

Program Competency & Learning Objectives Rubric (Student Version)

Program Competency #1				
Prepare Community Data for Public Health Analyses and Assessments - Student				
Learning Objective	Exemplary	Proficient	Marginal	No Skill
1A1. Identifies the health status of populations and their related determinants of health and disease	I can clearly identify and define the health status of populations. I am able to establish connections between health and disease determinants and the public health problem.	I can identify and define the health status of populations. However, I struggle with making clear connections to health and disease determinants.	I am able to vaguely identify and define the health status of populations and establish some connections to health and disease determinants.	I am not able to identify or define or make connections to health and disease determinants.
1A2. Describes the characteristics of a population- based problem	I can thoroughly describe the characteristics of a population-based problem with evidence-based criteria specific to target populations.	I can thoroughly describe the characteristics of a population-based problem.	I can vaguely describe the characteristics of a population-based problem.	I am not able to describe the characteristics of a population-based problem.
1A3. Uses variables that measure public health conditions	I can comprehensively select and define all variables necessary to measure public health conditions.	I can adequately select and define variables needed to measure public health conditions.	I can identify and define some variables but struggle with determining if they are appropriate to the task.	I cannot select or define variables.
1A4. Uses methods and instruments for collecting valid and reliable quantitative and qualitative data	I am capable of demonstrating and discussing the use of methods and instruments for collecting valid and reliable quantitative and qualitative data. .	I am capable of demonstrating the use of methods and instruments for collection valid and reliable quantitative and qualitative data.	I am capable of demonstrating limited use of methods and instruments for collection of valid and reliable quantitative and/or qualitative data	I am not able to demonstrate the use of methods and instruments for collection of quantitative and qualitative data
1A5. Identifies sources of public health data and information	I am able to identify data sources and provide evidence of quality and purpose of sources.	I am able to identify appropriate data and information sources.	I am beginning to understand how to identify data and information sources.	I am not able to identify data and information sources.

1A6. Recognizes the integrity and comparability of data	I am capable of evaluating the integrity and comparability of data. In addition, I can support conclusions and recommendations with evidence.	I am capable of evaluating the integrity and comparability of data.	I am capable of evaluating the integrity and comparability of data to some degree.	I cannot evaluate the integrity and comparability of data.
1A7. Identifies gaps in data sources	I can clearly identify all gaps in data sources.	I can identify most gaps in data sources.	I can identify some gaps in data sources.	I cannot identify gaps in data sources.
1A8. Adheres to ethical principles in the collection, maintenance, use and dissemination of data and information.	I can apply ethical principles to the collection, maintenance, use and dissemination of data and information using evidence-based discussions with conclusions and recommendations.	I can apply ethical principles to the collection, maintenance, use and dissemination of data and information.	I am learning how to apply ethical principles to the collection, maintenance use and dissemination of data and information	I cannot not apply ethical principles to the collection, maintenance, use and dissemination of data and information
1A9. Describes the public health application of quantitative and qualitative data	I am capable of thoroughly describing the application of quantitative and qualitative data in public health.	I can describe the application of quantitative and qualitative data in public health.	I can make general inferences from data as it applies to public health.	I am not able to make inferences from data as it is applied to public health.
1A10. Collects quantitative and qualitative community data	I can systematically collect meaningful quantitative and qualitative data with evidence of community input.	I can collect quantitative and qualitative data with evidence of community input.	I am beginning to learn how to collect quantitative and qualitative data and struggle with providing evidence of community input	I am not capable of collecting quantitative and qualitative data.
1A11. Uses information technology to collect, store, and retrieve data	I can use, document and discuss a variety of information technology applications to collect, store and retrieve data.	I can use a variety of information technology applications to collect, store and retrieve data.	I can use a limited amount of information technology applications to collect, store and retrieve data.	I cannot use information technology applications to collect, store and retrieve data
1A12. Describes how data is used to address scientific, political, ethical and social public health issues	I am capable of comprehensively describing how data is used to address scientific, political, ethical and social public health issues. In addition, I can provide evidence-based discussions, conclusions, and recommendations, thoroughly examine data and draw inferences to public health issues.	I am capable of describing how data is used to address scientific, political, ethical and social public health issues. I can also provide evidence-based discussions, conclusions and recommendations.	I am capable of describing how data is used to address scientific, political, ethical and social public health issues.	I cannot connect data to scientific, political, ethical and social public health issues.

Program Competency #2
Contribute to Public Health Program and Policy Development - Student

Learning Objective	Exemplary	Proficient	Marginal	No Skill
2A1. Gathers information relevant to specific public health policy issues.	I can systematically collect, summarize and interpret information relevant to public health policy issues using external sources including providing evidence-based conclusions and recommendations with illustrations and appropriately cited references.	I can collect, summarize and interpret information relevant to public health policy issues using external sources with appropriately cited references.	I can use external sources to collect, summarize and interpret information relevant to public health policy issues to some degree.	I can address public health policy issues with opinions but have trouble providing evidence and external sources.
2A2. Describes how policy options can influence public health programs.	I am can describe, in length, the health, fiscal, administrative, legal, social, and political implications that policy options have on public health programs as well as demonstrate synthesis of each component.	I can generally describe the health, fiscal, administrative, legal, social and political implications that policy options have on public health programs.	I can identify some of the health, fiscal, administrative, legal, social and political implications that policy options have on public health programs.	I am not able to address the health, fiscal, administrative, legal, social and political implications that policy options have on public health programs.
2A3. Explains the expected outcomes of policy options.	I thoroughly understand and can explain the expected outcomes of policy options.	I understand and can explain the expected outcomes of policy options in general terms.	I only understand and can only explain some of the expected outcomes of policy options.	I have no knowledge of the expected outcomes of policy options at this time.
2A4. Gathers information that will inform policy decisions.	I can gather extensive information and utilize current techniques in decision analysis.	I can gather adequate information and utilize current techniques in decision analysis.	I can only gather some information and vaguely utilize current techniques in decision analysis.	I am not able to gather information and/or utilize current techniques in decision analysis.

2A5. Describes the public health laws and regulations governing public health programs.	I can identify and define public health laws and regulations governing public health programs and support findings with evidence.	I can identify and define public health laws and regulations governing public health programs.	I can identify some public health laws and regulations governing public health programs.	I have no knowledge of health laws and regulations governing public health programs.
2A6. Participates in program planning processes.	I can create, develop and clearly articulate program planning processes, including goals, outcome and process objectives, and implementation steps with comprehensive and evidence-based efforts.	I can generally create, develop and clearly articulate program planning processes, including goals, outcome and process objectives, and implementation steps.	I can present a program planning process with some identification of goals, outcomes and process objectives, and implementation steps.	I am not capable of participating or addressing program planning processes at this time.
2A7. Incorporates policies and procedures into program plans and structures.	I can incorporate policies and procedures into program plans and structures using an explicitly stated logic process.	I can generally incorporate policies and procedures into program plans and structures.	I can vaguely incorporate policies and procedures into program plans and structures.	I cannot incorporate policies and procedures into program plans and structures.
2A8. Identifies mechanisms to monitor and evaluate programs for their effectiveness and quality.	I can clearly identify and articulate mechanisms to monitor and evaluate programs for their effectiveness and quality.	I can generally identify mechanisms to monitor and evaluate programs for their effectiveness and quality.	I can vaguely identify mechanisms to monitor and evaluate programs for their effectiveness and quality.	I cannot identify mechanisms to monitor and evaluate programs for their effectiveness and quality.
2A9. Demonstrates the use of public health informatics practices and procedures.	I can use public health informatics practices and procedures to critically analyze and apply information to program and policy effectiveness.	I can generally use public health informatics practices and procedures and generally apply them to program and policy effectiveness.	I can use public health informatics practices and procedures but struggle with applying them to program and policy effectiveness.	I cannot use public health informatics practices and procedures.
2A10. Applies strategies for new and continuous quality improvement.	I can systematically develop and apply strategies for new and continuous quality improvement that support the goal of public health programs and policies.	I can generally develop and apply strategies for new and continuous quality improvement.	I struggle with developing strategies for new and continuous quality improvement.	I am not able to develop and apply new and continuous quality improvement strategies.

Program Competency #3
Communicate in public health settings - Student

Learning Objective	Exemplary	Proficient	Marginal	No Skill
3A1. Identifies the health literacy of populations served.	I can effectively identify and assess the health literacy of all populations being served, including minority, ethnic and cultural populations.	I can identify the health literacy of all populations being served, including minority, ethnic and cultural populations.	I can identify the health literacy of most of the populations being served with assistance.	I cannot identify the health literacy of the population being served.
3A2. Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency.	I can communicate effectively orally and in writing, in person and through electronic means including sensitivity to minority, ethnic, cultural differences.	I can communicate effectively orally and in writing, in person and through electronic means most of the time, including sensitivity to minority, ethnic, cultural differences.	I can communicate effectively some of the time with some sensitivity to minority, ethnic and cultural differences.	I cannot communicate effectively and or I struggle with addressing minority, ethnic and cultural differences.
3A3. Solicits community-based input from individuals and organizations.	I can solicit community-based input from individuals and organizations, including minority or disadvantaged populations and use input in developing goals for improvement.	I can generally solicit community-based input from individuals and organizations and use input in developing goals for improvement.	I can solicit community-based input from individuals and organizations.	I cannot solicit community-based input from individuals and organizations.
3A4. Conveys public health information using a variety of approaches (e.g. social networks, media, blogs).	I can effectively communicate public health information, including adaptations for specific populations, using a variety of approaches.	I can generally communicate public health information using a variety of approaches.	I can communicate public health information using a variety of approaches to some degree.	I am not able to communicate public health information using a variety of approaches.
3A5. Participates in the development of demographic, statistical, programmatic and scientific presentations.	I can actively participate in the development of accurate demographic, statistical, programmatic and scientific information for both professional and lay audiences.	I can participate in the development of accurate demographic, statistical, programmatic and scientific information for an audience.	I can participate in the development of demographic, statistical, programmatic and scientific information for an audience. Accuracy of the information is questionable.	I cannot assist in the development of demographical, statistical, programmatic and scientific presentations.

3A6. Applies communication and group dynamic strategies (e.g. principled negotiation, conflict resolution, active listening, risk communication) in interactions with individuals and groups.	I can effectively utilize communication and group dynamic strategies in interactions with individuals and groups. I can use foresight in recognizing bias and can use strategies to remedy this when communicating with individuals and groups.	I can generally utilize communication and group dynamic strategies in interactions with individuals and groups. I can recognize bias in individual and group communication.	I can vaguely utilize communication and group dynamic strategies in interactions with individuals and groups.	I cannot utilize communication and group dynamic strategies are missing in interactions with individuals and groups.
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**Program Competency #4
Practice public health with people from diverse populations - Student**

Learning Objective	Exemplary	Proficient	Marginal	No Skill
4A1. Incorporates strategies for interacting with persons from diverse backgrounds, (e.g. cultural, socioeconomic, educational, racial, gender, age, ethnic, social orientation, professional, religious affiliation, mental and physical capabilities)	I can systematically incorporate appropriate strategies for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds including persons of all ages, lifestyle preferences and mental and physical capabilities.	I can generally incorporate strategies for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds including persons of all ages, lifestyle preferences and mental and physical capabilities.	I can occasionally incorporate strategies for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds including persons of all ages, lifestyle preferences and mental and physical capabilities.	I cannot incorporate strategies for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds including persons of all ages, lifestyle preferences and mental and physical capabilities.
4A2. Recognizes the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services.	I can use a variety of acceptable methods to recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services.	I can generally recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services.	I can vaguely recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services.	I have difficulty recognizing the cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services.

4A3. Responds to diverse needs that are the result of cultural differences.	I can develop and adapt strategies that address diverse needs in public health services resulting from cultural differences that include examples and evidence-based recommendations.	I can develop and adapt strategies that address diverse needs in public health services resulting from cultural differences.	I can generally list strategies that address diverse needs in public health services resulting from cultural differences.	I cannot address diverse needs in public health services resulting from cultural differences.
4A4. Describes the dynamic forces that contribute to cultural diversity.	I can analyze and describe, with evidence-based conclusions and recommendations, the dynamic forces that contribute to cultural diversity based on literature and experiences.	I can analyze and describe the dynamic forces that contribute to cultural diversity in general.	I can vaguely describe the dynamic forces that contribute to cultural diversity.	I cannot analyze or describe the dynamic forces that contribute to cultural diversity.
4A5. Describes the need for a diverse public health workforce.	I can analyze and describe, with evidence based conclusions and recommendations, the importance of a diverse public health workforce.	I can generally describe the need for a diverse public health workforce.	I can list the benefits of a diverse public health workforce.	I cannot address the importance of a diverse public health workforce.
4A6. Participates in the assessment of the cultural competence of the public health organization.	I can actively participate in the assessment of the cultural competence of the public health organization and assist in developing strategies that address areas of weakness.	I can actively participate in the assessment of the cultural competence of the public health organization.	I can minimally participate in the assessment of the cultural competence of the public health organization.	I struggle with assessing the cultural competence of the public health organization.

Program Competency #5
Collaborate with the community in the practice of public health- Student

Learning Objective	Exemplary	Proficient	Marginal	No Skill
5A1. Recognize community linkages and relationships among multiple factors (or determinants) affecting health.	I can defines, assess, and understand the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of	I can define, assess and provide evidence of understanding the health status of populations, determinants of health and illness, factors contributing to health promotion and	I am uncertain about my definitions and assessments of the health status of populations, determinants of health and illness, factors contributing to health promotion and disease	I cannot define or assess the health status of populations. I do not understand the health status of populations, determinants of health and illness, factors

	health services. I use literature and other evidence to present a fully developed discussion with supported conclusions and recommendations.	disease prevention, and factors influencing the use of health services.	prevention, and factors influencing the use of health services.	contributing to health promotion and disease prevention, and factors influencing the use of health services.
5A2. Demonstrate the capacity to work in community-based participatory research efforts.	I can provide at least one project as an example of collaborations with key community partners that promotes the health of the population. I included representatives of target population. I can thoroughly describe the process.	I can provide a thorough discussion of the importance of collaboration with community partners to promote the health of the population.	I understand the importance of collaboration with community partners to promote the health of the population. However, I have not participated in a collaborative effort.	I do not understand collaboration, and have not collaborated with community partners to promote the health of the population.
5A3. Identify stakeholders.	I can identify key stakeholders. I can define and establish relationships. I can provide examples of collaborations, including relationships with under-represented populations.	I can identify key stakeholders and can define a plan for establishing relationships. I can provide examples of collaborations.	I can identify key stakeholders, but I am uncertain of the process of establishing relationships.	I cannot identify key stakeholders or define relationships.
5A4. Collaborate with community partners to promote the health of the population.	I always facilitate collaboration with multiple groups and ensure participation of fellow students and/or other project stakeholders.	I frequently facilitate collaboration with multiple groups and usually ensure participation of fellow students and/or other project stakeholders.	I occasionally facilitate collaboration with multiple groups. I occasionally ensure participation of fellow students and/or other project stakeholders.	I do not facilitate collaboration with groups or ensure participation of key stakeholders.
5A5. Maintain partnerships with key stakeholders.	I can identify and define key stakeholders. I can maintain relationships. I can thoroughly describe the process. I can provide examples of efforts and collaborations, including relationships with under-represented populations.	I can identify key stakeholders and define a plan for maintaining relationships. I can provide examples of efforts and collaboration.	I can identify key stakeholders and define a plan for maintaining relationships.	I cannot identify or define key stakeholders and relationships.

5A6. Use group processes to advance community involvement.	I am engaged in my community, at multiple levels and through a variety of mediums. I can provide examples and discuss the process.	I can discuss the process or provide examples of community engagement.	I can discuss key community stakeholders.	I do not understand community engagement.
5A7. Describe the role of governmental and non-governmental organizations in the delivery of community health services.	I can identify how public and private organizations operate and describe their role of government in the delivery of community health services. I can provide contextual evidence of conclusions.	I can identify how public and private organizations operate within a community.	I can identify public and private organizations, but I am uncertain of their operations within a community.	I cannot identify public and private organizations.
5A8. Identify community assets and resources.	I can identify community assets and resources. I can provide examples, including a description of the process of inventory. I can discuss decisions regarding assets and resources.	I can identify and discuss community assets and resources.	I can list community assets and resources.	I cannot identify community assets or resources.
5A9. Gather input from the community to inform the development of public health policy and programs.	I can gather input from community partnerships to attach meaning to collected data through literature, research, and promoting shared definitions. I can provide evidence of community input.	I can gather input from community partnerships to attach meaning to collected data through literature, research, and promoting shared definitions	I can develop community partnerships, but have difficulty attaching meaning to collected data.	I do not partner with the community.
5A10. Inform the public about policies, programs, and resources.	I can articulate the importance of advocating for public health programs and resources. I can provide examples, including examples of disadvantaged groups.	I can articulate the importance of advocating for public health programs and resources.	I understand advocacy, but have no personal philosophy regarding advocating for public health programs and resources.	I do not understand the importance of advocating for public health programs and resources.

Program Competency #6
Base public health practice on scientific evidence- Student

Learning Objective	Exemplary	Proficient	Marginal	No Skill
6A1. Describe the scientific foundations of the field of public health.	I can provide a comprehensive discussion of the scientific foundations of the field of public health. I can support my argument with evidence.	I can thoroughly discuss the scientific foundations of the field of public health.	I am uncertain of the scientific foundations of the field of public health.	I cannot address the scientific foundations of the field of public health.
6A2. Identifies prominent events in the history of the public health profession.	I can provide a comprehensive discussion of the prominent events in the history of the public health profession with conclusions and implications supported by evidence.	I can thoroughly discuss the prominent events in the history of the public health profession and can translate this understanding into current contexts.	I am uncertain about the prominent events in the history of the public health profession.	I cannot identify the prominent events in the history of the public health profession.
6A3. Relates public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health.	I can identify individual's and organization's responsibilities within the fully defined context of the Essential Public Health Services and core functions. I can support my discussion with evidence and examples.	I can identify individual's and organization's responsibilities within the fully defined context of the Essential Public Health Services and core functions.	I am uncertain of the individual's and organization's responsibilities in the context of the Essential Public Health Services and core functions.	I cannot identify the individual's and organization's responsibilities in the context of the Essential Public Health Services and core functions.
6A4. Identifies the basic public health science (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences)	I can apply the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries to a particular public health issue. I can support my argument with evidence. My conclusions and recommendations are evidence-based.	I can apply the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries to a particular public health issue.	Sometimes I can apply the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries to their assessment of a particular public health issue.	I cannot apply the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries to any public health issue.

6A5. Describes how the scientific evidence relates to a public health issue, concern, or intervention.	I can identify and apply basic research methods used in public health to a particular public health problem, providing a full discussion of methods and appropriateness of these choices.	I can identify and apply basic research methods used in public health.	I can identify and apply limited basic research methods. I am unsure if I consistently use these methods accurately.	I cannot identify or apply basic research methods used in public health.
6A6. Describes the scientific evidence from a variety of text and electronic sources.	I can identify and retrieve current relevant scientific evidence using a clearly specified literature review method.	I can identify and retrieve current relevant scientific evidence.	I can identify and retrieve limited scientific evidence that may not be relevant or current.	I cannot identify and retrieve current relevant scientific evidence.
6A7. Discusses the limitations of research findings.	I can identify the relevant limitations of mine and others' research and the importance of observations and interrelationships. My conclusions and recommendations address limitations.	I can identify the limitations of research and the importance of observations and interrelationships.	I can identify some limitations of research. I am not certain of the appropriate research limitations.	I cannot identify limitations.
6A8. Describes the laws, regulations, policies and procedures for the ethical conduct of research.	I can identify, define, and interpret the laws, regulations, policies and procedures related to the ethical conduct of research. I can support my conclusions and recommendations with evidence.	I can identify and define laws, regulations, policies and procedures related to the ethical conduct of research.	I can identify laws, regulations, policies and procedures related to the ethical conduct of research.	I cannot address laws, regulations, policies and procedures related to the ethical conduct of research.
6A9. Partners with other public health professionals in building the scientific base of public health.	I am engaged in multidisciplinary public health practice at multiple levels and through a variety of mediums in the community. I can provide and discuss examples and the processes.	I can discuss the process or provide examples of multidisciplinary community engagement.	I can discuss key community stakeholders.	I am not involved in multidisciplinary community engagement.

Program Competency #7
Participate in financial planning and management of public health units- Student

Learning Objective	Exemplary	Proficient	Marginal	No Skill
7A1. Describes the local, state, and federal public health and health care systems.	I can thoroughly describe the role of local, state and federal government in the delivery of community health services. I can provide examples with evidence-based conclusions.	I can describe the role of local, state, and federal government in the delivery of community health services.	I can list the local, state, and federal governmental members or agencies that are involved in the delivery of community health services.	I cannot describe the role of government in the delivery of community health services.
7A2. Describes the organizational structures, functions, and authorities of local, state, and federal public health agencies.	I can provide a comprehensive discussion of the historical development, structure, and interaction of public health and health care systems with evidence-based conclusions and recommendations.	I can thoroughly discuss the historical development, structure, and interaction of public health and health care systems and can translate this understanding into current contexts.	I am uncertain of the historical development, structure, and interaction of public health and health care systems.	I do not know about the historical development, structure, and interaction of public health and health care systems.
7A3. Adheres to the organization's policies and procedures.	I can identify, define and interpret an organization's policies and procedures related to financial planning and management, connecting this knowledge to evidence-based conclusions recommendations, and action.	I can identify and define an organization's policies and procedures related to financial planning and management.	I can identify the organization's policies and procedures related to financial planning and management.	I cannot identify an organization's policies and procedures related to financial planning and management.
7A4. Participates in the development of a programmatic budget.	I always apply budget processes to projects and can provide a well-developed description of this process.	I usually apply budget processes to projects.	I can occasionally apply budget processes to projects.	I cannot apply budget processes.
7A5. Operates programs within current and forecasted budget constraints.	I can plan a program or project with specific budget constraints. I can provide an innovative plan for annual management.	I can plan a program or project with a reasonable budget. I can adequately plan for annual management.	I am uncertain of planning a program or project with a reasonable budget. I cannot plan for annual management.	I cannot plan a program or project budget.

7A6. Identifies strategies for determining budget priorities based on federal, state, and local financial contributions.	I can develop and apply innovative strategies for determining budget priorities.	I can identify and apply strategies for determining budget priorities.	I can list budget priorities.	I cannot identify budget priorities.
7A7. Reports program performance.	I can fully develop and document a plan for monitoring program performance and reporting. I can support my decisions with evidence.	I can identify strategies to monitor program performance and reporting.	I can list strategies for monitoring program performance and reporting. I am uncertain about implementation of the strategies	I cannot identify strategies to monitor program performance and reporting.
7A8. Translates evaluation report information into program performance improvement action steps	I can translate evaluation results into program performance improvement action steps using an explicitly stated logic process.	I can translate evaluation results into program performance improvement action steps.	I am uncertain about the connection between evaluation results and program performance improvement action steps.	I cannot translate evaluation results and program performance improvement action steps.
7A9. Contributes to the preparation of proposals for funding from external sources.	I can prepare evidence-based proposals for funding sources.	I can prepare proposals for funding from external sources adhering to all guidelines.	I can prepare a document that outlines a plan a proposal for funding from external sources.	I cannot prepare a proposal or outline a plan for a proposal for funding from external sources.
7A10. Applies basic human relations skills to internal collaborations, motivation of colleagues, and resolution of conflicts.	I can apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts. I can provide an example of at least one situation and connect it to current literature. My conclusions and recommendations are evidence-based.	I can write about the process of applying basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.	I recognize basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.	I cannot apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.
7A11. Demonstrates public health informatics skills to improve program and business operations.	I can utilize the resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in public health practice. I can provide a full discussion of the instruments used and the appropriateness of these choices.	I can identify and define the resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in public health practice.	I can identify the resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in public health practice.	I have no knowledge of health informatics skills to improve program and business operations.

7A12. Participates in the development of contracts and other agreements for the provision of services.	I can investigate, analyze, and evaluate contracts and other documents for the provision of population-based services.	I can identify and review contracts and other documents for the provision of population-based services.	I can list contracts and other documents for the provision of population-based services.	I have no knowledge of contracts or other documents for the provision of population-based services.
7A13. Describes how cost-effectiveness, cost-benefit, and cost-utility analyses affect programmatic prioritization and decision making.	I can conduct cost-effectiveness, cost-benefit, and cost-utility analyses. I can provide at least one example project. I can describe the purpose, history, and results. My conclusions and recommendations are evidence-based.	I can conduct cost-effectiveness, cost-benefit, and cost utility analyses for at least one project.	I can critique a cost-effectiveness, cost-benefit, or cost-utility analyses.	I have no knowledge of cost-effectiveness, cost-benefit, and cost-utility analyses.

Program Competency #8
Exercise public health leadership and systems thinking- Student

Learning Objective	Exemplary	Proficient	Marginal	No Skill
8A1. Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals.	I always address ethical standards within organization and communities using evidence-based examples, discussion, conclusions, and recommendations.	I usually address ethical standards within organizations and communities.	I can list ethical standards within organizations and communities.	I have no knowledge of ethical standards within organizations and communities.
8A2. Describes how public health operates within a larger system.	I can define relevant organizational theories and apply them to professional practice circumstances. My conclusions and recommendations are supported by evidence.	I can apply theory of organizational structures to professional practice circumstances.	I can provide an understanding of organizational structures theories.	I have no knowledge of theories of organizational structures.
8A3. Participates with stakeholders in identifying the public health values and a shared public health vision as guiding principles for community action.	I always ensure participation of stakeholders and fellow students to create key values and shared vision to guide action. I can document and assess examples.	I frequently ensure participation of stakeholders and fellow students to create key values and shared vision to guide action.	I occasionally ensure participation of stakeholders and fellow students. I occasionally identify create key values and shared vision.	I do not ensure participation of stakeholders and fellow students. Does not identify key values and shared vision.

8A4. Identifies internal and external problems that may affect the delivery of Essential Public Health Services.	I can identify internal and external issues that may impact delivery of essential public health services (i.e., strategic planning). I can thoroughly discuss the process of assessment of these issues.	I can identify and discuss internal and external issues that may impact delivery of essential public health services (i.e., strategic planning).	I can provide a brief list of internal and external issues that may impact delivery of essential public health services (i.e., strategic planning).	I cannot identify internal and external issues that may impact delivery of essential public health services (i.e., strategic planning).
8A5. Uses individual, team and organizational learning opportunities for personal and professional development.	I promote team and organizational learning in all circumstances. I can provide examples of this skill.	I promote team and organizational learning in many circumstances.	I participate in team and organizational learning activities.	I do not promote team and organizational learning.
8A6. Participates in mentoring and peer review or coaching opportunities.	I seek out and participate in mentoring and peer review or coaching opportunities. I can thoroughly discuss the process of assessment. I have personally grown through the process.	I seek out and participate in mentoring and peer review or coaching opportunities.	I acknowledge the importance of mentoring and peer review or coaching opportunities.	I have no knowledge of mentoring and peer review or coaching opportunities.
8A7. Participates in the measuring, reporting and continuous improvement of organizational performance.	I contribute to development, implementation, and monitoring of organizational performance standards. I can clearly define standards and connect them to literature, with evidence-based conclusions and recommendations.	I can provide examples of development, implementation, and monitoring of organizational performance standards.	I can list organizational performance standards.	I have no knowledge of organizational performance standards.
8A8. Describes the impact of changes in the public health system, and larger social, political, economic environments, on organizational practices.	I can clearly define the legal and political system and connect this knowledge to evidence-based conclusions, recommendation, and action.	I can define the legal and political system and provides conclusions and recommendations.	I can present an understanding of legal and political systems.	I have no knowledge of the legal and political system.

Program Competency #9
Respond to public health issues in rural settings - Student

Learning Objective	Exemplary	Proficient	Marginal	No Skill
9A1 Define and distinguish between urban, rural and frontier areas.	I can effectively define and distinguish between urban, rural and frontier areas.	I can generally define and distinguish between urban, rural and frontier areas.	I can vaguely define and distinguish between urban, rural and frontier areas.	I have no knowledge of nor can distinguish between urban, rural and frontier areas.
9A2 Identify the common demographic characteristics of rural and frontier areas and their implications for provision of public health services.	I can extensively identify the common demographic characteristics of rural and frontier areas. I clearly understand the implications of demographic characteristics in public health service provision and can provide adequate examples from literature and experience.	I can generally identify the common demographic characteristics of rural and frontier areas. I understand the implications of demographic characteristics in public health service provision.	I can vaguely identify the common demographic characteristics of rural and frontier areas. I do not clearly understand the implications of demographic characteristics in public health service provision.	I cannot identify the common demographic characteristics of rural and frontier areas.
9A3 Identify the common social and economic characteristics of rural and frontier areas and their implications for provision of public health services.	I can extensively identify the common social and economic characteristics of rural and frontier areas. I clearly understand the implications of social and economic characteristics in public health service provision and can provide adequate examples from literature and experience.	I can generally identify the common social and economic characteristics of rural and frontier areas. I understand the implications of social and economic characteristics in public health service provision.	I can vaguely identify the common social and economic characteristics of rural and frontier areas. I do not understand the implications of social and economic characteristics in public health service provision.	I cannot identify the common social and economic characteristics of rural and frontier areas.
9A4 Describe the common ethical considerations of rural and frontier areas and their effect on the relationships between consumers, healthcare providers, the population of the area, and the provision of public health services.	I can extensively describe the common ethical considerations of rural and frontier areas and their effect on the relationships between consumers, healthcare providers, and the population of the area. I clearly understand the implications of ethical considerations in public health service provision and can provide adequate examples from literature and experience.	I can generally describe the common ethical considerations of rural and frontier areas and their effect on the relationships between consumers, healthcare providers, and the population of the area. I understand the implications of ethical considerations in public health service provision.	I can vaguely describe the common ethical considerations of rural and frontier areas and their effect on the relationships between consumers, healthcare providers, and the population of the area. I do not understand the implications of ethical considerations in public health service provision.	I cannot describe the common ethical considerations of rural and frontier areas.

<p>9A5 Identify the common political attributes of rural and frontier areas and their implications for provision of public health services.</p>	<p>I can extensively identify the common political attributes of rural and frontier areas. I clearly understand the implications of political attributes in public health service provision and can provide adequate examples from literature and experience.</p>	<p>I can generally identify the common political attributes of rural and frontier areas. I understand the implications of political attributes in public health service provision.</p>	<p>I can vaguely identify the common political attributes of rural and frontier areas. I do not understand the implications of political attributes in public health service provision.</p>	<p>I cannot identify the common political attributes of rural and frontier areas.</p>
<p>9A6 Describe common public health workforce issues associated with rural and frontier areas and their implications for provision of public health services.</p>	<p>I can extensively describe common public health workforce issues associated with rural and frontier areas. I clearly understand the implications of workforce issues in public health service provision and can provide adequate examples from literature and experience.</p>	<p>I can generally describe common public health workforce issues associated with rural and frontier areas. I understand the implications of workforce issues in public health service provision.</p>	<p>I can vaguely describe common public health workforce issues associated with rural and frontier areas. I do not understand the implications of workforce issues in public health service provision.</p>	<p>I cannot describe common public health workforce issues associated with rural and frontier areas.</p>
<p>9A7 Explain the challenges of public health planning and preparedness for rural and frontier areas, including the need for and role of mutual aid agreements, and the implications of such challenges for provisions of public health services.</p>	<p>I can effectively explain the challenges of public health planning and preparedness for rural and frontier areas, including the need for and role of mutual aid agreements. I clearly understand the implications of public health planning and preparedness in public health service provision and can provide adequate examples from literature and experience.</p>	<p>I can generally explain the challenges of public health planning and preparedness for rural and frontier areas, including the need for and role of mutual aid agreements. I understand the implications of public health planning and preparedness in public health service provision.</p>	<p>I can vaguely explain the challenges of public health planning and preparedness for rural and frontier areas. I do not understand the implications of public health planning and preparedness in public health service provision.</p>	<p>I cannot explain the challenges of public health planning and preparedness for rural and frontier areas.</p>
<p>9A8 Explain the common characteristics of healthcare delivery systems in rural and frontier areas and their implications for provision of public health services.</p>	<p>I can effectively explain the common characteristics of healthcare delivery systems in rural and frontier areas. I clearly understand the implications of healthcare delivery system characteristics in public health service provision and can provide adequate examples from literature and experience.</p>	<p>I can generally explain the common characteristics of healthcare delivery systems in rural and frontier areas. I understand the implications of healthcare delivery system characteristics in public health service provision.</p>	<p>I can vaguely explain the common characteristics of healthcare delivery systems in rural and frontier areas. I do not understand the implications of healthcare delivery system characteristics in public health service provision.</p>	<p>I cannot explain the common characteristics of healthcare delivery systems in rural and frontier areas.</p>

9A9 Describe the common communication challenges associated with living in rural and frontier areas and their implications for provision of public health services.	I can effectively describe the common communication challenges associated with living in rural and frontier areas. I clearly understand the implications of communication challenges in public health service and can provide adequate examples from literature and experience.	I can generally describe the common communication challenges associated with living in rural and frontier areas. I understand the implications of communication challenges in public health service provision.	I can vaguely describe the common communication challenges associated with living in rural and frontier areas. I do not understand the implications of communication challenges in public health service provision.	I cannot describe the common communication challenges associated with living in rural and frontier areas.
9A10 Utilize basic statistical skills to reason about problems associated with the populations of low density and widespread geographic dispersion.	I can effectively utilize basic statistical skills to reason about problems associated with the populations of low density and widespread geographic dispersion.	I can utilize basic statistical skills to reason about problems associated with the populations of low density and widespread geographic dispersion.	I can utilize basic statistical skills to reason effectively about problems associated with the populations of low density and widespread geographic dispersion to a small degree.	I cannot utilize basic statistical skills to reason effectively about problems associated with the populations of low density and widespread geographic dispersion

Program Competency #10
Use global insight in responding to local public health issues - Student

Learning Objective	Exemplary	Proficient	Marginal	No Skill
10A1 Gather, integrate and analyze rural and global evidence.	I can use a variety of appropriate methods and resources to effectively gather, integrate, and analyze rural and global evidence of public health issues.	I can use a variety of methods and resources to gather, integrate, and analyze rural and global evidence of public health issues.	I can gather, integrate and analyze rural and global evidence of public health issues from a limited set of resources.	I cannot gather, integrate and analyze rural and global evidence of public health issues.
10A2 Demonstrates sensitivity and genuine respect for a multiplicity of values, beliefs, traditions, experiences and feelings of satisfaction or distress stemming from social circumstances in global and rural settings.	I can effectively demonstrate and role model sensitivity and genuine respect for a multiplicity of values, beliefs, traditions, experiences and feelings of satisfaction or distress stemming from social circumstances in all global and rural settings.	I can demonstrate sensitivity and genuine respect for a multiplicity of values, beliefs, traditions, experiences and feelings of satisfaction or distress stemming from social circumstances in most global and rural settings.	I can partially demonstrate sensitivity and genuine respect for a multiplicity of values, beliefs, traditions, experiences and feelings of satisfaction or distress stemming from social circumstances in some global and rural settings.	I struggle with demonstrating sensitivity and genuine respect for a multiplicity of values, beliefs, traditions, experiences and feelings of satisfaction or distress stemming from social circumstances in global and rural settings.

10A3 Bring together diverse and global ideas to solve local rural problems in innovative ways.	I can effectively merge diverse and global ideas to solve local rural problems in innovative ways by providing evidence-based recommendations.	I can merge diverse and global ideas to solve local rural problems in innovative ways by	I can only attempt to merge diverse and global ideas to solve local rural problems in innovative ways.	I cannot merge diverse and global ideas to solve local rural problems in innovative ways.
10A4 Understand how to work with language differences, sometimes through interpreters, while appreciating broader communication differences.	I clearly understand, and support with evidence, how to work with language differences, sometimes through interpreters, while appreciating broader communication differences.	I understand how to work with language differences, sometimes through interpreters, while appreciating broader communication differences.	I vaguely understand how to work with language differences, sometimes through interpreters, while appreciating broader communication differences.	I do not understand how to work with language differences, sometimes through interpreters, while appreciating broader communication differences.
10A5 Work on multifunctional, diverse teams to accomplish tasks in rural settings.	I can effectively work on multifunctional, diverse teams to accomplish tasks in rural settings. I can easily provide evidence based support throughout the assessment of the process. I am comfortable in taking an active leadership role on team.	I can work on multifunctional, diverse teams to accomplish tasks in rural settings.	I can provide only limited input on multifunctional, diverse teams to accomplish tasks in rural settings.	I can participate in multifunctional, diverse teams but lack any ability to provide input to assist in accomplishing tasks in rural settings.
10A6 Understand global public health issues and practices.	I can clearly understand global public health issues and practices as demonstrated through adequate, evidence-based research of scientific literature.	I generally understand global public health issues and practices as demonstrated through adequate research of scientific literature.	I vaguely understand global public health issues and practices as demonstrated through research of scientific literature.	I do not understand global public health issues and practices.
10A7 Use an understanding of global public health issues and practices to inform local public health practices in rural settings.	I can effectively use an understanding of global public health issues and practices to inform local public health practices in rural settings through clear, appropriate and evidence-based recommendations.	I can adequately use an understanding of global public health issues and practices to inform local public health practices in rural settings through appropriate recommendations.	I can use an understanding of global public health issues and practices to inform local public health practices in rural settings to some degree.	I cannot use an understanding of global public health issues and practices to inform local public health practices in rural settings.