provides students an opportunity to obtain a Masters of Public Health (MPH), as well as a Certificate of Public Health (CPH). Our current mission is to provide distance-based learning opportunities, supported by scholarship and service activities, to prepare public health practitioners who will use global insight to improve the health of the people of Montana and other rural areas. To date, this online component has been an important strength of the program. The School of Public and Community Health Sciences is currently the only accredited MPH degree program in Montana, and the only program in the Rocky Mountain west to offer an online learning core curriculum.

This proposal requests approval of a new Ph.D. program in Public Health within the University of Montana’s School of Public and Community Health Sciences, expanding our current online MPH/CPH programs by offering on-campus coursework, training, and research opportunities. We believe we have grown to the point that we can now offer a sustainable, research-oriented doctoral degree, appropriate for training aspiring public health professionals, tenure-track faculty, and researchers. Importantly, as further described in Section 3C below, the School of Public and Community Health Sciences was recently identified as “very ready for growth” by the University of Montana’s Academic Alignment and Innovation Program (AAIP). In addition, the proposed Ph.D. program in Public Health was identified as the doctoral program at the University of Montana most likely to attract new students. This proposed program capitalizes on our unique environment and location, and fills an important niche by producing public health professionals who will work not only within the state of Montana, but also regionally and globally to protect and improve human health.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

We are proposing the addition of a Ph.D. in Public Health to be offered within the University of Montana’s School of Public and Community Health Sciences. This program builds on our accredited online MPH/CPH program by offering an on-campus program. We believe this degree will attract regional students, as well as provide Montana students with an additional viable and marketable doctoral degree option. The total number of credits required to complete the Ph.D. is 60. This number is comparable with other Ph.D. programs within not only the University of Montana’s College of Health Professions & Biomedical Sciences, but also other doctoral programs in Public Health across the United States.
3. Need
   A. To what specific need is the institution responding in developing the proposed program?

   As our MPH program has continued to grow, as a faculty we feel that this is an optimal time to add a doctoral program that not only will offer a strong training component for public health professionals, but also develop research capacity for our faculty and students that directly addresses the increasing public health challenges and issues in our state, as well as emerging global public health issues. The creation of this doctoral option will advance public health in our state by expanding our scientific and applied educational opportunities, and ultimately the public health workforce.

   Since starting in 2006, our MPH/CPH programs have evolved dramatically. As of Fall 2015, we currently have 67 students in the program (53 MPH and 14 CPH) from four states throughout the northwest. Our School of Public and Community Health Sciences teaching faculty consists of five core (four full-time and one split-appointment) and 29 affiliate public health faculty from multiple departments across the UM campus - including Biomedical and Pharmaceutical Sciences, Pharmacy Practice, Psychology, Social Work, Health and Human Performance, Political Sciences, and Environmental Studies. Importantly, ours is the only MPH program in the state of Montana, and it is fully accredited by the Council on Education for Public Health (CEPH).

   Today, the public health sector is in dire need of highly-qualified specialists. For example, the Association of Schools of Public Health recently predicted a shortage of 250,000 professionals by 2020, equating to about one-third of the existing public health workforce in the US. In Montana, we are seeing similar trends. As summarized in the letter of support from Ms. Sue Hansen (President, Montana Public Health Association), a 2012 survey by the Montana Department of Public Health and Human Services found that over 50% of the lead local public health officials in Montana are planning to retire within 10 years (with approximately 35% retiring within 5 years). A 2013 survey completed by the National Association of County-City Health Officials showed that 25% of local health department top executives are 60 years of age and older. These statistics demonstrate the great need, both at the state and national level, for the development of new public health practitioners to replace the aging public health workforce.

   This proposed doctoral program will also fill a prominent void in the northwest US. Currently, the closest Schools of Public Health are located at the University of Washington and Oregon State University, respectively. The nearest CEPH-accredited schools include Brigham Young University, Idaho State University, Oregon Health & Science University / Portland State University, Simon Fraser University, University of Alaska-Anchorage, University of Utah, and Westminster College (Salt Lake), with only the University of Utah offering a Ph.D. in Public Health. There are other, smaller non-accredited public health programs in the Northwest region. However, the University of Montana MPH program remains the primary source of academically rigorous and nationally accredited MPH degree professionals in the state of Montana.

   As faculty, we know that graduated MPH students interested in pursuing a doctoral degree in public health have had to apply out of state due to a lack of local options. If approved, the University of Montana-Missoula would be the only campus in Montana that offers doctoral level training in Public Health. The faculty affiliated with this proposed doctoral program do not take this fact lightly, as we are committed to our mission of training future leaders in the field of public health, enabling them to remedy the existing and emerging public health problems throughout Montana, our region, and globally.
B. How will students and any other affected constituencies be served by the proposed program?

The University of Montana-Missoula currently has the only MPH program in the state of Montana, and it is fully accredited by CEPH. Likewise, the proposed Ph.D. in Public Health program would be the only doctoral level public health program in Montana (and ultimately CEPH-accredited), providing students living in Montana the option of pursuing doctoral public health training in-state. Following are some additional benefits to students and other affected constituencies:

- While the MPH program has primarily focused on academic training, the Ph.D. program will expand the current training by incorporating a strong research component focused on the rural public health issues and health disparities specific to Montana. It will also provide an expansion of translational science related to rural and health disparity issues in the global community including operational research through our global affiliates.
- Within the State of Montana, our goal is to become the leading source of technical/scientific information related to multiple public health sub-disciplines. As a resource to our State partners, we will strive to support (and actively engage) organizations throughout Montana in their public health missions, including the Department of Public Health and Human Services, Tribal Health Departments, Local/County Health Departments, Tribal Colleges, United States Forest Service, and hospitals/clinics.
- Globally, we will expand upon our collaborations with existing partners in rural areas of the world. For example, an existing collaboration with Akros Global Health in Zambia, Africa, will result in continued sharing of research ideas, internship sites, student/faculty exchanges, and guest lecturing opportunities.
- Both within our state and globally, we will be a source of high-level Public Health professionals for these agencies/entities for years to come.

C. What is the anticipated demand for the program? How was this determined?

As noted above in section 3A, there is a great need, both at the state and national level, for the development of new public health practitioners to replace the aging public health workforce. This is supported by the findings of the Association of Schools of Public Health where a shortage of 250,000 professionals by 2020 is predicted, equating to about one-third of the existing public health workforce in the US. Surveys conducted in Montana showed that over 50% of the lead local public health officials in Montana are planning to retire within 10 years (with approximately 35% retiring within 5 years), and that 25% of local health department top executives are 60 years of age and older.

The idea of a doctoral degree in Public Health began when a small group of Public Health faculty members came together, and started discussing the need for such a program in our state. We then engaged our Public Health Student Association (currently consisting of 32 student and alumni) about the ideas for a new doctoral program, and received an overwhelmingly positive response. This led to the development of the program as described in section 5A below.

The anticipated demand for the proposed program was determined in two ways, including independently by a University of Montana assessment committee, and also by a student/alumni survey. The University of Montana’s Academic Alignment and Innovation Program (AAIP) was tasked with assessing all academic programs on campus during the fall 2014/spring 2015. As part of this assessment, AAIP identified the School of Public and Community Health Sciences as “very ready for growth”. In addition, the AAIP was charged with evaluating what new programs UM should consider. Out of all of the potential new programs that were formally submitted by units across the University of Montana campus, the Ph.D. in Public Health was identified as the single doctoral program as most likely to attract new students. Notably, AAIP also selected the School of Public and Community Health Sciences as having the most impactful new activities on “international undertakings”.

Montana Board of Regents
CURRICULUM PROPOSAL FORM

ITEM #XXX-XXXX-XXXX
Page 3 of 21
The anticipated demand for our proposed program was also determined through a survey mailout. In April 2015, a survey was disseminated to 123 public health students (currently enrolled in our MPH/CPH programs) and alumni across the state of Montana and Northwest US, and queried them about the need for a new Ph.D. program in Public Health at the University of Montana. Following are the main findings of this survey:

Total responses: 41 (out of 123). The majority of the respondents lived in Montana (38 of 41), with the three respondents outside of Montana living in California, Oregon, and Wyoming, respectively. Twenty one (21) of the respondents lived in Missoula.

The academic degree/credentials of the respondents included the following:
- MPH: 35 (85%)
- CPH: 4 (10%)
- Current student: 8 (20%)

Question 1: If a Ph.D. in Public Health program was offered at the University of Montana, would you be interested in enrolling in the program?
- Yes: 28 (68%)
- No: 13 (32%)

Question 2: Please indicate the reason that you would not be interested in seeking a Ph.D. in Public Health at this time.
- Concern about cost: 2 (15%)
- Concern about time and effort: 0 (0%)
- Concern about distance from UM campus: 0 (0%)
- Does not help in advancing my career goals: 7 (54%)
- Other: 4 (31%) “enrolling in one in the fall; current employment; moving out-of-state”.

Question 3: How soon would you want to start a Ph.D. program in Public Health?
- In the next 6 months: 5 (19%)
- Within the next year: 6 (22%)
- 1-2 years from now: 14 (52%)
- 3 or more years from now: 2 (7%)

Question 4: In what learning environment would you prefer to pursue your Ph.D.?
- Online / distance based: 6 (22%)
- On campus: 1 (4%)
- Combination of both: 20 (74%)

Question 5: Is there a need for more Ph.D. level public health professionals in Montana?
- Yes: 23 (58%)
- No: 3 (8%)
- Don’t know: 14 (35%)

Question 6: Are there employees in your workplace or professional organizations who might be interested in Ph.D. level training in Public Health at the University of Montana?
- Yes: 12 (30%)
- No: 10 (25%)
- Don’t know: 18 (45%)
Montana Board of Regents  
**CURRICULUM PROPOSAL FORM**

Question 7: If you are in a management position, would you support your employees in pursuing this level of education?
- Yes: 14 (35%)
- No: 0 (0%)
- Maybe not: 5 (13%)
- Not applicable: 21 (53%)

Question 8: How would you support them? Check all that apply.
- Reduced work days or changes in work duties: 13 (93%)
- Financially: 4 (29%)
- Other: 2 (14%) “work flexibility; credit of time worked for PhD-related activity; flexible schedule, encouragement, work to align school projects with work needs”.

Importantly, the results from the AAIP assessment and the surveys establish the overwhelming interest in a new doctoral program in Public Health at the University of Montana. In addition, results from the surveys have provided guidance in developing the structure of the overall program.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

The proposed Ph.D. program will be housed within the School of Public and Community Health Sciences. The Ph.D. program will be independent yet complementary to the other doctoral degrees currently offered within the College of Health Professions & Biomedical Sciences (including Biomedical Sciences, Environmental Toxicology, and Neuroscience). As listed in the “electives” section on page 11, there are specific classes offered within other departments on the University of Montana campus that will be of interest to the doctoral public health students (pending mutual approval by partnering academic units).

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

Besides ensuring that the Ph.D. program complements (yet does not duplicate) the efforts of the current MPH program, we do not anticipate any changes to existing programs at the University of Montana.

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

There are no other doctoral programs like this at the University of Montana, nor in the Montana University System. Compared to the existing MPH program, the doctoral program is different in several ways, including the following:

- The current MPH program is entirely online, while the proposed doctoral program will be a combination of online and on campus.
- The MPH program (42 total credits) consists of 36 credits of core classes (including capstone classes) and 6 credits of electives. The doctoral program has a total of 60 credits, including 22 credits of core classes and 9-18 hours of electives that will enhance the training in the student’s field of study.
- The doctoral program will have a strong research component (20-30 hours) guided by a Research Advisor.
and a five-member Advisory Committee.

- A public presentation of the results of dissertation work will occur as the final experience for the doctoral degree.

### D. How does the proposed program serve to advance the strategic goals of the institution?

Per the University of Montana’s Strategic Plan (UM 2020: Building a University for the Global Century, second edition), there are five strategic issues identified to guide our identity, growth and future directions. Following are the five issues, including how our proposed Ph.D. in Public Health will meet these issues.

1. **Partnering for Student Success**: Students participating in this doctoral program will have multiple opportunities to become engaged with research activities in a variety of disciplines focused on both local and global public health problems. This directly addresses the “Partnering for Student Success” strategic issue by providing students opportunities to participate in addressing local and global issues and embarking on research.

2. **Education for the Global Century**: Similar to the University of Montana’s current Global Leadership Initiative, our proposed doctoral program will have a global public health component, “encouraging students to contemplate their overall education and focus on significant interdisciplinary questions and grand challenges faced by a global society”. An example of this is our collaboration with Akros Global Health located in Zambia, Africa. Our MPH program has already sent students to Zambia for internship experiences. In turn, our collaborators at Akros are interested in taking an active role in guest teaching within our doctoral classes focused on Global Health (PUBH 580, Rural Health Issues in a Global Context), as well as serving as Research Advisors for students working on public health projects in rural Zambia and Malawi as well as other countries in the southern Africa region.

3. **Discovery and Creativity to Serve Montana and the World**: Our doctoral program will build on the success of our current MPH program. Currently, students in our MPH program include some of the most influential public health professionals in the state of Montana. This includes Directors of local health departments, physicians, educators, and a multitude of public health professionals in related fields – all working to protect the health of regional residents. The faculty involved in this proposed doctoral program are all well established and accomplished public health professionals, each contributing to a commitment of excellence in not only teaching, but also research focused on addressing public health issues that “benefit the state, region, nation, and world”. As demonstrated on our website (http://health.umt.edu/publichealth/4faculty-research/current-faculty-research.php), our public health faculty (core and affiliates) are involved in a wide variety of research programs, both in terms of scope and funding. In addition, Native American public health issues and disparities are an important issue within our region. Our faculty and students have worked to promote inclusive scientific and research projects in collaboration with indigenous tribal nations in Montana and throughout the Nation.

4. **Dynamic Learning Environment**: As our MPH program has grown dramatically in the past five years, we are ready to expand beyond our online format to now incorporate opportunities for engaging graduate students on campus. Additionally, our goal is to continue to develop research and internship opportunities for our students and faculty not only here in Montana, but also globally. For example, recent internship experiences for our MPH students involved not only regional and tribal locations throughout the Northern Rocky Mountains, but also in global locations such as Ethiopia, Zambia, and Cambodia. These diverse opportunities available to graduate students will continue to provide vibrant and adaptive ways to engage students in emerging public health science and practice.

5. **The Planning and Assessment Continuum**: As stated in the Strategic Plan, the University models transparency, systematic communication and sound decision-making to ensure that resources are marshaled to
achieve UM’s mission. Our proposed doctoral program will follow this model by implementing a strong assessment program (under the direction of our four person Assessment Committee described in Section 7) and have a priority focus on communication among faculty and students.

In summary, our long-term vision for the Ph.D. in Public Health program is modeled after the UM Strategic Plan and poised to create an important educational option to students in our state.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

The proposed doctoral program in Public Health will be the only one of its kind within the Montana University System.

5. Program Details
A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents’ Policy 301.12 have been met.

We are proposing a Ph.D. in Public Health to be offered within the University of Montana’s School of Public and Community Health Sciences (SPCHS). This program builds on our online Masters of Public Health program by offering on-campus academic training and research opportunities at an advanced level. This proposed program takes advantage of courses currently offered within our MPH program, as well as those related to public health within other departments on campus. The proposed Ph.D. program will require 60 credits, with the bulk of these obtained in advanced coursework and research.

In developing this doctoral program, we wanted to be consistent with the requirements of our accrediting Council (CEPH), with the ultimate goal of CEPH accreditation (similar to our MPH program) in 2017. Please note that we have already had initial discussions with CEPH about the process for accreditation of our Ph.D. program. We also wanted to have consistency with not only our existing MPH program, but also with other graduate-level programs within our College of Health Professions & Biomedical Sciences. Using the Graduate Handbook from the University of Montana’s Department of Biomedical and Pharmaceutical Sciences as a guide, the following is what we intend to publish in the catalog:

Ph.D. Degree Program Standards

Applications
When applying to the Ph.D. program, an Admissions Committee will review each application based on a common set of entry standards. Potential students are not required to have an MPH or MS in an equivalent field prior to submitting their application. Applicants to the Ph.D. in Public Health must have a minimum GRE score for their verbal (158-162), quantitative (159-164), and writing (4.5) components, or adequate GPA and other related evidence of academic readiness. On rare occasions, in the event of substitutions, or a lower GRE score, a combination of other factors may allow for provisional acceptance by the Admissions Committee. Application materials include all previous transcripts, professional statement of interest, and three letters of recommendation. After these materials are reviewed, the applicant may be invited for an interview, either live, or through Skype. In addition, before applying to the program, the applicant is encouraged to communicate with
faculty within the program to discuss future research opportunities and compatible research interests. The faculty member may then serve as a sponsor for the student during the application process. Annual applications for the program are due by March 1 of each year.

**General Description**
Ph.D. degree training typically consists of two years of course work and one-three years of research leading to the completion and defense of a Ph.D. dissertation.

**Graduation Requirements**
1. Successful completion of all Graduate School requirements for the Ph.D. Current Graduate School requirements for the Ph.D. degree are found on the Graduate School web site (www.life.umt.edu/grad/Academic%20Policies/The%20Doctorate.php).
2. Successful completion of at least 60 graduate semester credits. No more than 30 credits of research and dissertation may be applied toward the 60-credit requirement for the Ph.D.
3. Successful completion and defense of a research dissertation as defined by the Graduate School.
4. Please note other Graduate School requirements for graduation:
   - Filing of application for graduation (due Jan 16 for May Graduation).
   - Electronic submission of dissertation thesis one week prior to defense; the Committee Chair signifies committee approval for defense.
   - June 19- Final deadline for completion of all requirements for May graduation.

**Transfer Credits - Advance Standing**
Students may petition the Graduate School for transfer of graduate credits into their graduate program at UM. After one semester of satisfactory work at the University, the student may request the Ph.D. Program Coordinator to submit the application to the Graduate School to accept transfer credits. An official copy of the student's transcript of the courses for transfer and catalog course descriptions should accompany the recommendation. Students entering the doctoral program with a Masters of Public Health degree could transfer up to 15 credits of successfully completed public health classes.

**Course Waivers**
Students may petition the Ph.D. Program Coordinator for waiver of course requirement for which they have equivalent preparation. Waiver of a course does not reduce total credit requirements for the degree.

**Academic Standing - Progress Towards the Degree**
Graduate School policies are:

**B2.000 – Grades**
Students must maintain a B average in courses taken for graduate credit at the University; no grade below C will be accepted toward any degree requirement. The student is automatically placed on academic probation if the cumulative grade point average falls below 3.0. Graduate School policies include:

**B2.100 – Pass grades are not included in grade point calculations, but may apply toward degree requirements when earned in courses offered only on a Credit/No Credit basis.**

**B2.200 – Students may re-take up to 6 semester credits, on approval of the Ph.D. Program Coordinator.**

**B2.300 – Only N (Continuation), NCR (no credit received) and CR (credit) grades are awarded for research and dissertation work. The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate courses, but rather if the student completed the required work or not. Grades of I (Incomplete) not removed within one year revert to the alternate grade, usually F, or a grade assigned by the instructor when the incomplete is submitted.**

**B2.500 – In UG (undergraduate/graduate) 300- and 400-level courses, students will be evaluated in a manner**
different from that of undergraduate students, and will complete an additional increment of
graduate-level work as assigned by the instructor.

A graduate student who fails to maintain the required minimum GPA will:

1. Be warned by the Ph.D. Program Coordinator.
2. Be placed on probation if the GPA is less than 3.0.
3. Be dropped from the graduate program during the first year if the deficiency exceeds 9 grade points,
or in the second year or thereafter, if the deficiency exceeds 6 grade points.

Reinstatement can be made on the basis of a petition approved by the Ph.D. Program Coordinator,
SPCHS Chair, and Graduate School.

Students receiving financial aid must register for a minimum of 7 credits per semester. Students not receiving
financial aid must register for a minimum of 4 credits per semester. Students must register for at least 3 credits,
or petition the Graduate School to take only one credit in their final term.

In addition, progress towards the completion of their dissertation will be regularly assessed by the student's
Advisory Committee and Ph.D. Program Coordinator. Failure to make adequate progress towards completion of
this degree requirement could lead to warnings, probation, and ultimately to dismissal from the program.

COURSE REQUIREMENTS

General Information

- Graduate students typically register for 10 to 14 credits per semester during the first two years of the
  program when they are enrolled in academic courses. In later years, students register for a maximum of
  9 credits of research or dissertation each semester. Students do not need to enroll during the summer
  session.
- Graduate students should not enroll for more than 9 credits in any semester in which they are enrolled in
  PUBH 597 or 599 (Research or Dissertation credits).
- Graduate students may enroll for a course as Audit only with prior approval of the Ph.D. Program
  Coordinator.
- With permission of the course instructor and the student’s Research Advisor, graduate students may
  enroll in complimentary courses (those taken in addition to the requirements for the degree) on a
  Credit/No Credit basis.
- Students who complete the requirements for the Ph.D. during summer session must enroll for 3 credits of
dissertation during summer session. Students who miss the deadline for completion of degree
requirements at the end of a semester and will defend early in the next semester may register for 3
  credits of dissertation for that semester.

Notes on Special Courses

PUBH 594 (Seminar)

- All graduate students are required to attend the seminars. Student attendance at scheduled
  seminars is monitored. While everyone will miss an occasional seminar due to certain conflicts, a
  consistent record of attendance is expected. Students are especially encouraged to attend seminars
  outside their area of specialization.
- Students register for 2 credits of Seminar only in the semesters in which they give presentations:
  1. An informational topic approved by the student’s Research Advisor. This seminar
     normally is presented during the second year in the program.
Montana Board of Regents
CURRICULUM PROPOSAL FORM

2. A progress report of the student’s dissertation research. This research update seminar normally is presented during the third year in the program.
   - Students do not receive seminar credit for their dissertation defense seminar. Credit for these presentations are included in the dissertation credits.
   - PUBH 594 is taken on a Credit/No Credit basis.

PUBH 596 (Independent Study / Research Mentorship Rotations)
The Research Mentorship Rotation experience is designed to introduce graduate students to research being conducted within the SPCHS, as well as assist students with selecting a Research Advisor. Students benefit the most when they obtain a variety of experiences in their rotations.
   - Ph.D. students register for 3 credits of PUBH 596 in their first semester only, and complete three 6-8 week rotations.
   - Following completion of each rotation, the student prepares a one-page report summarizing the rotation experience. The student then has the faculty with whom the research was conducted sign it and turns it into the Ph.D. Program Coordinator for placement in their file. The report is submitted within a month after the completion of the rotation.
   - Grades are submitted after all of the research experience write-ups have been received by the Ph.D. Program Coordinator and placed in the student’s file. Students who do not complete their rotations by the end of the semester are assigned a grade of N (course work continued into later semesters) until the requirements are met. At that time the Ph.D. Program Coordinator will submit a grade change form accordingly.
   - PUBH 596 is taken on a Credit/No Credit basis.

PUBH 597 (Research) and PUBH 599 (Dissertation)
   - Ph.D. students enroll in PUBH 599 (Dissertation) after completing the Comprehensive Exam. Prior to that, the appropriate research course to enroll in is PUBH 597 (Research). Students who do not complete their dissertation activities by the end of the semester are assigned a grade of N (course work continued into later semesters). Upon successful defense of the dissertation, the N grades for all semesters are converted to CR by the registrar.

Ph.D. in Public Health

The following 22 credits of “Core Courses” are required for all students in the Ph.D. Public Health program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 510</td>
<td>Intro to Epidemiology</td>
<td>3 cr.</td>
<td>(Online)</td>
</tr>
<tr>
<td>or</td>
<td>PUBH 511</td>
<td>3 cr.</td>
<td>(Online)</td>
</tr>
<tr>
<td>PUBH 520</td>
<td>Fundamentals of Biostatistics</td>
<td>3 cr.</td>
<td>(Online)</td>
</tr>
<tr>
<td>or</td>
<td>PUBH 530</td>
<td>3 cr.</td>
<td>(Online)</td>
</tr>
<tr>
<td>PUBH 595</td>
<td>Leadership in Data Science</td>
<td>3 cr.</td>
<td>(Online)</td>
</tr>
<tr>
<td>PUBH 540</td>
<td>Social and Behavioral Sciences in Public Health</td>
<td>3 cr.</td>
<td>(Online)</td>
</tr>
<tr>
<td>PUBH 560</td>
<td>Environmental and Rural Health</td>
<td>3 cr.</td>
<td>(Online)</td>
</tr>
<tr>
<td>PUBH 594</td>
<td>Seminar</td>
<td>4 cr.</td>
<td>(UM)</td>
</tr>
<tr>
<td>PUBH 596</td>
<td>Independent Study/Research Mentorship Rotations</td>
<td>3 cr.</td>
<td>(UM)</td>
</tr>
</tbody>
</table>
As students begin to branch out into their research areas of interest, they will choose additional “Elective Courses” to complement their degree plan. In addition to the Core Courses, students will take between 9 and 18 credits of the courses listed below. As a research methods course will be critically important to assist students with designing their research projects, students will be encouraged to take either PUBH 550 (Program Evaluation & Research Methods) or PUBH 591 (Epidemiologic Data Analysis).

- PUBH 512 Neuroepidemiology 3 cr. (Online)
- PUBH 515 Public Health Genetics 3 cr. (Online)
- PUBH 521 Leadership in Public Health 3 cr. (Online)
- PUBH 525 Multicultural and Native American Public Health 3 cr. (Online)
- PUBH 525 Epidemiology and Law 3 cr. (Online)
- PUBH 535 Health Policy 3 cr. (Online)
- PUBH 550 Program Evaluation & Research Methods 3 cr. (Online)
- PUBH 570 Ethical Issues in Public Health 3 cr. (Online)
- PUBH 580 Rural Health Issues in a Global Context 3 cr. (Online)
- PUBH 591 Epidemiologic Data Analysis 3 cr. (UM)
- PUBH 591 Health Informatics 3 cr. (Online)
- PUBH 591 Geographic Information Systems 3 cr. (Online)
- PUBH 595 Epidemiology in Maternal & Child Health 3 cr. (Online)
- PUBH 595 Research Issues in Social Epidemiology 3 cr. (UM)
- PUBH 596 Independent Study 3 cr. (UM)
- CTHH 485 Theories of Health Behavior and Counseling 3 cr. (UM)
- COMM 451 Intercultural Communication 3 cr. (UM)
- ECNS 440/EVST 440 Environmental Economics 3 cr. (UM)
- EVST 531 Citizen Participation in Environmental Decision Making 3 cr. (UM)
- HHP 540 Community Health Promotion Strategies 3 cr. (UM)
- HHP 541 Program Planning in Community Health 3 cr. (UM)
- HHP 542 Advanced Study of the Mind/Body/Spirit Relationship 3 cr. (UM)
- HHP 544 Community Based Participatory Research Methods 3 cr. (UM)
- PSC 431 Politics of Global Migration 3 cr. (UM)
- SOC 563 Social Data Analysis 3 cr. (UM)

Students entering the doctoral public health program with an MPH or equivalent Masters level degree can take 45 instead of the required 60 credits. In these cases, the Ph.D. Program Coordinator will map out a plan of study with the student’s Research Advisor to ensure that the required Core Courses are addressed.
Milestones

Students are expected to maintain “reasonable progress towards the degree” which includes not only the completion of coursework in a timely fashion with a 3.0 GPA or above, but also a series of procedures by certain deadlines eventually leading up to graduation. Below is a summary of those milestones. Regular annual progress towards the degree are assessed by the student’s Research Advisor, the student’s Advisory Committee, and the Ph.D. Program Coordinator.

### Suggested Timeline Towards Graduation

<table>
<thead>
<tr>
<th>Event</th>
<th>Guideline/Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of Research Advisor</td>
<td>End of 2(^{nd}) semester</td>
</tr>
<tr>
<td>Appointment of Advisory Committee</td>
<td>Prior to 3(^{rd}) semester</td>
</tr>
<tr>
<td>Plan of Study</td>
<td>Prior to 3(^{rd}) semester</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>Middle of 5(^{th}) semester</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>End of 6(^{th}) semester</td>
</tr>
<tr>
<td>Application for Graduation</td>
<td>1 semester prior to graduation</td>
</tr>
<tr>
<td>Dissertation Draft to Committee</td>
<td>2 weeks prior to defense</td>
</tr>
<tr>
<td>Public Notice of Defense</td>
<td>1 week prior to defense</td>
</tr>
<tr>
<td>Defense / Final Dissertation to Graduate School</td>
<td>To meet Graduate School Deadline</td>
</tr>
<tr>
<td>Final Dissertation to Graduate Program Coordinator</td>
<td>Following successful dissertation defense</td>
</tr>
</tbody>
</table>

### Research Advisor

- Serves as Chair of the Advisory Committee.
- Assists the student in assuring that all deadlines and procedures are followed. It is the student’s responsibility to ensure that these requirements are met.
- Reports, in writing to the Ph.D. Program Coordinator, the date and outcomes of Advisory Committee meetings, and the progress of the student toward the degree.
- Reviews and approves the dissertation draft prior to its submission to the Advisory Committee, at least 14 days prior to the final defense.
- In conjunction with the Ph.D. Program Coordinator, maintains a current file on the student.
- The Research Advisor must hold a terminal degree of Ph.D. In addition the Research Advisor may be located outside of the University of Montana.

### Advisory Committee

- Ensures that the student understands all University, Graduate School and SPCHS regulations. It is the student’s responsibility to ensure these requirements are met.
- Offers advice and approves the student’s Plan of Study.
- Offers advice and approves the dissertation topic and research proposal.
- Provides research advice as individuals and in regular (at least yearly) meetings of the full committee with the student. A student has the right, with the consent of her/his Research Advisor, to request a committee meeting at any time.
- Approves the topic for the written qualifying exam, and administers the oral qualifying exam.
- Reviews the completed dissertation and makes recommendations for its revision.
- Conducts the final dissertation defense and certifies to the Graduate School whether the student has passed/not passed this examination.
- The Advisory Committee will consist of five members, with one member outside the student’s field of study, or outside the list of program faculty.
Montana Board of Regents
CURRICULUM PROPOSAL FORM

Selection of Research Advisor and Advisory Committee
Prior to selection of a Research Advisor and appointment of the Advisory Committee, students will be advised by the Ph.D. Program Coordinator. Following completion of rotations, each student will arrange to work with a faculty member (Research Advisor) as soon as possible after visiting with faculty within their chosen program area. The Research Advisor should be selected by the end of the student’s 2nd semester in the program. Through discussion and mutual agreement, the student and Research Advisor select an area of research interest and persons to serve on an Advisory Committee. The Advisory Committee should be appointed prior to the 3rd semester in the program. The Ph.D. Advisory Committee is composed of a minimum of five members, at least four of who are full-time or affiliated faculty within the School of Public and Community Health Sciences. One member must be from outside the Program. The student is responsible for approaching these persons and requesting that they serve on the Committee. After completing an Advisory Committee Form, the student submits the form to the Ph.D. Program Coordinator for approval. Except during the Comprehensive Qualifying Exam and Dissertation Defense Committee meetings, the Research Advisor will serve as the Chair of the Committee.

Change of Personnel on the Advisory Committee
Until the time a dissertation proposal has been approved by a student’s Advisory Committee, replacement of committee members may be made without prejudice at any time at the request of the student and the Research Advisor or by resignation of a committee member, and with approval of the Graduate School.

For the student who wishes a change of Research Advisor, that student’s program will be re-evaluated and the change will be subject to approval by the Ph.D. Program Coordinator and SPCHS Chair. In such cases, the SPCHS Chair shall serve as ombudsman on behalf of the student. If the student’s dissertation proposal has been approved by the Advisory Committee and a replacement or substitution of the Research Advisor or a committee member is requested, the Graduate School must investigate the propriety of the request. The original approved proposal must be unequivocally approved by the new Research Advisor or committee member. If it is not, the student must submit a new or revised proposal and once again follow the procedures for proposal approved by all members of the Advisory Committee.

Program Governance – Ph.D. Program Coordinator
The Ph.D. Program Coordinator acts as the initial coursework advisor for the first year of all students prior to the selection of a Research Advisor, oversees student progress in the doctoral Public Health Program for the duration of the degree, and conducts annual review of all student files.

It is the student’s responsibility to contact the Ph.D. Program Coordinator prior to scheduling major milestones such as the qualifying exam and dissertation defense. The Ph.D. Program Coordinator has the right to bring deficiencies to the attention of the Advisory Committee. If corrective action is deemed necessary, it will be referred to the SPCHS Chair.

Plan of Study
Prior to the 3rd semester in the program, the student and Research Advisor will prepare a plan of study that includes all courses to be taken. The plan of study must subsequently be endorsed by the Advisory Committee. Any changes in the plan of study, once approved, requires approval of the Research Advisor and Advisory Committee.

Research Proposal
The dissertation research proposal for the project to be undertaken by the student should be completed and endorsed by the student’s Advisory Committee no later than the middle of the 5th semester in attendance.
Notes on Comprehensive Qualifying Exam

All Ph.D. students must successfully pass a Comprehensive Qualifying Exam (both Written and Oral) by the end of the 6th semester in order to achieve Ph.D. candidacy status and advance in the program. If not, the student will be placed on probation. A maximum of two semesters of probation is allowed before the student is dismissed from the program, unless the reason for delay is deemed justifiable by the student’s Advisory Committee. Prior to the Written Exam, the Advisory Committee will appoint a substitute to replace the student’s Advisor throughout the Comprehensive Qualifying Exam process.

The purpose of the Comprehensive Qualifying Exam is:

- To evaluate the candidate’s general knowledge of the scientific discipline.
- To evaluate the candidate’s ability to apply that knowledge:
  - in the research setting
  - in written and oral communication of research and scientific ideas.

In general, there are two parts to the exam: written and oral.

**Written exam:** The student will submit three abstracts to the Committee to serve as the basis for an “in field” proposal. The Committee will then choose one of the three abstracts to be further developed into a full research proposal. This research proposal will be in the style of a National Institute of Health (NIH), National Research Service Award (NRSA) proposal. Depending on the Advisory Committee, an equivalent proposal mechanism may be substituted.

The written exam is completed first, and the oral within a month following the written. A score of 70% will be required to pass the written examination. If the score is less than 70%, a second attempt will be allowed within two weeks of the first attempt. Failure to pass on the second attempt will result in dismissal from the Ph.D. program with an option to be considered for an MPH degree. If this is the case, the student would have to complete all MPH degree requirements.

**Oral exam:** If the written portion is passed, the oral portion of the exam will take place within a month. Certain parts of the oral exam are based on the topics covered in the written exam, but can also be on any topic within the discipline (but primarily related to the student’s public health field of interest).

Each Committee member must decide if the student passes or fails, with only one failing vote allowed for the student to pass the exam. Occasionally the student may be asked to retake part, but not all, of the oral exam. If the student fails the first attempt at the oral portion of the exam, then written feedback will be provided to the student within one week and the exam will be repeated within four weeks. Failure to pass the oral exam the second time results in dismissal from the program with an option to be considered for an MPH degree.

**Application for Graduation**

At least one semester before the Ph.D. degree is to be awarded, the student must submit to the Graduate School three copies of an Application for Graduation Form and a graduation fee. The Graduate School will conduct a degree audit and send two copies of this form back to the graduate program (one SPCHS copy and one student copy) early in the graduating semester. The Ph.D. Program Coordinator and student should note any problems and rectify them at least two weeks prior to the end of the final semester by using a Graduation Amendment Form. If the student fails to meet the original graduation date as requested on the form, the student may request the application be reactivated for the following semester by notifying the Graduate School one semester prior to the revised completion date by using a Request of Extension of Graduate Program Form.
Montana Board of Regents
CURRICULUM PROPOSAL FORM

Dissertation Draft
The student will initially submit a dissertation draft to their Research Advisor for revision and approval. At least 14 days (2 weeks) prior to the defense, the student will submit the Advisor-approved draft to the student’s Advisory Committee members for review.

Dissertation Defense
A public presentation of the results of dissertation work will occur as the final experience for the doctoral degree. One week prior to their defense, the student must post an announcement of their seminar. This announcement should contain the dissertation title, and place and time of their defense. The department administrative associate can assist with this posting.

Following the public presentation, the Advisory Committee will meet with the student to discuss the dissertation. A committee member other than the Chair of the Advisory Committee will be nominated by the Committee to direct the examination/defense. A student will pass with only one negative vote with the remaining Committee members judging the performance to be satisfactory. In case of failure, one repeat examination is permitted. The examination/defense relates to both the dissertation and to the content of the discipline. A Dissertation Defense Approval Form needs to be signed by all members of the Committee once a successful defense has occurred.

Once the student has successfully defended their dissertation, the Chair of the Advisory Committee will sign the SPCHS copy of the Application for Graduation Form and return it to the Graduate School. Receipt of the signed SPHCS copy of this form by the Graduate School indicates that the student has successfully completed the degree requirements. The degree will be awarded after receipt of the final electronic submission of the dissertation and all other Graduate School requirements have been met.

Final Dissertation Submission
The Committee Chair will submit the final dissertation (Word or PDF format) electronically to the Graduate School office after a successful defense, and the necessary revisions have been made.

Publications
Students are strongly encouraged to have at least three published (or submitted) manuscripts by the time they graduate.

Faculty in the Ph.D. Public Health Program

Dr. Craig Molgaard (Chair of the School of Public and Community Health Sciences) and Dr. Tony Ward (Ph.D. Program Coordinator) are the points of contact for this proposal. In developing this doctoral program, we have included faculty that are currently in the School of Public and Community Health Sciences, affiliated faculty from other departments at the University of Montana, as well as public health experts from organizations outside of the University of Montana. Following is a listing of the participating faculty (serving roles as course instructors, Research Advisors, and/or Advisory Committee members) with a brief description of their expertise.

Dr. Annie Belcourt, Associate Professor in the School of Public and Community Health Sciences and School of Pharmacy. She serves as a current JPB Harvard T. H. Chan School of Public Health Environmental Public Health Fellow. Dr. Belcourt’s research interests include American Indian and Alaska Native health disparities research. Her areas of focus include post-traumatic stress disorder, trauma, mental health, environmental health, community-engaged research, interventions and preventions.
Dr. Blakely Brown, Professor in the Department of Health and Human Performance. Dr. Brown’s areas of specialization include behavioral health and chronic disease prevention, childhood obesity and diabetes prevention, Native American health disparities research, community based participatory research, mixed methods research, food security and food environment/systems, maternal/child environmental and dietary exposures, epigenetic responses, and respiratory health.

Dr. Duncan Campbell, Associate Professor of Clinical Psychology in the Department of Psychology. Dr. Campbell’s areas of interest relate to the development and treatment of depression and other common mental health concerns.

Dr. Jean Carter, Professor in the Department of Pharmacy Practice. Dr. Carter’s research interests include measurement of health outcomes and the intersection between public health and pharmacy.

Dr. Elizabeth Ciemins, Director of Clinical and Translational Research, Billings Clinic. Areas of interest for Dr. Ciemins include chronic disease management, complexity science, health IT, and health services research.

Dr. Bryan Cochran, Associate Professor of Psychology and Director of Clinical Training in the Department of Psychology. Dr. Cochran’s areas of interests focus on the health correlates of being part of a stigmatized minority group.

Dr. Ann Cook, Director of the National Rural Bioethics Project and Research Professor of Psychology. Dr. Cook explores ethics-related issues that complicate the delivery of health care.

Dr. Laura Dybdal, Professor in the Department of Health and Human Performance. Dr. Dybdal’s areas of specialization include health and the mind, body, spirit relationship, social marketing: media strategies in community health, and program planning.

Dr. John Elder, Distinguished Professor within the Graduate School of Public Health, San Diego State University. Dr. Elder’s areas of expertise include health promotion, disease prevention, and behavioral epidemiology, with international work in areas including child survival, MCH, AIDS/HIV, dengue fever and malaria control, research design, and social marketing.

Mr. John Felton (MPH), President and Chief Executive Officer of RiverStone Health.

Ms. Julie Fife (MPH), teaching faculty within the School of Public and Community Health Sciences. Ms. Fife’s research interests include issues related to maternal and child epidemiology.

Ms. Kathryn Fox (J.D., MPH), Attorney and teaching faculty within the School of Public and Community Health Sciences. Ms. Fox’s research interests include issues related to epidemiology and the law, as well as neuroepidemiology.

Dr. Amanda Golbeck, Professor in the School of Public and Community Health Sciences. Dr. Golbeck’s scholarship interests include leadership and advocacy in data science. Her research interests include statistical methodologies for, and statistical collaborations with, a variety of public health research disciplines.

Ms. Niki Graham (MPH), Director of the Salish Kootenai College’s Center for Preventions and Wellness. Ms. Graham’s work specializes in educating populations about sexually transmitted diseases/infections and human immunodeficiency virus (HIV) to prevent their transmission and increase awareness of the presence, spread, symptoms, and treatment.
Dr. Bill Granath, Professor, Division of Biological Sciences. Dr. Granath’s current research program is a multi-faceted, epidemiological study of salmonid whirling disease.

Dr. Kari Harris, Professor in the School of Public and Community Health Sciences. Dr. Harris’s research includes investigating smoking related issues among college students, childhood obesity and diabetes prevention, and Native American health disparities research.

Dr. Billie Kipp, President of Blackfeet Community College and Faculty Affiliate in the School of Public and Community Health Sciences. Dr. Kipp’s areas of specialty include tribal college administration, American Indian health research, clinical psychology, substance abuse prevention, and pediatric mental health.

Dr. Kimber Haddix McKay, Professor in the Department of Anthropology. Dr. McKay is a cultural anthropologist who specializes in demography and applied medical anthropology. Her research focuses on the interplay between marriage systems and fertility, and on demographic patterns in African and South Asian societies.

Dr. Craig Molgaard, Chair and Professor in the School of Public and Community Health Sciences. Dr. Molgaard’s research interests include chronic disease epidemiology, neuroepidemiology, and health promotion.

Dr. Curtis Noonan, Associate Professor in the Department of Biomedical and Pharmaceutical Sciences and the School of Pharmacy. Dr. Noonan’s research interests include the study of environmental risk factors and biomarkers for neurodegenerative disease, autoimmune disease, and asthma.

Dr. Joanne Oreskovich, Research & Data Analyst, Department of Public Health and Human Services/Children & Family Services Division, Behavioral Risk Factor Surveillance System (BRFSS) Director/Epidemiologist.

Dr. Justin Price, Faculty Physician for RiverStone Health. His professional interest is providing comprehensive care to vulnerable populations, including care for patients with HIV through the Ryan White Clinic, patients incarcerated at the county jail, and the full spectrum of inpatient and outpatient medicine.

Dr. Kerry Pride, Veterinarian from the Montana Department of Public Health and Human Services, Public Health and Safety Division.

Dr. Elizabeth Putnam, Associate Professor and Chair of the Department of Biomedical and Pharmaceutical Sciences. Dr. Putnam’s laboratory focuses on the role of genetic variability in susceptibility to environmental insult.

Dr. Erinn Semmens, teaching faculty and Postdoc within the Department of Biomedical and Pharmaceutical Sciences. Dr. Semmen’s research focus is occupational and environmental epidemiology. She studies the long-term health of wildland firefighters as well as the impact of air pollution on respiratory health in children and elderly populations in rural and Native areas of the Northern Rockies, Alaska, and the southwest US.

Dr. Annie Sondag, Professor in the Department of Health and Human Performance. Dr. Sondag’s areas of specialization include community health needs assessments, program planning, and health promotion program evaluation.

Dr. Gyda Swaney, Associate Professor of Clinical Psychology in the Department of Psychology. Dr. Swaney’s research has focused on trauma, grief, acculturation stress, behavioral health, and coping and resilience in American Indians and elderly American Indians.
Dr. Meg Traci, Assistant Research Professor at the University of Montana’s Rural Institute. Dr. Traci is an experimental psychologist that specializes in both early childhood and life-span development.

Dr. Tony Ward, Associate Professor and Vice-Chair of the School of Public and Community Health Sciences. Dr. Ward’s research interests include investigating indoor and ambient inhalational exposures (including emissions from wood stoves and smoke from forest fires) common to residents of rural, Native American, and underserved areas of the northern Rockies, Southwest US, and Alaska.

Dr. Anna Winters. Dr. Anna Winters co-founded and serves as the CEO of Akros, a NGO operating in sub-Saharan Africa with the mission to strengthen national health systems. Dr. Winter’s area of expertise is in epidemiology coupled with extensive field experience leading the development and implementation of community-wide infectious disease surveillance systems in sub-Saharan Africa aimed at targeting health interventions to maximize impact.

Mr. Ben Winters (MBA). Mr. Benjamin Winters co-founded and serves as the acting Country Director for Akros in Zambia. His team pioneered the implementation of DHIS2 mobile reporting technologies in Zambia which marked a global shift in developing world health informatics. He provides direct support to regional governments and NGOs in conceptualizing surveillance programs, troubleshooting processes and tools, and strengthening data usage in national systems.

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Within our online MPH program, we currently have the capacity to manage between 60-70 students at any given time. For the doctoral program, we anticipate admitting five students in the first year (2016/2017), followed by five additional students in Year 2 (2017/2018). We have the current capacity to accommodate 15-20 doctoral graduate students in our program at any given time.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

The MPH program currently has four full-time faculty lines (Molgaard, Golbeck, Harris, and Ward) and another faculty member with a split appointment (Belcourt: Pharmacy Practice). As noted above, there are 31 faculty / affiliated faculty that have agreed to participate in this program. Some faculty have agreed to teach classes within the program, while others are interested in serving as Research Advisors and Committee members for doctoral graduate students. As the doctoral program is implemented in fall 2016 and begins to grow, we expect it will be necessary to add student stipend support (Research Assistantships) and new faculty appointments to meet the increased needs of the program.

Research Assistantships (2)

Per the University of Montana’s Graduate School Self-Study 2014 report (UM, 2014), “the University of Montana has, on a five-year average, funded 19.5% of its students with Teaching Assistantships (TAs) and Research Assistantships (RAs), thus 80.5% of the remaining students need to find funding opportunities through other sources, like scholarships, fellowships and grants.” The SPCHS does not currently have the research funding nor
Montana Board of Regents  
CURRICULUM PROPOSAL FORM  
dedicated RA positions to support 100% of the graduate students entering the doctoral program. Therefore, we are requesting two RA positions to be dedicated to the doctoral in public health program beginning in fall 2016.

Faculty hires (2)  
As stated in the Council on Education for Public Health (CEPH) accreditation criteria for public health programs (CEPH, 2011), if a program offers both master’s and doctoral degrees, then the minimum faculty requirement is five primary faculty (.50 FTE or greater) to meet accreditation requirements. Currently within the current SPCHS, Drs. Molgaard, Golbeck, Harris, and Ward are full-time faculty (1.0 FTE). Dr. Belcourt is in the SPCHS at 25% effort. In an effort to meet CEPH accreditation criteria (for both the MPH and Ph.D. programs), funding is requested for an Assistant Professor to join the program at 50% effort in fall 2016, have 75% effort in fall 2017, and finally 100% effort in fall 2018.

As the program grows, we expect it will be necessary to add an additional full-time faculty appointment in fall 2018. Since CEPH accreditation (for both our MPH and Ph.D. programs) will focus on the five core areas of public health (biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences), the new Associate Professor hire will have expertise within one or more of these core areas.

B. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

At present, the success of the program can be met with existing resources, which is one of its primary strengths. However, addition of an Administrative Assistant (1.0 FTE) would greatly enhance the quality of the program.

7. Assessment  
How will the success of the program be measured?

The success of the graduate program will be evaluated using a variety of measures. We have already formed a four-person Assessment Committee (Belcourt, Molgaard, Semmens, and Ward) to not only identify the assessment measures to be tracked, but also the methodologies needed to track these measures in future years. Following is a listing of these measures:

Evaluation Measures  
- number of applications received  
- overall quality of applicants  
- number of students accepted  
- number of teaching faculty in program  
- number of research faculty in program  
- number of faculty meetings annually  
- number of papers, technical reports, etc. published by faculty/students  
- number of presentations / posters given by students and faculty at conferences  
- number of research programs instigated through networks  
- number of Ph.D. level students accessing international collaborative opportunities (internships, international training courses, research opportunities) through Institute partnerships  
- number of collaborative learning relationships established between global institutions and UM  
- number of students joining the Public Health Student Association  
- number of students dropping out of the doctoral program, and reason for dropping
similar to our MPH program, we intend to have our Ph.D. program accredited by the Council on Education for Public Health (CEPH) by 2017. As noted earlier, we have informed CEPH of our intentions, and have received approval to seek accreditation for our Ph.D. program at the same time our MPH program is up for reaccreditation (2017).

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

In developing this proposal, Drs. Molgaard and Ward consulted with the rest of the faculty listed above. Each of the active core faculty (Molgaard, Golbeck, Harris, Noonan, Semmens, Belcourt, and Ward) as well as other affiliated faculty reviewed the proposal, and provided input into the development of the Ph.D. program. We also relied on our Public Health Student Association to provide feedback from the students’ perspective. As we move forward with developing and then implementing the doctoral program, we will continue to seek their input.

References


Montana Board of Regents
CURRICULUM PROPOSAL FORM

Appendix A: Letters of Support

Richard Opper, Director of the Montana Department of Public Health and Human Services (DPHHS).

Dr. Reed Humphrey, Professor and Dean of the University of Montana’s College of Health Professions and Biomedical Sciences.

Ms. Sue Hansen, President of the Montana Public Health Association.