

REVIEW FOR ACCREDITATION
OF THE
COLLEGE OF PUBLIC HEALTH
AT THE
UNIVERSITY OF GEORGIA

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

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SITE VISIT TEAM:

Richard Kurz, PhD – Chair

Laura Liang, DrPH, CHES

Dalana Johnson, MPH

SITE VISIT COORDINATOR:

Emily Albers, MPH, CPH

CRITERIA:

Accreditation Criteria for Schools of Public Health & Public
Health Programs, amended October 2016

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INTRODUCTION

The University of Georgia (UGA) was founded in 1785 as the nation's first state-chartered university. It became a land-grant institution in 1872 under the Morrill Act and is one of 26 public institutions that constitute the University System of Georgia. In addition to its main campus in Athens, UGA operates four satellite campuses throughout the state: the Gwinnett and Buckhead Campuses in the Metropolitan Atlanta area, the Griffin Campus, and the Tifton Campus. Most of the programs in the College of Public Health (CPH) are housed at the UGA Health Sciences Campus located two miles from the main campus. In 2008, UGA partnered with Augusta University, the state's only public medical school, to establish the AU/UGA Medical Partnership, which also operates out of the Health Sciences Campus.

The university offers 24 baccalaureate degrees in 142 fields, 32 master's degrees in 135 fields, and four doctoral degrees in 87 areas. It also offers Specialist in Education degrees in eight major fields and professional degrees in law, pharmacy, and veterinary medicine. In fall 2020, the university employed 3,119 faculty, 3,213 administrative/professional staff, and 4,524 technical, clerical, crafts, and maintenance employees. It had an undergraduate student enrollment of 29,765 and a graduate/professional student enrollment of 9,382.

UGA holds institutional accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and responds to over 30 specialized accrediting bodies across its 17 schools and colleges. In addition to CEPH, the Bachelor of Science in Environmental Health program within the College of Public Health responds to the National Environmental Health Sciences and Protection Accreditation Council, and the new Master of Health Administration program has initiated a review for accreditation with the Commission on Accreditation of Healthcare Management Education (CAHME).

The College of Public Health was established in 2005 to address public health issues within the state of Georgia. The academic programs are organized into four departments: environmental health science; epidemiology and biostatistics; health policy and management; and health promotion and behavior; and three interdisciplinary research institutes: Global Health Institute; Institute for Disaster Management; and Institute of Gerontology. The college offers undergraduate degrees in environmental health science and health promotion and behavior. It offers the MPH degree in seven concentrations: disaster management; gerontology; health policy and management; health promotion and behavior; biostatistics; environmental health; and epidemiology. Approximately 25% of the MPH student body is enrolled in one of the college's dual degree programs: MD/MPH; MBA/MPH; MSW/MPH; DVM/MPH; PharmD/MPH; JD/MPH; PhD/MPH; and the UGA Double Dawgs BS/MPH. The college also offers an MS and PhD degree in epidemiology and biostatistics, with three areas of emphasis: biostatistics; epidemiology; and data analysis and modeling; MS and PhD degrees in environmental health; and a PhD in health promotion and behavior. In addition, the college offers a DrPH in health policy and management. In fall 2019, the college enrolled its first cohort of MHA students.

As of fall 2020, the college enrolled 328 undergraduate students (108 in environmental health and 220 in health promotion); eight MS students (four in epidemiology and biostatistics and four in environmental health); 69 DrPH students; and 76 PhD students. There are also 25 students enrolled in the MHA degree program. Among the school's 160 MPH students, enrollments are as follows: 34 in health policy and management; 20 in disaster management; 48 in health promotion; 44 in epidemiology; three in biostatistics; four in gerontology; and seven in environmental health.

The College of Public Health was granted initial accreditation in 2009 and was re-accredited in 2014. Since its last review, the college has submitted 17 substantive change notices, most of which relate to adding, renaming, or discontinuing degree programs. The college has also submitted three interim reports that were accepted by the Council.

Instructional Matrix - Degrees and Concentrations				
Bachelor's Degrees			Categorized as public health	Campus based
Health Promotion	BS		X	X
Environmental Health	BS		X	X
Master's Degrees			Academic	Professional
Disaster Management		MPH	X	X
Gerontology		MPH	X	X
Health Policy and Management		MPH	X	X
Health Promotion and Behavior		MPH	X	X
Biostatistics		MPH	X	X
Epidemiology		MPH	X	X
Environmental Health	MS	MPH	X	X
Epidemiology and Biostatistics, Biostatistics	MS		X	X
Epidemiology and Biostatistics, Epidemiology	MS		X	X
Epidemiology and Biostatistics, Data Analysis and Modeling	MS		X	X
Health Administration		MHA		X
Doctoral Degrees			Academic	Professional
Health Policy and Management		DrPH	X	X
Environmental Health	PhD		X	X
Health Promotion and Behavior	PhD		X	X
Epidemiology and Biostatistics, Biostatistics	PhD		X	X
Epidemiology and Biostatistics, Epidemiology	PhD		X	X
Epidemiology and Biostatistics, Data Analysis and Modeling	PhD		X	X
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)			Academic	Professional
2nd Degree Area	Public Health Concentration			
Bachelor of Science (BS)	Any MPH concentration			BS/MPH
Master of Business (MBA)	Health Policy and Management			MBA/MPH

Master of Social Work (MSW)	Gerontology, Health Policy and Management, Health Promotion and Behavior		MSW/MPH		X
Juris Doctorate (JD)	Health Policy and Management		JD/MPH		X
Doctor of Veterinary Medicine (VetMed)	Epidemiology, Health Policy and Management, Environmental Health		VetMed/MPH		X
Doctor of Pharmacy (PharmD)	Disaster Management, Health Policy and Management, Health Promotion, Epidemiology		PharmD/MPH		X
Doctor of Medicine (MD)	Disaster Management, Health Policy and Management, Epidemiology		MD/MPH		X
Doctor of Philosophy (PhD)	Health Promotion and Behavior	PhD	MPH		X

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The College of Public Health (CPH) is led by a dean who oversees the college's academic, financial, and administrative functions. The college has two major bodies that advise the dean. The Senior Leadership Group, composed of the dean, associate deans, and assistant deans, serves as an advisory body to the dean, and the Administrative Council, composed of the dean, assistant deans, associate deans, and the department heads, serves as the college's policy-making body.	We have made changes to the bylaws to be consistent with how committees actually function within the College.	The Council appreciates the college's response to the site visit team's report and agrees that the college demonstrates compliance with this criterion, based on the totality of the evidence. Therefore, the Council acted to change the team's finding of met with commentary to a finding of met.
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 		The college has a committee structure in place with clearly defined membership to include representation from appropriate academic and administrative units. The standing committees include the Graduate Education Committee; Undergraduate Education Committee; Curriculum and Academic Programs Committee; Promotion and Tenure Committee; Awards Committee; Diversity, Equity, and Inclusion Committee; and Online Learning Committee. An additional 15 advisory and operations committees work within the college to support and advise various teaching, research, and service activities.	We have updated all committee information in the bylaws to reflect the expectations for meeting during the school term. Additionally, we have updated the website to match what is outlined in the bylaws.	
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The Graduate Education Committee and the Undergraduate Education Committee are responsible for reviewing and approving changes to degree requirements. Changes are proposed by the undergraduate and graduate coordinators and are then sent to the committee for	To address part-time faculty engagement, we have added an honorific for part-time faculty, to be awarded annually, and included in the College's awards ceremony at the end of each year. This honorific will allow us to recognize and celebrate their contributions to the college.	

		<p>approval. The UGA Graduate School (for graduate degree programs) and Curriculum and Academic Programs Committee must also approve curricular changes, with final approval typically resting with the UGA University Council.</p> <p>Student assessment policies and processes are primarily an administrative function, with individual faculty setting the assessment standards for their courses. Review of satisfactory academic progress for undergraduate students is primarily monitored by undergraduate advisors and the UGA registrar, while satisfactory academic progress for graduate students is monitored by the UGA Graduate School.</p> <p>Applicants to undergraduate programs are reviewed for admission by the university's Office of Undergraduate Admissions. Applicants to the MPH and DrPH programs are reviewed by the MPH Admissions Committee and the DrPH Admissions Committee, respectively, and applicants to the MS and PhD programs are reviewed by Academic Degree Admissions Committees within the respective degree programs. The Graduate Education Committee sets policies and procedures related to admissions.</p> <p>Faculty recruitment is conducted by departmental search committees that review candidates with input from faculty, staff, students, and professional references. The faculty in the department vote on the acceptability of the candidates. The vote is then submitted to the dean, who makes the decision to appoint the new faculty member. Promotion and tenure decisions are based on departmental recommendation, and then the Promotion and Tenure Committee reviews and makes</p>		
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		<p>recommendations to the dean. All materials are then forwarded to the appropriate university-level tenure and promotion committee for vote and then forwarded to senior vice president for academic affairs and provost, and president.</p> <p>Research activities are the responsibility of faculty and are supported by the Research Advisory Committee. Service activities are also generally faculty initiated. Each faculty has a dedicated 5% effort in service (includes college- and university-level service activities, service to the profession, and service to area communities). The Community Outreach, Engagement, and Equity Advisory Committee supports faculty, staff, and student work in the community. In addition, the Office of the Assistant Dean for Outreach, Engagement, and Equity works to increase awareness and engage faculty in service activities.</p> <p>Faculty participate in university-level committees and councils with membership coordinated by the assistant dean for strategic initiatives and assessment. Examples of university-level committee membership include the University Council; the President's Faculty Advisory Committee; the Graduate Council; the Curriculum Committee; and the Diversity Committee.</p> <p>College faculty, including part-time faculty, engage in faculty meetings and other events that all are encouraged to attend. Faculty also interact through committee service at the college and department levels. Reviewers validated this interaction using minutes provided in the electronic resource file and through site visit discussions. While full- and part-time faculty have opportunities to interact, reviewers noted that it is the same two part-time faculty</p>		
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		<p>who consistently participate. The college noted they are seeking to increase part-time faculty engagement.</p> <p>The commentary relates to practices defined in the bylaws that do not align with the college's current operations. The CPH bylaws call for many standing committees to meet a minimum of one time each fall and spring semester; however, based on the provided meeting minutes some committees do not appear to be meeting as outlined in the bylaws, which presents an opportunity for the college to update the bylaws to reflect their current practices.</p>		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students have formal methods to participate in policy and decision making. Over the past three years, students have served on four committees that have governance authority or the ability to make significant recommendations. These include the Curriculum and	To address the absence of students on College Committees, we have amended the bylaws to more clearly define student membership on committees. The Community	The Council appreciates the college's response to the site visit team's report and agrees that the college demonstrates compliance with this criterion, based on the

<p>Students engaged as members on decision-making bodies, where appropriate</p>		<p>Academic Programs Committee; the Graduate Education Committee; the Undergraduate Education Committee; the Diversity, Equity, and Inclusion Committee; and the Online Learning Committee. In addition, there is a student member of the CEPH Self-Study Committee.</p> <p>Students are also invited to serve on faculty and administrative search committees. Any CPH student is eligible to serve on committees. The college also actively seeks students out to serve to increase representation of students throughout the governance structure.</p> <p>The president of the Public Health Association is a voting member of the Graduate Student Association (GSA) and communicates the agenda to students prior to the meeting.</p> <p>Students have established new organizations to address the diverse needs of the student population, including the Environmental Health Grad Association; the Graduate Scholars in Epidemiology and Biostatistics; and the Gerontology Club.</p> <p>The self-study document outlines a Student Advisory Council that serves to reflect the interest of students and recommend policies that contribute to the support of student life. The Council includes at least one student from each degree level and meets once per semester with the dean. At the site visit, the college reported that the Student Advisory Council was recently established and met for the first time in the month preceding the site visit. Given its recent formation, the college is still determining exactly how the Student Advisory Council will contribute to enhancing student support.</p>	<p>Outreach, Engagement, and Equity Advisory Committee does not have a student, as this is a committee comprised of stakeholders external to the College.</p> <p>For the Research Advisory Committee, we have made sure to include the student representative on the website. This was an oversight on our part.</p> <p>The Student Advisory Council is not included in the Bylaws. This council's role is to provide feedback to the Dean, not engage in the College's policies or procedures.</p> <p>The bylaws were reviewed by the Faculty Advisory Committee and then approved by the faculty at large, via anonymous ballot.</p>	<p>totality of the evidence. Therefore, the Council acted to change the team's finding of met with commentary to a finding of met.</p>
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		<p>At the site visit, students reported that they had opportunities to participate in committees, including standing committees and search committees, and when they did participate, they felt that faculty valued their contributions. For example, one student reported that a search committee would schedule meetings around the student's availability and asked for the student's input during the meeting.</p> <p>The commentary relates to the absence of student representation on committees where student representation is noted in the college bylaws. According to the bylaws, student representation is also called for on the Research Advisory Committee, and the Community Outreach, Engagement, and Equity Advisory Committee. Given the updates to the college's governance structure and the creation of the Student Advisory Council, the college may wish to update its bylaws to include this new Council and, as noted in Criterion A1, update its bylaws to reflect its current practices.</p>		
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		The college has an appropriate level of independence and status. The college's dean, along with all other deans at the university, report to the senior vice president for academic affairs and provost. The senior vice president for academic affairs and provost is the chief academic officer at the university and reports to the president.	Click here to enter text.	

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master’s degree in at least three distinct concentrations		<p>The college offers the MPH in seven concentrations: biostatistics; disaster management; environmental health; epidemiology; gerontology; health policy and management; and health promotion and behavior, and a DrPH in health policy and management. It offers the PhD degree in environmental health; health promotion and behavior; and epidemiology and biostatistics, with three areas of emphasis.</p> <p>The instructional matrix in the introduction of this report presents the college’s entire list of degrees and concentrations.</p>	Click here to enter text.	
Offers public health doctoral degree programs in at least two distinct concentrations				

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		<p>The college defines a set of guiding statements that guide its efforts to promote student success and advance the field of public health.</p> <p>The mission is “to advance the health of all. Through research, hands-on learning, and community engagement,</p>	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				

<p>Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success</p>		<p>we commit to improving the public’s health in Georgia, our nation, and the world.”</p>		
<p>Guiding statements reflect aspirations & respond to needs of intended service area(s)</p>		<p>The vision is “a healthier, safer, more equitable world for all in Georgia and the world.”</p>		
<p>Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes</p>		<p>In 2019, a 15-person Strategic Planning Committee convened to draft the college’s 2020-2025 Strategic Plan. The committee created the plan after identifying critical issues and opportunities. The resulting plan is based upon four strategic directions: 1) promoting excellence in teaching and learning; 2) growing research, innovation, and entrepreneurship; 3) strengthening partnerships with communities across Georgia and around the world; and 4) building organizational and human capacity.</p> <p>Each area of strategic direction has three to five goals, strategies, tasks, and key performance indicators associated with it. The strategic plan provides details of the targets and data sources which are to be assessed each year of the five years of the plan.</p> <p>All of the strategic directions emphasize specific audiences for which the college wishes increase its responsiveness. For example, to improve its instruction, the college intends to expand the breath, depth, and flexibility of learning options to enroll an increasingly diverse student body.</p> <p>The self-study lists 14 values that drive the school to work consistently as a unit and to address issues that face its stakeholder communities with honesty and compassion.</p> <p>The college’s mission articulates that its commitment to improving public health involves research, instruction, and</p>		

		community engagement. The vision, mission, values, and goals each emphasize the college's desire to advance the health and well-being of Georgia, the nation, and the world.		
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B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The college reports graduation rates for each degree offered, most of which meet, or are on target to meet, the CEPH-defined threshold.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		<p>There is no mandated timeline to completion for undergraduate degree programs at UGA. The college chose four years as the benchmark to assess graduation rates since that is the typical timeline. The 2016-17 cohort of bachelor's students is the most recent to meet the four-year benchmark and reports a 93% graduation rate. The 2017-18 and 2018-19 cohorts have also surpassed this criterion's threshold and report 94% and 91% graduation rates. The 2019-20 cohort has reached a 36% graduation rate and, at the time of the self-study submission, still has 104 students enrolled. No students from the 2020-21 cohort have graduated and 161 remain enrolled.</p> <p>Master's students have six years to complete the MS or MPH degree, and the college reports graduation rates beginning with the 2015-16 cohort. The MPH cohorts report the following graduation rates: 94% for the 2015-16 cohort; 90% for the 2016-17 cohort, 92% for 2017-18,</p>		

		<p>and 91% for 2018-19. The 2019-20 and 2020-21 cohorts have not yet reached the threshold but still have enough students enrolled to make it possible to do so.</p> <p>The number of MS students enrolled in each cohort is relatively low, reflecting a group of between one and seven students per cohort. Of the MS cohorts with zero students remaining, the graduation rates are as follows: 100% for the 2015-16 cohort; 86% for the 2016-17; 100% for 2017-18; and 50% for 2018-19. The 2019-20 cohort started with one student and the 2020-21 cohort started with four students, all of whom are still actively enrolled.</p> <p>CPH doctoral students have seven years to complete the degree, and the college reports graduation rate beginning with the 2014-15 cohorts for both the DrPH and PhD degrees. The 2014-15, 2015-16, and 2016-17 cohorts of PhD students have exceeded the criterion's 60% threshold and report graduation rates of 87%, 85%, and 69%. The subsequent four cohorts have enough students actively enrolled to make it possible to meet the threshold.</p> <p>All DrPH students in the 2014-15 and 2015-16 cohorts have graduated or withdrawn, resulting in an 86% and 33% graduation rate, respectively. The 2016-17 cohort currently sits at a 50% graduation rate with two students still enrolled, and the 2017-18 cohort sits at a 40% graduation rate with nine students still enrolled, making it possible for both cohorts to reach the threshold. The subsequent three cohorts have not yet had a graduate but still have enough students enrolled to meet the threshold.</p> <p>In an effort to improve the student experience and achieve better academic progress toward completion, the DrPH</p>		
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		<p>underwent extensive changes in 2016. To address graduation rates, DrPH program leaders made curricular changes to focus on public health leadership and altered course times to accommodate working professionals. The degree program was also moved from the Athens location to the Gwinnett Campus, a more convenient location for students who live and work closer to the Atlanta metro area.</p> <p>While the 2018-19 cohort of MS students and 2015-16 cohort of DrPH students did not reach this criterion's threshold, this relates largely to low numbers of enrollees, as the MS cohort started with two students and the DrPH cohort started with four students. Since all other cohorts have met, or are on target to meet, the threshold, and the college has made significant adjustments to promote DrPH students' success, reviewers concluded that the college has demonstrated compliance with this criterion.</p>		
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B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The college reports post-graduation outcomes for its BS, MPH, MS, DrPH, and PhD graduates. The college's Office of Academic Affairs collects employment data from program completion surveys that are distributed to students two weeks prior to graduation. These data are supplemented by the UGA Career Center, which collects post-graduate employment data six months after	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes				

<p>Achieves rates of at least 80% employment or enrollment in further education for each public health degree</p>		<p>graduation. The college credits this joint approach for the low rates of unknown outcomes.</p> <p>The college has known post-graduate outcomes for between 97-100% of bachelor's graduates for the three years reported, reflecting a pool of between 114 and 150 graduates. Two respondents in the 2018 and 2019 cohorts and six in the 2020 cohort reported actively seeking employment or enrollment in further education.</p> <p>Graduation outcomes are known for 100% of MS students over the three years reported. One of three respondents in the 2018 cohort reported actively seeking employment or further education; thus, due to low numbers, this cohort achieved a 67% positive placement rate. One hundred percent of graduates from the subsequent two cohorts report employment or enrollment in further education.</p> <p>The college has 12 unknown outcomes for its 2018 cohort of MPH students; of the 57 known students, five reported actively seeking employment or further education (91% positive placement rate). The college reduced its unknown outcomes down to one individual for the 2019 cohort and zero for the 2020 cohort and reported 94% and 79% positive placement rates. While the 2020 cohort sits just below the threshold, program leaders said that they believe the COVID-19 pandemic contributed to the dip in employment rates and are closely monitoring the situation.</p> <p>One hundred percent of PhD and DrPH students in 2018 report being employed or enrolled in further education; there was one unknown outcome for the PhD and five for</p>		
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		the DrPH. There were zero unknown outcomes in 2019 and 2020, and zero DrPH graduates in 2019. The college reports a 92% positive placement rate for its 2019 PhD cohort. In 2020, 85% of PhD and 100% of DrPH respondents were positively placed.		
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B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		Each year, the college administers an alumni survey to recent graduates to assess their perception of how effective their program was in meeting competencies related to specific aspects of work following graduation.	Regarding the Council’s concern for lower than ideal response rates for surveys on alumni perception of curriculum, the college has implemented the following strategies:	The Council appreciates the college’s response to the site visit team’s report and looks forward to reviewing data collected as part of the college’s updated methodologies.
Documents & regularly examines its methodology & outcomes to ensure useful data		The college created broad domains that group competencies together by theme. The self-study document presents aggregate data from bachelor’s, MPH, and DrPH alumni who graduated between 2016 and 2020.	1. Increase the level of engagement with alumni during the data collection period by utilizing the Alumni Board’s connection with graduates. Working with the Office of Development and Alumni Relations, the College will distribute more targeted solicitations for alumni surveys using the members of the Board as conduits. This will hopefully increase the number of alumni responses.	
Data address alumni perceptions of success in achieving competencies		The survey was sent to 678 bachelor’s alumni, 335 MPH alumni, and 22 DrPH alumni, and resulted in a 9%, 15%, and 27% response rate, respectively.	2. The college will implement additional data collection efforts to	
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements		The undergraduate survey is structured around the competencies defined in Criterion D11. Of the 63 undergraduate respondents, 100% rated their ‘ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences’ and 97% rated their ‘ability to locate, use, evaluate and synthesize public health information as ‘very effective’ or ‘effective.’		

		<p>Alumni of graduate programs were asked to rate, on a scale of 'very effective' to 'ineffective,' how the education they received has helped them to complete specific aspects of their work. To streamline the presentation of data, the college grouped the MPH foundational competencies into six domains, using the headers presented in Criterion D2. The college also created three domains for each set of MPH concentration competencies. It collapsed the DrPH foundational competencies into the four domains presented in Criterion D3.</p> <p>MPH responses were similar across domains and reflect a group of 51 alumni. The greatest proportion of respondents (82%) rated the college as being 'very effective' or 'effective' in preparing them in public health and health care systems; the lowest proportion of respondents (72%) rated the college as 'very effective' or 'effective' in preparing them in planning and management to promote health.</p> <p>Perceptions of the college's effectiveness in training students in the three concentration competency domains reflect similar percentages across the five MPH concentrations. For example, 100% of disaster management MPH alumni agreed that the college was either 'very effective' or 'effective' in preparing them with skills in information and communication, and in health systems and management of diseases; and 84% felt the same about their preparation in community health and safety. Similarly, 100% of health promotion and behavior MPH alumni agreed that the college was 'very effective' or 'effective' in preparing them with community building and assessment skills; 86% felt they were effectively prepared in planning, implementation, and evaluation; and 84% felt</p>	<p>include: (1) a phone survey of graduates within the past 5-years; (2) a focus group and key informant interviews at events such as APHA (October), GPHA (May), and SOPH annual conference (September).</p> <p>Regarding the Council's concerns of the structure of survey questions, the College has amended our alumni surveys to include open-ended response, for qualitative data, moving forward. We have also modified the survey questions to make sure that we are asking specific questions concerning curriculum and the classroom experience.</p> <p>Additionally, the College's evaluation office now sends all competency surveys to alumni annually. Having this centralized approach will increase the frequency and consistency of this practice.</p> <p>The College has also added an Annual Dialogue with the Dean for alumni to meet and discuss their perceptions of competency fluency post-graduation.</p>	
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		<p>the same about their preparation in determinants of health, cultural competency, and ethics.</p> <p>Data from the six DrPH respondents show more 'less effective' responses compared to other degree programs. For example, 66% of respondents said that the program was 'less than effective' in preparing them with skills in education and workforce development, and 58% said the program was 'less than effective' in preparing them with skills in leadership, management, and governance. Fifty-one percent felt the same about their preparation in data analysis, and 46% felt the same about their preparation in policy and programs.</p> <p>The alumni survey did not include an opportunity for respondents to provide open-ended feedback that could provide the college with useful context on respondents' choices. The college indicated this as an area of weakness that it is working to address.</p> <p>To address the absence of qualitative feedback from alumni, the college will begin alumni phone interviews in fall 2022. The sample will include alumni from all degree levels who work in nonprofit and for-profit organizations, academic and research settings, and in government. They will be asked which courses and assignments were useful or would have been useful to them. At the time of the site visit, the college was still formulating its plans with staff in academic affairs and is soliciting help from its alumni board.</p> <p>The concern relates to the college's overall lack of useful data regarding alumni perceptions of the curriculum. While the available data from bachelor's and MPH</p>		
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		students suggest high levels of alumni satisfaction with the curriculum, the combination of lower-than-ideal response rates and the structure of the survey questions prevents the school from taking meaningful action based on the results. In particular, open-ended feedback may prove useful to inform future programmatic improvements.		
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B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		The college defines specific evaluation measures and data sources for its goals, all of which are linked directly to its 2020-2025 Strategic Plan. As the college has committed to the strategic plan for a five-year period, the included goals provide a statement of direction and the measures associated with these goals assess the degree to which the college is achieving its desired ends.	We have amended table B5.1.3 to include both quantitative and qualitative data that has been collected to date.	The Council appreciates the college’s response to the site visit team’s report related to further implementation of the program’s evaluation plan.
Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review		<p>Each of the goals in the evaluation plan has evaluation measures, sources of data, and committees responsible for review. The associate dean acts as a bridge between the committees. The evaluation plan includes both qualitative and quantitative measures as appropriate to the specific goal. The college regularly assesses its strategic plan and recognizes that revisions and additions may be needed as data are collected and analyzed.</p> <p>For example, to address its goal to “expand the breadth, depth, and flexibility of learning opportunities within the CPH,” the college includes the following three measures: 1) increase resilience of all learning systems within the</p>		

		<p>CPH; 2) make changes in curricula that reflect the current emphasis in public health teaching methods; and 3) increase online learning opportunities.</p> <p>To address these measures, the college assesses CPH resilience during unexpected challenges, conducts a yearly assessment of curricular changes, and utilizes the Needs Assessment of Online Readiness to understand the readiness of faculty and identify where to target resources. The assistant dean for strategic initiatives and assessment, associate dean for academic affairs, department heads, Online Learning Committee, Graduate and Undergraduate Education Committees, and Curriculum and Academic Program Committees review and utilize data as appropriate.</p> <p>The chosen indicators that assess student success and advancing public health are comprehensive. For example, the college assesses student self-rating in degree competencies upon matriculation and then again after graduation. The college is also measuring the availability of student funding and engagement opportunities that can provide experiential learning and potential employment opportunities. Finally, the college is directly assessing the impact of its research and community outreach activities.</p> <p>The cycle through which information is collected, analyzed, formulated into actions, and implemented is presented in the self-study document and was discussed during the site visit.</p> <p>For example, the college collects information from students throughout the year by employing formal surveys and by tracking informal contact with faculty and</p>		
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		<p>administrators. Based on the information gathered, the college learned that students had difficulty linking with faculty to participate in faculty-led research or service activities. To resolve this, the college created an online database that lists all available projects and made this resource available to students. The college reported that this has increased student participation in faculty projects.</p> <p>The commentary relates to the lack of documentation of some areas of the evaluation plan's implementation. For example, no data for the quantitative measures included in the evaluation plan were available for review. During the site visit, faculty and administrators indicated that they were aware of this and that, as the strategic plan is fully implemented, a more detailed presentation of findings will be created and made available to the college community.</p>		
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B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		Given that the inaugural year of its strategic plan concluded in 2020, the college began reviewing data collected. The college has integrated the responsibility for the collection and review of data into the roles of the assistant and associate deans and directors. This information is generally reviewed by standing committees at the college level and, in some instances, at the university level.	Click here to enter text.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		The college has been aggressive in the implementation of its data review processes and its action plan. For example,		

		<p>based on data collected from a faculty survey that was created as part of the strategic planning process, the associate dean for research created a year-long mentorship program for junior faculty to support their professional development.</p> <p>Also, using MPH exit survey data, the college learned of significant dissatisfaction with the existing MPH integrative learning experience. Through discussion with students and faculty informed by the data collected, the college's Graduate Education Committee implemented a new capstone process that better responds to students' academic and professional goals.</p>		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		<p>The college's financial resources appear adequate to fulfill its stated mission and goals and support its degree offerings. There are seven sources of revenue that comprise the college's budget: resident instruction and state appropriated funds; student technology fees; indirect cost recovery/UGA Research Foundation (UGARF) funds; tuition differential funds; study abroad tuition and fees income funds; UGA Foundation accounts and endowments; and external grants and contracts.</p> <p>Faculty positions are funded through state resident instruction or state-appropriated funds. The college has several faculty positions, such as those with a research component, that are also funded through external grants.</p>	<p>Click here to enter text.</p>	
Financial support appears sufficiently stable at time of site visit				

		<p>The school recently received several new faculty positions through need-based university initiatives, and these faculty positions enhance course offerings across all degree programs.</p> <p>The college does not receive additional funding for new staff positions. New staff positions must be requested and obtained only through a reduction of operative funds or external resources.</p> <p>Operational costs include administrative resources such as office phones, campus mail, maintenance, printing, website management, and software renewals. These costs are funded primarily by resident instruction and state-appropriated funds. Other operational expenditures relating to media, marketing, classroom equipment, etc., can also be covered with student technology fees, tuition differential, indirect cost returns, or faculty-released state dollars.</p> <p>Student employment, research grants, and tuition waivers make up most student support expenses. The college utilizes research grants to employ over 100 graduate research assistants. Annual student scholarships and awards are funded through endowed and non-endowed UGA Foundation accounts.</p> <p>Support for faculty development fund allocations vary across departments within the college. Many departments provide annual development or travel fund support from UGARF returned funds or a portion of the faculty release funds. Faculty responsible for externally funded projects may utilize grant or contract funds to fund a portion of their salaries. There is also a college-level domestic travel</p>		
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		<p>support fund provided by the Office of the Provost. Faculty must apply for funds and are limited to one trip per fiscal year.</p> <p>Student technology fees are allocated to the college based on a three-year rolling average of credit hour production and student enrollment. Tuition differential fees are allocated based on the previous fiscal year's actual revenue collections.</p> <p>Indirect costs are returned to the college at a rate of 20%, which includes 10% from the general fund budget and 10% from the UGARP budget. Of the funds returned to the college, the college retains 20% of the general fund portion and 20% of the UGARF portion and the remaining 80% of each is returned to the department/institute.</p> <p>As of July 2021, deans and academic vice presidents receive an allocation equal to 10% of the recovered facilities and administrative costs from the previous year. These additional funds will be disbursed for use in faculty startup and will replace fundings that previously had been allocated by the Office of the Vice President of Research.</p>		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The college has a faculty complement sufficient to satisfy this criterion's expectations based on the 58 primary	Click here to enter text.	

3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable		instructional faculty (PIF) and 12 non-PIF. Each of the seven concentrations has at least three PIF and there is no double counting. For the concentrations with more than one degree level, each additional faculty is a PIF. All named PIF are counted at 1.0 FTE across all degree levels.		
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable		The college does not employ adjunct faculty but instead relies on part-time faculty to serve as non-PIF. Non-PIF work an average of less than 30 hours per week and are employed as needed, on a per course, per semester basis at the discretion of the institution. The college calculates FTE based on a formula determined by the University System of Georgia, which is outlined in the self-study document and is dependent upon classroom contact hours, prep/grading hours, office/meeting hours, and standard work hours.		
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable		Bachelor's degree students receive general advising from professional undergraduate advisors and are assigned a CPH advisor once they declare their major. Undergraduate advisors advise on average 200 students, with a minimum of 150 and a maximum of 250.		
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable		The college has a dedicated faculty member for each undergraduate degree program who advises and mentors students through the required experiential activity. Each faculty member advises on average 77 students, with a minimum of 30 and a maximum of 130. This faculty member also connects students with career resources and faculty, alumni, or other professionals who can provide additional career mentoring.		
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)		Bachelor's degree alumni are surveyed on their satisfaction with advising, career mentoring, and learning.		

		<p>Data from 2021 are presented in the self-study document. When asked about their satisfaction with class size, 96% of respondents reported being 'satisfied' or 'very satisfied.' When asked to rate their satisfaction with faculty advisor and availability, 76% of respondents said they were 'satisfied' or 'very satisfied.' Undergraduate alumni also gave qualitative feedback that indicated frustration with the advising process. Students expressed concern about not being advised in a timely manner and receiving conflicting information from faculty and staff. There is also a general feeling that advisors could be more knowledgeable about the curricula and more consistent.</p> <p>To address lukewarm satisfaction with advisement, much of which the college contributes to high advisor turnover, the university increased compensation and created a professional promotion pathway in FY 2020. The college anticipates that this will contribute to a higher advisor retention rate. The university will also deliver faculty development workshops for teaching and mentoring that are planned for the upcoming academic year and are intended to be delivered annually. The college recently hired an additional undergraduate advisor.</p> <p>All MS and PhD students are advised by their major professors, who are assigned upon matriculation to the program. MPH students are assigned faculty advisors based on their concentrations and research and professional interests. DrPH students receive general and course advising and mentoring from the DrPH program coordinator. Upon completion of their comprehensive exams, DrPH students develop a dissertation committee and receive formal advising and mentoring from the committee chair.</p>		
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		<p>Master's advisors advise on average 12 students, with a minimum of one and a maximum of 25, and doctoral advisors advise on average 15 students with a minimum of one and a maximum of 72. The self-study notes that the maximums are skewed based on the larger numbers of MPH and DrPH advisees.</p> <p>Master's and doctoral alumni are surveyed using a version of the same survey as undergraduates. The self-study presents data from the 2021 iteration of the survey. When asked about satisfaction with class size, 98% of master's and 90% of doctoral alumni said they were 'satisfied' or 'very satisfied.' When asked about satisfaction with responsiveness of instructors, 100% of master's and 80% of doctoral students indicated satisfaction. Ninety three percent of master's students and 78% of doctoral students indicated satisfaction with faculty advisor accessibility and availability.</p> <p>Qualitative feedback from MPH and DrPH respondents indicated a need for more faculty and college advising and support for practice and career services. The college's 2020-2025 Strategic Plan includes an explicit goal for hiring more faculty, which it believes will relieve some pressure on current faculty. PhD students also expressed a need for more support regarding research and professional development opportunities. The college's new online database of faculty-led research and service projects may be a useful tool to address PhD students' desire for more support regarding research opportunities.</p>		
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		Students present during the site visit expressed satisfaction with all advising services. One bachelor's student shared that an advisor is always available to her.		
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C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The college has adequate staff and other personnel resources to sustain its defined mission and goals. It has a total of 63.4 FTE of staff support between its 22 central services staff, 13 departmental administrative and financial support staff, and its 33 departmental research support staff.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable		<p>Central services include personnel who support the college in academic affairs, alumni relations, dean administration, finance, human resources, information technology, research, and marketing and communications. Departmental administrative and financial support includes personnel that support the departments and institutes in administration and finance, public relations and marketing, and research. Departmental research support includes personnel who support and manage academic departments' research grants, public service and outreach, and administrative and technical support.</p> <p>Not included in the staff headcount are the graduate students who provide substantial support to the college through general, teaching, or research assistantships.</p>		

		The self-study cites growing tuition and grant award revenue as contributing to the college's ability to increase staff support. During the site visit, college leaders expressed gratitude for the commitment and contributions of its staff.		
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C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		Except for the undergraduate programs, the CPH degree programs are housed at the UGA Health Science Campus, two miles from main campus. The campus is shared with the AU/UGA Medical Partnership, though the spaces are separate.	Click here to enter text.	
Physical resources appear sufficiently stable		<p>The HSC includes classroom and instructional space for CPH and AU/UGA and a 360-seat auditorium that is used for both classroom and auditorium space. Each academic building has dedicated space for students to gather.</p> <p>Faculty and staff office spaces are organized by department and spread across five buildings. The college's administrative office spaces, including the dean's office, are housed in an additional building.</p> <p>The college has two buildings on the main campus that house most classrooms for the health promotion and environmental health undergraduate programs. The CPH undergraduate advisors' offices are in one of the two buildings, making advisors easily accessible to students.</p>		

		<p>The other building is dedicated to the environmental health program. In addition to classrooms, it contains study spaces, faculty and staff offices, and wet lab facilities.</p> <p>Environmental health science (EHS) students shared some dissatisfaction with facilities and laboratories. The students felt that the labs needed upgrades.</p> <p>During the site visit, university leaders shared plans to resolve some of the space issues by expanding the space available to the college, including space for specifically for EHS, over the next four years. Two new STEM buildings are currently being built, which will allow for more flexibility to renovate the current EHS space and/or relocate to a different space.</p> <p>As CPH programs continue to grow and enroll more students, there is a plan to address emerging needs and expand physical space in the future. The university is responding and is prepared to be a part of the plan to increase the space needed as the college grows.</p>		
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C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		As the largest university library in the state, the UGA library system is equipped to provide students and faculty with adequate services and resources. The Main Library,	Click here to enter text.	

<p>Adequate IT resources, including tech assistance for students & faculty</p>		<p>Carnegie Library on the HSC campus, the Gwinnett Campus Library, and the Science Library are most utilized by the college, but students and faculty have access to all 12 UGA libraries.</p>		
<p>Library & IT resources appear sufficiently stable</p>		<p>On main campus, the college has a 12-seat computer lab with a printer and scanner in the EHS building. Students on the HSC can access the 16-seat computer lab 24 hours a day. The buildings that house the Health Promotion and Behavior Department and Epidemiology and Biostatistics Department also have computers available for student use. All computers are equipped Microsoft Office, Adobe, SAS, STATA, SigmaPlot, and Geneious.</p> <p>While most students have their own laptops, the college has video cameras and 50 additional laptops available for faculty and student use.</p> <p>All faculty are provided with a laptop and desktop computer equipped with statistical software, along with tablets, printers, scanners, and smartphones.</p> <p>The college provides service and support for all technology used by the college's students, faculty, and staff. There are two help desk technicians available either in-person or remotely.</p> <p>The self-study document presents current student survey data that reflect high levels of satisfaction with space, resources, and technology. Students present at the site visit said that the available technology resources are sufficient for their needs in the program.</p>		

D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>MPH students are grounded in foundational public health knowledge through a series of five courses that all students take. Students take courses in biostatistics; epidemiology; environmental health; health policy and management; and social and behavioral foundations of public health.</p> <p>DrPH students are assessed on their graduate credentials to verify if they have taken relevant public health coursework that grounds students in foundational knowledge. Students who do not possess a public health degree are required to enroll in PBHL 7100: Foundations of Public Health, which is administered online every spring semester. Reviewers validated that this course covers all 12 knowledge areas.</p> <p>A faculty member present during the site visit clarified reviewers' questions regarding coverage of the concepts of primary, secondary, and tertiary prevention for MPH students. These concepts are defined in the epidemiology course, including the goals of each level and the relevant stakeholders. Examples are taught alongside the definitions.</p> <p>The D1 worksheet summarize reviewers' findings.</p>	Click here to enter text.	

D1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The college uses the same five course courses listed in Criterion D1 to teach and assess students' ability to demonstrate each of the 22 foundational competencies. Reviewers were able to validate didactic preparation for all foundational competencies and appropriate assessment opportunities for most competencies.</p> <p>Students are taught and assessed through in-class lectures and discussions; course papers and exams; projects such as a policy memo assignment, SWOT analysis, and systems thinking activity; and homework requiring analysis of various data sets.</p>	To address MPH Foundational Competency #2, 'select quantitative data collection methods appropriate for a given public health context', the HPRB 7010 Concept Application Assignment has been amended to include this competency and an assessment opportunity (see ERF: HPRB 7010 Syllabus-Spring 2022).	The Council appreciates the college's response to the site visit team's report and agrees that the college demonstrates compliance with this criterion. Therefore, the Council acted to change the team's finding of partially met to a finding of met.

		<p>While reviewers validated that the fundamental aspects of competency 10 are taught and assessed, stakeholders and alumni present at the site visit indicated a desire for improved training in budget and resource management.</p> <p>The concern relates to the assessment opportunities mapped to competency 2. Reviewers could not validate that all students are assessed on selecting quantitative methods. For example, homework in EPID 7010: Introduction to Epidemiology I appear to address study designs, not data collection methods. The discussion in HPRB 7010: Social and Behavioral Foundations in Public Health requires students to read and discuss three articles on qualitative data collection methods. The course exam gives students the option to apply either qualitative, quantitative, or mixed methods to a case study.</p> <p>The D2 worksheet summarizes reviewers' findings.</p>		
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D2 Worksheet

MPH Foundational Competencies	Yes/CNV
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes

11. Select methods to evaluate public health programs	Yes
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Perform effectively on interprofessional teams	Yes
22. Apply systems thinking tools to a public health issue	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all DrPH students, at least once, on their ability to demonstrate each foundational competency (see worksheet for detail)		<p>Students in the DrPH in health policy and management are taught and assessed on their ability to demonstrate the 20 foundational competencies through two doctoral public health seminars and eight courses addressing managerial epidemiology; law and ethics; economic evaluation methods; healthcare organizational management; policy evaluation; informatics and analytics; research methods; and leadership.</p> <p>The concern relates to reviewers' inability to validate that competency 3 is appropriately assessed. Reviewers did not find the college's listed assessment to be in line with the competency statement's intent. The SAS labs used to assess students on the use of BRFSS do not appear to</p>	To address DrPH Foundational Competency #3, 'Explain use and limitations of surveillance systems and national surveys', the HPAM 8840-Managerial Epidemiology syllabus has been amended to include this competency coverage and assessment in the SAS Lab Week 2 assignment (see ERF: D3 HPAM 8840 Managerial Epidemiology Syllabus 2021 and D3 HPAM 8840 SAS Lab Week 2 description).	The Council appreciates the college's response to the site visit team's report and agrees that the college demonstrates compliance with this criterion. Therefore, the Council acted to change the team's finding of partially met to a finding of met.

		include an opportunity for students to explain the use and limitations of the system and instead focus on practicing quantitative data analyses using statistical software.		
		The D3 worksheet summarizes reviewers' findings.		

D3 Worksheet

DrPH Foundational Competency	Yes/CNV
1. Explain qualitative, quantitative, mixed methods & policy analysis research & evaluation methods to address health issues at multiple (individual, group, organization, community & population) levels	Yes
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue	Yes
3. Explain the use & limitations of surveillance systems & national surveys in assessing, monitoring & evaluating policies & programs & to address a population's health	Yes
4. Propose strategies for health improvement & elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders & other partners	Yes
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior & policies	Yes
6. Integrate knowledge, approaches, methods, values & potential contributions from multiple professions & systems in addressing public health problems	Yes
7. Create a strategic plan	Yes
8. Facilitate shared decision making through negotiation & consensus-building methods	Yes
9. Create organizational change strategies	Yes
10. Propose strategies to promote inclusion & equity within public health programs, policies & systems	Yes
11. Assess one's own strengths & weaknesses in leadership capacities, including cultural proficiency	Yes
12. Propose human, fiscal & other resources to achieve a strategic goal	Yes
13. Cultivate new resources & revenue streams to achieve a strategic goal	Yes
14. Design a system-level intervention to address a public health issue	Yes
15. Integrate knowledge of cultural values & practices in the design of public health policies & programs	Yes
16. Integrate scientific information, legal & regulatory approaches, ethical frameworks & varied stakeholder interests in policy development & analysis	Yes
17. Propose interprofessional team approaches to improving public health	Yes
18. Assess an audience's knowledge & learning needs	Yes
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings	Yes
20. Use best practice modalities in pedagogical practices	Yes

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The college defines five competencies for its MPH in health promotion and behavior; six for its MPH in environmental health and MPH in health policy and management; seven for its MPH in epidemiology; eight for its MPH in biostatistics and MPH in gerontology; and 11 for its MPH in disaster management. It defines five competencies for its DrPH in health policy and management.	Click here to enter text.	
Assesses all students at least once on their ability to demonstrate each concentration competency		Each set of concentration competencies articulates an appropriate depth or enhancement beyond foundational knowledge. Reviewers validated that all MPH concentration competencies are adequately taught and assessed.		
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	N/A	<p>Students are didactically prepared through a combination of lectures, readings, and class discussions. The assessments for each concentration are distinct from one another and include assignments such as a grant development project, case study analyses, a risk assessment project, research papers, discussion boards, and quizzes and exams.</p> <p>Reviewers’ findings are summarized in the D4 worksheet.</p>		

D4 Worksheet

MPH Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Use an understanding of public health research, practice and ethics to inform biostatistical practice.	Yes	Yes
2. Collaborate in the design of public health surveys and biomedical experiments.	Yes	Yes
3. Describe concepts of probability, random variation, and commonly used probability distributions.	Yes	Yes
4. Carry out and communicate exploratory data analyses including the production of tabular summaries, graphical displays, and descriptive statistics.	Yes	Yes
5. Select the appropriate statistical procedure for statistical analysis based on study objectives, study design, and the types of variables involved.	Yes	Yes
6. Apply common statistical procedures including simple and multiple regression, analysis of variance, analysis of contingency tables, nonparametric methods, logistic regression, and survival analysis using at least one statistical software package.	Yes	Yes
7. Demonstrate knowledge of assumptions underlying common statistical procedures, apply appropriate diagnostic methods, and understand the consequences of violations of model assumptions.	Yes	Yes
8. Communicate orally and in writing descriptions of common statistical procedures, results of statistical analyses, and conclusions from such analyses.	Yes	Yes

MPH Disaster Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Explain methods of insuring community health and safety preparedness.	Yes	Yes
2. Demonstrate proficiency in the use of an all-hazards framework for disaster planning and mitigation.	Yes	Yes
3. Apply strategies for sharing information with internal and external partners.	Yes	Yes
4. Apply principles of crisis and risk communication.	Yes	Yes
5. Identify the roles and relationships among federal, tribal, state, and local governments and non-governmental organizations.	Yes	Yes
6. Describe psychosocial consequences likely to be experienced by public health workers and community members.	Yes	Yes
7. Demonstrate proficiency in the use of triage systems in a disaster or public health emergency.	Yes	Yes
8. Demonstrate proficiency in the provision of health system surge capacity for the management of mass casualties in a disaster or public health emergency.	Yes	Yes
9. Demonstrate proficiency in the management of mass fatalities in a disaster or public health emergency.	Yes	Yes
10. Demonstrate proficiency in the initiation, deployment, and coordination of national, regional, state, local and institutional incident command and emergency operations systems.	Yes	Yes
11. Analyze the ethical challenges faced by public health workers and public health organizations.	Yes	Yes

MPH Environmental Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Demonstrate the basic mechanism by which environmental and occupational pollutants impact health (i.e., the linkage of pollutants' source, media, and receptor and health effects).	Yes	Yes
2. Analyze and interpret environmental and occupational data.	Yes	Yes
3. Compare approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.	Yes	Yes
4. Specify current environmental risk assessment methods.	Yes	Yes
5. Illustrate relevant factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.	Yes	Yes
6. Assess general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.	Yes	Yes

MPH Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Demonstrate a working knowledge of current and emerging major public health issues related to communicable and non-communicable disease.	Yes	Yes
2. Apply the basic terminology and definitions of epidemiology in oral presentations and written reports.	Yes	Yes
3. Critically review and summarize epidemiologic literature.	Yes	Yes
4. Access and utilize epidemiologic data available at the state, national and international level.	Yes	Yes
5. Demonstrate the understanding of basic epidemiologic study designs.	Yes	Yes
6. Identify and be able to apply surveillance methods used in both infectious and chronic diseases.	Yes	Yes
7. Be able to draw appropriate inference from epidemiologic data.	Yes	Yes
1. Demonstrate a working knowledge of current and emerging major public health issues related to communicable and non-communicable disease.	Yes	Yes

MPH Gerontology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Relate biological theory and science to understanding senescence, longevity, and variation in aging.	Yes	Yes
2. Relate psychological theories and science to understanding adaptation, stability, and change in aging.	Yes	Yes
3. Relate social theories and science of aging to understanding heterogeneity, inequality, and context of aging.	Yes	Yes
4. Adhere to ethical principles to guide work with and on behalf of older persons.	Yes	Yes
5. Develop a gerontological perspective through knowledge and self-reflection.	Yes	Yes
6. Promote older persons' strengths and adaptations to maximize well-being, health, and mental health.	Yes	Yes
7. Promote quality of life and positive social environment for older persons.	Yes	Yes
8. Employ and generate policy to equitably address the needs of older persons.	Yes	Yes

MPH Health Policy and Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Formulate the policy process for improving the health status of populations.	Yes	Yes
2. Assess evidence-based principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.	Yes	Yes
3. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.	Yes	Yes
4. Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels.	Yes	Yes
5. Describe the legal and ethical basis for public health and health services.	Yes	Yes
6. Apply quality and performance improvement concepts to address organizational performance issues.	Yes	Yes

MPH Health Promotion and Behavior Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Use theory of behavior and social change to inform the development, implementation, and evaluation of health interventions for targeted populations.	Yes	Yes
2. Develop procedures and training materials to implement and evaluate effective health promotion interventions that take into account cultural competence.	Yes	Yes
3. Construct research hypotheses and design a study to test these hypotheses in accordance with ethical considerations.	Yes	Yes
4. Determine the appropriate statistical analyses to examine different types of health promotion research questions and to conduct program evaluations.	Yes	Yes
5. Describe the tenets of social justice as they apply to program development, implementation, and evaluation.	Yes	Yes

DrPH Health Policy and Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Design an economic evaluation of a public health intervention, program, or policy.	Yes	Yes
2. Evaluate critical needs in health information systems and data systems of a healthcare or public health organization.	Yes	Yes
3. Develop proficiency in data science and analytics to address research and practical questions related to population health and management.	Yes	Yes
4. Apply and critique relevant ethical and legal principles to decision-making in public health settings.	Yes	Yes
5. Develop financial and business plans for public health programs and services.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		All MPH students complete an applied practice experience (APE) in the final year of their program of study. To prepare for the APE, students first enroll in a professional seminar and advisement course. During the advisement course students develop a proposal that includes an overview of the APE site and the methods the site uses to address specific public health problems. Students complete the APE during the following semester.	To address the evaluation process for the MPH APE to include instructor observations that 'the students' deliverables demonstrate attainment of competencies', this assessment opportunity has been included in the APE rubrics for the Comprehensive Case Profiles and Applied Research Manuscript (See ERF: D7 MPH Handbook, APE Rubrics in Appendix D APE/ILE Manual).	The Council appreciates the college's response to the site visit team's report and agrees that the college demonstrates compliance with this criterion. Therefore, the Council acted to change the team's finding of partially met to a finding of met.
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		Students are guided through various aspects of the experience by their academic advisors, the MPH field practice coordinator, and the site preceptor. The MPH field placement handbook outlines specific responsibilities for each party.		
All students demonstrate at least five competencies, at least three of which are foundational		<p>Students have the option to complete the required 300-hour APE through an applied field experience or an intensive applied research experience. For the field experience option, the academic advisor and practice coordinator assist students with identifying a suitable site and the practice coordinator establishes a Memorandum of Understanding with the site, if applicable. The student can officially begin the APE after receiving approval from all parties involved.</p> <p>The research experience requires students to lead a community-based research project to address an identified community need and write a paper in which</p>		

		<p>they are the first author, under the direction of a faculty member and site preceptor.</p> <p>Recent APE sites include Children’s Healthcare of Atlanta, Centers for Disease Control and Prevention, St Mary’s Hospital, Federal Emergency Management Agency, and the Gwinnet County Health Department.</p> <p>During the site visit, faculty and staff outlined the process for student selection of competencies for the APE. Students attend an information session and are interviewed by the APE practice coordinator about their career goals in order to locate a practice site. Using this information, the student chooses a minimum of five foundational competencies and creates learning objectives that incorporate the specific work products and tasks the student will complete to address each competency. The five competencies are selected based on the duties outlined on the position description, but it is also expected that students choose competencies in which they would like to become more proficient.</p> <p>Students are assessed by both the preceptor and the academic advisor. The preceptor assesses the student at a midway point and then again at the end of the experience. The evaluation addresses the student’s attitude, quality of work, dependability, attendance, initiative, and cooperation. This evaluation is also used to ensure that the experience was of mutual benefit to the site and the student.</p> <p>Students present their APE products as an e-portfolio that includes the comprehensive site profile, literature review, methods, identified deliverables, results and discussion,</p>		
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		<p>and an e-poster presentation. The academic advisor utilizes a rubric that rates students on the extent to which each criterion is met.</p> <p>The available student samples represent a diverse array of deliverables and projects. For example, one student completed an internship with the Georgia Department of Public Health, conducting a retrospective disease investigation prior to COVID-19 and then pivoting to contact tracing and outbreak mitigation. The deliverables address both aspects of the internship and include a presentation of vaccine-preventable disease investigation results, COVID-19 briefing reports from state-wide district epidemiology and emergency management meetings, and an assessment tool used by county nurses to determine eligibility for COVID-19 testing.</p> <p>Another student conducted qualitative and quantitative data collection for Project RENEW. They also assisted with grant-writing efforts toward a National Institute of Drug Abuse (NIDA) grant. The final deliverables include study participant interviews, updated interview protocols to address COVID-19, a compiled list of potential recruitment sites for the project, and the qualitative interview protocol for the NIDA grant.</p> <p>During the site visit, site preceptors shared a desire for an improved feedback loop with the college beyond the mid-term and the final evaluation. Preceptors said they would like to hear back from the college about how the student's experience went at the site.</p> <p>The concern relates to the fact that, although the APE manual specifies that students must document their</p>		
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		understanding of competencies, the evaluation rubric does not include a section for the academic advisor to assess whether the deliverables demonstrate attainment of competencies.		
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D6. DRPH APPLIED PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete at least one applied project that is meaningful for an organization & to advanced public health practice		DrPH students work with the DrPH practice coordinator and a qualified site preceptor to identify and complete one or more applied practice experience during their course of study. DrPH students must be in good academic standing and complete all core coursework and at least two semesters in the DrPH program to be eligible for the APE. To begin the experience, the student must attend an APE advisement briefing, complete and submit a proposal and approval form, establish an MOU and/or receive IRB approval, and receive approval from the academic advisor and practice coordinator.	The DrPH APE deliverables have been amended to include a more explicit reflective component during the students’ required written report presentation (See ERF: D6 DRPH APE Manual 2021-2022 Reflections on Leadership, Management and Policy Analysis, on page 12). Additionally, the DrPH APE Proposal process must include at least one DrPH Foundational Competency from the Leadership domain. The students must also reflect on the development of their selected leadership competency during their APE Leadership Self-Assessment (see ERF: D6 DRPH APE Manual 2021-2022, APE Leadership Assessment, on page 13.)	The Council appreciates the college’s response to the site visit team’s report and agrees that the college demonstrates compliance with this criterion. Therefore, based on the totality of the evidence, the Council acted to change the team’s finding of partially met to a finding of met.
Project(s) allow for advanced-level collaboration with practitioners				
Project(s) include reflective component				
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		In general, the student completes the APE during one semester for three credit hours. Students may conduct the APE at their places of work, but the project needs to be different from regular responsibilities.		
Processes in place to ensure that project(s) demonstrate at least five competencies, including at least one related to leadership		The APE proposal and approval form describes the practicum site, identifies the site preceptor, and specifies the five DrPH competencies and related learning objectives that will structure the experience. This proposal form also describes how the practice experience project is relevant and beneficial for the organization.		

		<p>DrPH students must work with a site preceptor who is a practicing professional functioning as a leader, or in a similar capacity, for a public health institution, private agency, or organization. DrPH students have completed their APE at divisions/units of the U.S. Environmental Protection Agency and the Centers for Disease Control and Prevention.</p> <p>The APE examples submitted for site visitors' review appear to be high quality and appropriate deliverables for a doctoral student and allow for advanced-level collaboration with practitioners. The DrPH program director, who also serves as the academic advisor, evaluates and assesses each student at the completion of the practice experience using an APE report rubric. The site preceptor completes a midterm and final preceptor evaluation form to assess the student.</p> <p>Reviewers initially had difficulty verifying that students are explicitly required to select at least one leadership competency, as required by this criterion. The college reported that they plan to update the APE instructions for students to include this requirement and presented the language they will incorporate into the APE manual for the next group of students to enroll in the experience.</p> <p>The concern relates to the opportunity to strengthen the reflective component required by this criterion. While students do reflect on the strengths and weaknesses of the site, this reflection does not include reflections on their own capabilities. In addition, students are expected to describe how the APE benefited them in their final presentations; however, this general instruction does not</p>		
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		appear sufficient to ensure that students complete a reflection of the nature expected by this criterion.		
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D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		<p>Due to a high degree of past dissatisfaction with the integrative learning experience (ILE), the college implemented its new ILE process beginning in fall 2021. The new ILE offers students the choice of two options, a comprehensive site profile (Option A) or an applied research manuscript (Option B). The ILE is completed during the final semester of the degree program within a six-credit hour course. The final document is expected to exemplify the rigor and quality of a publishable manuscript or technical paper. The experience is completed with guidance from an academic advisor and field placement coordinator.</p> <p>In Option A, the student uses the APE as the foundation for the capstone paper. The site profile must identify a public health problem, detail the scope of the problem via a review of the literature, identify a public health agency whose work focuses on the problem, and analyze the methods and means through which the agency seeks to address or solve the problem. Students must identify and synthesize at least five MPH foundational competencies. During the proposal stage, the student must discuss the plan for synthesis of foundational competencies to ensure the ILE is distinct from the APE and meets this criterion’s requirements.</p>	<p>To address the concerns that MPH students do not identify concentration specific competencies during the APE proposal process, the APE manual and proposal were both amended to include a selection of at least one concentration competency mapped to a deliverable and APE learning objective (See ERF: D5 APE Proposals, page 10)</p> <p>The MPH Graduate Student Handbook (See ERF: D7, Appendix D APE/ILE Manual, Pages 4 & 7) also includes updated policy on MPH Foundational and Concentration Competencies.</p>	<p>The Council appreciates the college’s response to the site visit team’s report and agrees that the college demonstrates compliance with this criterion. Therefore, the Council acted to change the team’s finding of partially met to a finding of met.</p>
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

		<p>Option B is intended for students with a strong interest in transitioning to academic or doctoral programs after completing the MPH. The research focus must be of a public health nature, must address a minimum of five MPH foundational competencies, and must be community or population based. The students must serve as the first author on a publishable article that is ready to be submitted to a scholarly journal. At least one co-author must serve as the primary reader/advisor to evaluate the manuscript. Because of the lengthy period required to prepare a journal article, the student must discuss their plans with the primary reader well in advance of the semester of the ILE proposal's due date.</p> <p>As outlined in the MPH Handbook, students completing either option prepare project proposals that must be approved by the advisor during the semester before registering for the capstone course. Depending on the department, the advisor is either assigned by faculty or identified by the student based on interest and topic. The proposal includes the problem statement, detail of the project, how the student will address the MPH foundational competencies, and a description of deliverables.</p> <p>At the end of the ILE, the student submits the comprehensive site profile or publishable journal article in the form of an e-portfolio and e-poster presentation. Students are required to present their work at the e-poster session that occurs on the HSC at the end of the semester.</p> <p>The student and the advisor establish a rubric for grading the ILE before the student begins the project. This</p>		
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		<p>approach is used to assure that the students understand the expectations for the quality of work that must be performed to receive a passing grade.</p> <p>As these options are being implemented for the first time in the fall of 2021, there were no student examples to review. However, a review of student examples following the old guidelines indicate that student papers are of high quality.</p> <p>The concern relates to the fact that this criterion requires synthesis of both foundational and concentration competencies. Based on the written guidance provided, students are not required to select, and thus synthesize, concentration competencies but may choose only foundational competencies. During the site visit, program leaders acknowledged this and plan to update the requirements. In addition to updating written guidance, it will also be important for all faculty to operationalize this guidance as they receive and review the first products prepared using the current framework.</p>		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students generate field-based products consistent with advanced practice designed to influence programs, policies or systems		DrPH students successfully prepare and defend a doctoral dissertation, including a minimum of 12 credit hours of dissertation research. As detailed in the student handbook, each candidate will prepare a dissertation demonstrating the ability to analyze and solve complex, practice-based problems in public health policy,	To address concerns that the synthesis of DrPH Competencies is not assessed during the dissertation process, the DrPH Handbook has been amended to include a selection and discussion of DrPH competency	The Council appreciates the college's response to the site visit team's report and agrees that the college demonstrates compliance with this criterion. Therefore, based on the totality of the evidence, the
Products allow students to demonstrate synthesis of				

foundational & concentration competencies		management, and leadership. Students are expected to practice and develop their personal leadership skills through the dissertation.	synthesis during the prospectus defense, and the evaluation of selected competency acquisition during the final oral defense (see ERF: D8 DrPH Dissertation Guidebook 2021-22, page 10).	Council acted to change the team's finding of partially met to a finding of met.
Qualified individuals assess student performance & ensure that competencies are addressed		<p>DrPH students ready to begin their dissertation enroll in either a dissertation research (HPAM 9000) course or a dissertation writing (HPAM 9300) course during the semesters in which they plan to complete their work. Students are required to identify a doctoral dissertation committee with at least two faculty members and a practicing public health expert working outside of the university. This dissertation committee and DrPH graduate coordinator must evaluate and approve a student's dissertation defense.</p> <p>At the site visit, the college reported that DrPH candidates must identify the foundational and concentration competencies they will apply in the process of developing and executing their dissertation projects. Candidates must also discuss how they intend to synthesize these competencies to achieve their objectives.</p> <p>The college provided sample dissertations. All appear to be high-quality written documents consistent with advanced practice designed to analyze and solve complex, practice-based public health problems. For example, one DrPH student evaluated whether federal menu-labeling policy influenced usage by those with certain health conditions; another documented the grief experiences of long-term care staff and benefits of end-of-life planning; and another evaluated SEDRIC, a foodborne outbreak response management and visualization platform, and its related training program for user satisfaction and acceptance.</p>		

		The concern relates to reviewers' inability to validate the method for synthesizing competencies after they have been identified in the dissertation proposal. While students are instructed to outline their plan for synthesizing competencies as part of the proposal, it was difficult for reviewers to discern the ways in which competencies were synthesized using the provided dissertation samples.		
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D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students introduced to all domains:			Click here to enter text.	
1. Foundations of scientific knowledge, including biological & life sciences & concepts of health & disease		The college offers a Bachelor of Science in Environmental Health Science (BSEH) and a Bachelor of Science in Health Promotion and Behavior (BSHP). Both degrees require 120 credit hours. Students are introduced to this criterion's domains through a combination of general education and public health course requirements.		
2. Foundations of social & behavioral sciences				
3. Basic statistics				
4. Humanities / fine arts		BSEH students are introduced to the foundations of scientific knowledge, including biological and life sciences and concepts of health and disease through courses in biology; chemistry; physics; precalculus; biostatistics; physiology; microbiology; environmental health; toxicology; and epidemiology. Students are introduced to the foundations of social and behavioral sciences through courses in American history; American government; health promotion; and health policy and management. They are introduced to basic statistics through courses in precalculus and biostatistics.		

		<p>BSHP students are introduced to the foundations of scientific knowledge, including biological and life sciences and concepts of health and disease through courses in biology and anatomy and physiology. Students are introduced to the foundations of social and behavioral sciences through courses in health and wellness and social science electives. Students are introduced to basic statistics through a course in biostatistics.</p> <p>BSEH and BSHP students are introduced to the humanities/fine arts through courses in public speaking and world language and culture electives.</p>		
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D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		The bachelor's curriculum ensures that all elements of all domains are covered at least once. Students take seven courses that address the foundational domains, including courses addressing an introduction to public health; health policy; elementary biostatistics; intermediate biostatistics; environmental health science; and health promotion.	To address communication and clarity of the BSHP curriculum's preparation of the CHES exam. The BSHP Coordinator has included a matrix table to detail the 7 courses that map to the CHES Areas of Responsibility (see ERF: D10 BSHP Matrix with CHES Areas-2022). Additionally, this information is systematically shared with all BSHP students as a part of their advisement, when they are accepted to the major in the spring of their sophomore year.	The Council appreciates the college's response to the site visit team's report. The Council reviewed the self-study, team's report and the program's response and found no basis for a noncompliant finding. Therefore, based on the totality of the evidence, the Council acted to change the team's finding of partially met to a finding of met.
If curriculum intends to prepare students for a specific credential (e.g., CHES), curriculum addresses the areas of instruction required for credential eligibility		Material provided to the site visit team clarified how students are grounded in all aspects of identifying and addressing population health challenges (domain 3). In the health promotion course, students learn and apply the PRECEED-PROCEED Model to a public health problem. In health policy, students are taught about and complete homework on population health concepts such as the social determinants of health and the health care system.		

		The concern relates to the college's communication to students that the BSHP curriculum makes them eligible to take the CHES exam by their fourth year. Given there was no map demonstrating how the CHES Areas of Responsibility were covered in the seven courses, reviewers had difficulty confirming that students are successfully prepared in each area.		
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D10 Worksheet

Public Health Domains	Yes/CNV
1. History & philosophy of public health as well as its core values, concepts & functions across the globe & in society	Yes
2. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes
3. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes
4. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	Yes
5. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes
6. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	Yes
7. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries	Yes
8. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government	Yes
9. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	Yes

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		The undergraduate curricula include opportunities for students to learn and demonstrate mastery of most	To address concerns that BSEH students do not have the opportunity to communicate with	The Council appreciates the college's response to the site visit team's report and agrees that the

<p>1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences</p>		<p>defined elements of public health communication and all elements of information literacy.</p> <p>To demonstrate the ability to communicate public health information in written form, BSEH students prepare a fact sheet on a controversial topic in the introductory environmental health course. In health promotion program development, BSHP students create a health promotion program plan. To demonstrate the ability to convey public health information orally, BSEH students deliver a presentation on various hazardous waste materials and interventions and BSHP students present a needs assessment case study analysis.</p>		
<p>2. ability to locate, use, evaluate & synthesize public health information</p>		<p>Students in both degree programs demonstrate the ability to locate, use, evaluate, and synthesize public health information through multiple courses. BSEH students develop a business plan for an environmental health company in the genetic applications of environmental health course, and BSHP students conduct a summary literature review addressing disparities and health equity in the research design methods course.</p> <p>The concern relates to the way in which BSEH students demonstrate mastery of communicating with diverse audiences. This element is mapped to a research presentation delivered at a poster day event that appears to be geared toward an academic audience.</p> <p>The D11 worksheet below summarizes reviewers' findings.</p>	<p>diverse audiences, the Capstone Presentations have been amended to include a graded portion that assesses the student's presentation for both content and audience composition. Students are required to present to a group that includes lay persons, public health leaders, practitioners, clients, advocates, and academics. The student is assessed on the diversity of the audience present, on a scale. Additionally, the EHS Undergraduate Coordinator works with each student to ensure that they invite a diverse audience to their presentations, while also inviting practitioners and community stakeholders that work closely with faculty in the department (see ERF: D11 EHS Capstone Presentation Rubric).</p>	<p>college demonstrates compliance with this criterion. Therefore, based on the totality of the evidence, the Council acted to change the team's finding of partially met to a finding of met.</p>

D11 Worksheet

Competency Elements	BSEH Yes/CNV	BSHP Yes/CNV
Public Health Communication		
Oral communication	Yes	Yes
Written communication	Yes	Yes
Communicate with diverse audiences	Yes	Yes
Communicate through variety of media	Yes	Yes
Information Literacy		
Locate information	Yes	Yes
Use information	Yes	Yes
Evaluation information	Yes	Yes
Synthesize information	Yes	Yes

D12. PUBLIC HEALTH BACHELOR’S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		To achieve the experiential activity requirement, students in both majors complete a three-credit internship in a public health setting and a culminating experience (capstone).	To demonstrate new synthesis or application of knowledge during the students’ experiential/cumulative activities, the BSHP program has added a written component to the Capstone Course that requires students to detail existing public health problems that they can map to their Portfolios, deliverables, and their identified APE site, and detail ways in which they can realistically address those problems, given the	The Council appreciates the college’s response to the site visit team’s report. The Council reviewed the self-study, team’s report and the program’s response and found no basis for a noncompliant finding. Therefore, based on the totality of the evidence, the Council acted to change the team’s finding of met with commentary to a finding of met.
Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies		The field experience takes place during the final semester. Students work with the field placement coordinator to identify a site for the field experience. Each student works with a site supervisor to develop an individual field experience proposal, with a description of the site, related proposed activities and products that demonstrate relevant competencies. The field experience proposal is		

		<p>approved by the site supervisor, academic advisor, and internship coordinator.</p> <p>Past examples of sites for the BSEH experiential experience include Georgia Power; Dekalb County Board of Health; Athens-Clarke County Health Department; East Georgia Cancer Coalition; and Georgia Environmental Protection Division. Past examples of sites for the BSHP experiential experience include Northside Hospital Foundation; Medical Institute for Sexual Health in Texas; St. Mary's Wellness Center; Safe Kids Georgia, and The Council on Alcohol and Drugs.</p> <p>For the culminating activity requirement, the college requires BSEH students to complete an independent study course and a co-requisite research seminar. In the research seminar, students give two culminating presentations on environmental health science topics based on current literature and technology. BSHP students take a capstone course in which they create a web-based e-portfolio that highlights and displays selected works from throughout the curriculum, such as community assessments, research papers, and program evaluations.</p> <p>The commentary relates to the opportunity to strengthen the capstone element of the BSHP degree. Students integrate, synthesize, and apply knowledge from their course of study in the required internship, which satisfies this criterion's requirements, but the capstone appears to be more reflective, rather than requiring application. The final deliverable for the course appears to be a portfolio of past student work; while reviewers recognize the usefulness of this assignment, it does not appear to demonstrate a new synthesis or application of knowledge.</p>	<p>knowledge of public health competencies that they have acquired (see ERF: D12 HPRB 5900 prospective Essay assignment details, as well as the amended Capstone syllabus, D12 HPRB 5900 Capstone Syllabus-Spring 2022).</p>	
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D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		<p>The program ensures that opportunities are available in all 12 cross-cutting concepts and experiences through major coursework, experiential learning, and/or research experiences.</p> <p>The self-study presents a table that outlines the ways in which students gain exposure to the concepts and experiences for both majors. Undergraduate faculty also discussed most areas in detail during the site visit, which supplemented reviewers' understanding of how each concept is addressed. Faculty described in-class exercises, assignments, and coursework that allow students to explain and apply concepts within and across classes.</p> <p>For example, BSEH students are exposed to the advocacy for protection and promotion of the public's health through a budgeting assignment that requires reflection on and integration of global perspectives (developed and developing countries, food security, etc.). BSHP are exposed to advocacy through a service-learning project with a community partner and an associated critical reflection.</p>	Click here to enter text.	

D13 Worksheet

Cross-cutting Concepts & Experiences	Yes/CNV
1. Advocacy for protection & promotion of the public’s health at all levels of society	Yes
2. Community dynamics	Yes
3. Critical thinking & creativity	Yes
4. Cultural contexts in which public health professionals work	Yes
5. Ethical decision making as related to self & society	Yes
6. Independent work & a personal work ethic	Yes
7. Networking	Yes
8. Organizational dynamics	Yes
9. Professionalism	Yes
10. Research methods	Yes
11. Systems thinking	Yes
12. Teamwork & leadership	Yes

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		MPH students, including dual degree students, must successfully complete a 44-credit hour program to earn the degree. One credit is equal to 50 minutes of classroom/contact time. Most courses as UGA are 3-credit hours and require 150 classroom/contact minutes each week.	Click here to enter text.	

D15. DRPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
DrPH requires at least 36 semester-credits of post-master’s coursework or equivalent		DrPH students must successfully complete a 57-credit hour program to earn the degree.	Click here to enter text.	
Defines credits appropriately—e.g., credit for thesis writing or independent internship hours not included in 36		One credit is equal to 50 minutes of classroom/contact time. Most courses as UGA are 3-credit hours and require 150 classroom/contact minutes each week.		

D16. BACHELOR’S DEGREE PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Required credit hours commensurate with other similar degrees in institution		Consistent with university requirements, undergraduate students must successfully complete a minimum of 120 credit hours to earn the bachelor’s degree. One credit is equal to 50 minutes of classroom/contact time. Most courses as UGA are 3-credit hours and require 150 classroom/contact minutes each week. The college adheres to the university’s defined policies and procedures for acceptance of coursework completed at other institutions, including community colleges. The university requires official transcripts from all colleges attended and all transferrable credits are applied to the student’s minimum transfer GPA and hour requirements.	Click here to enter text.	
Clear, public policies on coursework taken elsewhere, including at community colleges				

		Colleges and universities within the 28-school University System of Georgia use a transfer equivalency search system to simplify the process for identifying course equivalency and applying the appropriate credits toward UGA requirements.		
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D17. ACADEMIC PUBLIC HEALTH MASTER’S DEGREES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		<p>The college offers an MS in environmental health and, in 2020, it began offering an MS in epidemiology and biostatistics with three areas of emphasis: biostatistics; data analysis and modeling; and epidemiology. This degree was created via a restructuring of the previously existing MS in biostatistics degree.</p> <p>Students who enter without previous public health credentials must take PBHL 7100: Introduction to Public Health. Upon review of the syllabus and assignment descriptions, reviewers determined that the course provides an appropriate depth of instruction and assessment of the 12 foundational learning objectives. The D17 worksheet presents reviewers’ findings.</p> <p>The college defines five concentration competencies for its MS in environmental health. In addition to coursework in environmental health, students are required to take coursework in biochemistry; molecular biology; and biostatistics. Reviewers found sufficient evidence that</p>	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level				
Assesses all students at least once on their ability to demonstrate each concentration competency				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework				

Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course		students are didactically prepared and assessed in each competency. For example, to assess students' ability to utilize computer, communication, and presentation skills to effectively analyze and communicate environmental health data to the public, students prepare and present final research results to faculty and the general public for an advanced topics in environmental health seminar course.		
Students produce an appropriately rigorous discovery-based paper or project at or near end of program		students are didactically prepared and assessed in each competency. For example, to assess students' ability to utilize computer, communication, and presentation skills to effectively analyze and communicate environmental health data to the public, students prepare and present final research results to faculty and the general public for an advanced topics in environmental health seminar course.		
Students have opportunities to engage in research at level appropriate to program's objectives		<p>The college defines five concentration competencies for its MS in epidemiology and biostatistics that students achieve regardless of emphasis area. It defines an additional four competencies for the biostatistics emphasis area and an additional two for both its data analysis and modeling emphasis area and its epidemiology emphasis area. Students focusing in biostatistics take additional courses in probability distribution and statistical inference; students focusing in epidemiology take additional courses in epidemiology; and students focusing in data analysis and modeling data take additional courses in coding in R, biostatistical consulting, and linear and generalized linear models. Reviewers found sufficient evidence that students are didactically prepared and assessed in all competency areas.</p> <p>All MS degree students take a minimum of nine credits of coursework that address scientific and analytical approaches to population health. They also complete a master's research course and a master's thesis. The thesis is a work of original research or scholarship that demonstrates the student's ability to understand and critically evaluate the literature of the field. It reflects the student's mastery of research methods and shows that the student can address a major problem, arrive at successful</p>		

		<p>conclusions, and document the results. The student conducts the thesis under the mentorship of the chair of the student's master's advisory committee. A final oral defense is required of all candidates.</p> <p>The electronic resource file includes nine student thesis samples. Each thesis exhibits the quality and rigor expected of an MS candidate. For example, one student conducted research related to the prevalence and location of two bacteria in households. Another analyzed evidence-based falls prevention data with significant missing information using variable selection after multiple imputation.</p> <p>Students have multiple opportunities to engage in research outside of their official requirements. The MS in biostatistics student who met with site visitors stated that faculty are always available and open to working with students.</p>		
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D17-1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

D17-2 Worksheet

MS Epidemiology and Biostatistics, All Concentrations Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Demonstrate a command of core epidemiological and biostatistical approaches and techniques	Yes	Yes
2. Critically review and assess the primary public health and biomedical literature	Yes	Yes
3. Communicate effectively with stakeholders in public health and biomedical research	Yes	Yes
4. Demonstrate ethical research practices as pertains to data collection, data management, analysis, and interpretation	Yes	Yes
5. Demonstrate ability to use computational approaches in the analysis of public health data	Yes	Yes

MS Epidemiology and Biostatistics, Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critically review the statistical content of the public health and biomedical literature	Yes	Yes
2. Consult with investigators in public health and biomedicine on the design of clinical trials, case-control studies, public health surveys, and other experimental and observational studies	Yes	Yes
3. Demonstrate a command of the theoretical underpinnings of core biostatistical methods	Yes	Yes
4. Critically evaluate and apply extant and new statistical methods	Yes	Yes

MS Epidemiology and Biostatistics, Data Analysis and Modeling Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Demonstrate a proficiency in writing computer code	Yes	Yes
2. Demonstrate ability to apply sophisticated analysis methods to public health data	Yes	Yes

MS Epidemiology and Biostatistics, Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Evaluate surveillance programs, participate in an outbreak investigation, and design a valid survey instrument	Yes	Yes
2. Demonstrate ability to design cohort and case-control studies to address a public health question, and appropriately analyze the resulting data	Yes	Yes

MS Environmental Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Exhibit a strong foundation in the natural and physical sciences	Yes	Yes
2. Use strong computer, communication, and presentation skills, so to effectively analyze and communicate environmental health data to the public and their peers through written and oral communication methods	Yes	Yes
3. Demonstrate skills in core areas of public and environmental health principles, epidemiology, and biostatistics	Yes	Yes
4. Employ in-depth knowledge in at least one technical area in environmental health	Yes	Yes
5. Conduct original research in environmental health science, involving data collection, analysis, and interpretation	Yes	Yes

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The college offers a PhD in environmental health science; a PhD in health promotion and behavior; and, like the MS degree, a PhD in epidemiology and biostatistics with three areas of emphasis, biostatistics; data analysis and modeling; and epidemiology.	To address appropriate competency attainment for PhD EPID-BIOS students in all areas of emphasis, EPID 7800 was amended to include assessed activities on communicating to lay audiences (see ERF: D18 EPID 7800	The Council appreciates the college’s response to the site visit team’s report and agrees that the college demonstrates compliance with this criterion. Therefore, based on the totality of the evidence, the Council acted to change the team’s
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				

Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level		Students entering without a significant public health background take the same introduction to public health course as MS students. Reviewers validated that all 12 foundational learning objectives are covered and assessed.	Fundamentals of Public Health Ethics Syllabus-2022 and D18 EPID 7800 Lay Summary assignments).	finding of partially met to a finding of met.
Assesses all students at least once on their ability to demonstrate each concentration competency		The college defines six competencies for its PhD in environmental health science and seven competencies for its PhD in health promotion and behavior. It defines five competencies for its PhD in epidemiology and biostatistics that students achieve regardless of emphasis area and four additional competencies for each area of emphasis. All competencies are written at a level appropriate for doctoral students.		
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework		All students take courses that address scientific and analytical approaches to population health. All PhD in epidemiology and biostatistics students take 12 credit hours of coursework in regression and ANOVA, longitudinal data analysis, linear models, cohort study design, and case-control study design. In addition to advanced topics in environmental health, environmental health students take three-credit hours in advanced statistics and a one-credit hour seminar in environmental health research. Health promotion and behavior students take six-credit hours of research methods and courses on theory and research in health behavior, intervention and evaluation, and critique of literature.		
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately advanced research project at or near end of program				
Students have opportunities to engage in research at appropriate level				
Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study		The advanced research project for each degree program is a dissertation that is completed under guidance of a dissertation director/advisor and a committee of four members. The advisor is typically a faculty member whose research aligns with that of the students chosen area of		

		<p>emphasis. Committee composition varies slightly among the degrees but, in each case, three of the four members must approve the dissertation. After college review, dissertations must be forwarded to the Graduate College for final approval.</p> <p>The electronic resource file included 14 examples of dissertations that reflect work that is of appropriate rigor and quality for a doctoral candidate. For example, one dissertation focused on disparities in tuberculosis incidence and treatment outcomes in rural and urban settings in Zambia. Another focused on the impacts of biotic and abiotic stressors on the microbial communities of stony corals and reef water in the Florida Keys.</p> <p>There were two PhD students present during the site visit, both of whom were satisfied with their experience in the program and complimentary of the research opportunities available to them. One student said that she is the recipient of a grant that she is using to do research on lead contamination.</p> <p>The concern relates to the assessment opportunity mapped to competency 5 in the PhD in epidemiology and biostatistics, for all areas of emphasis. The competency statement requires students to communicate effectively with lay audiences; however, the student-led discussion mapped to EPID 7800: Fundamentals of Public Health Ethics is geared toward an academic audience.</p>		
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D18-1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

D18-2 Worksheet

PhD Epidemiology and Biostatistics, all areas of emphasis Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Improve the quality of public health and biomedical investigations through the use of sound study design and the appropriate application of state-of-the-art modeling, data analysis and biostatistical methods	Yes	Yes
2. Train epidemiologists, data scientists and biostatisticians to respond to future challenges in public health, to educate future generations of students in the field, and to provide service to the community	Yes	Yes
3. Evaluate and synthesize primary research literature to appraise the state of knowledge in an area of public health	Yes	Yes
4. Demonstrate and practice ethical research as it pertains to all aspects of data collection, management, analysis, and interpretation. This includes ethical and legal principles as they pertain to the collection, maintenance, use, and dissemination of data	Yes	Yes
5. Communicate effectively with lay audiences, with investigators in public health and other biomedical researchers	Yes	Yes

PhD Epidemiology and Biostatistics, Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Evaluate and critique core biostatistical methods including their large- and small-sample inferential properties, computational algorithms, and their strengths and limitations	Yes	Yes
2. Demonstrate proficiency in the theoretical foundations of biostatistics including probability theory and statistical inference	Yes	Yes
3. Work independently as a collaborator with researchers in public health and biomedicine on all aspects of study design including power analysis, on appropriate use and implementation of state-of-the-art biostatistical methods, and publishing results	Yes	Yes
4. Critically review the statistical and biostatistical literature on new and innovative methods with applications in public health and biomedicine	Yes	Yes

PhD Epidemiology and Biostatistics, Data Analysis and Modeling Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze epidemiologic data using valid statistical or mathematical methods to draw appropriate inferences from the results	Yes	Yes
2. Collect, organize, and manage data to ensure data integrity	Yes	Yes
3. Define meaningful data analysis questions and assess the feasibility of answering these questions with the available data	Yes	Yes
4. Efficiently implement and perform modern data analyses and communicate results to a variety of stakeholders	Yes	Yes

PhD Epidemiology and Biostatistics, Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Choose valid observational or interventional study designs, data sources, and analytic methods to answer epidemiological questions	Yes	Yes
2. Apply key sources of epidemiologic data to inform programmatic and research activities	Yes	Yes
3. Lead and manage a research team to conduct an epidemiologic study	Yes	Yes
4. Articulate research questions in epidemiology that address critical problems in public health	Yes	Yes

PhD Health Promotion and Behavior Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze and interpret research results and epidemiological data to identify research questions, knowledge gaps, and methodological shortcomings that if addressed, hold potential for advancing our understanding of public health problems	Yes	Yes
2. Design research studies based on theories of behavior and social change that address important empirical questions related to health behavior, disease, and injury prevention	Yes	Yes
3. Utilize appropriate research designs, data collection strategies, and quantitative and qualitative analytic methods to conduct research on health behavior and disease and injury prevention	Yes	Yes
4. Choose appropriate scholarly communication channels to share research results, disseminate evidence-based strategies and approaches, and otherwise share in the critical exchange of ideas and solutions pertinent to health behavior and disease and injury prevention	Yes	Yes
5. Collaborate with other public health researchers and professionals through team-based project work or through processes of peer review and feedback	Yes	Yes
6. Integrate principles of good ethical practice and cultural sensitivity in all aspects of research, teaching, and professional practice.	Yes	Yes
7. Prepare research proposals that are guided by behavioral theory and include appropriate research methodology	Yes	Yes

D19. ALL REMAINING DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		Graduate students enrolled in the Master of Health Administration (MHA) degree program who do not hold a bachelor's or master's degree in public health are required to take the three-credit PBHL 7100: Fundamentals of Public Health course as a part of their prerequisite coursework.	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		Site visitors were able to validate that all non-public health students are prepared and assessed in the 12 foundational public health knowledge objectives.		

D19 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

D20. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar &		The college has a highly qualified faculty complement for its degree programs based on the 58 primary instructional	Click here to enter text.	

qualified by the totality of their education & experience		faculty (PIF) and 12 non-PIF. Forty-seven are tenured or tenure-track.		
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		<p>Faculty have appropriate education and experience for their instructional, research, and service duties. Faculty hold degrees in relevant disciplines, including medicine, bioinformatics, economics, epidemiology, public administration, signal/geospatial intelligence, health education and promotion, toxicology, food science, chemistry, biology, and psychology.</p> <p>Of the PIF, nearly all possess doctoral degrees (PhD, MS, ScD, EdD, DrPH). Of the three PIF who do not possess a doctoral degree, all hold master's degrees relevant to the subjects they teach (MPA, MPS, MA).</p> <p>In addition, all 12 non-PIF possess doctoral degrees (PhD, DrPH, JD) in fields such as health services and health policy. Five also have administrative or technical employment outside of academia.</p> <p>During the site visit, students across degree programs were complimentary of the faculty and their expertise in the areas in which they teach.</p>		

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have		College faculty have professional experience in settings outside of academia. At least five non-PIF are currently practitioners in the field: four hold senior positions at non-	Click here to enter text.	

demonstrated competence in public health practice		<p>profit or community-based organizations and one is a health scientist at the CDC. Faculty with medical degrees integrate their medical training, and other clinical faculty incorporate administrative and clinical expertise into their research, teaching, and service. For example, two physicians currently teach courses on gerontology.</p> <p>During the site visit, one faculty member discussed how he incorporates his previous experience into his course on screening and prevention. He utilizes real-world evidence summaries and PowerPoints previously presented in the field to supplement his teaching.</p> <p>The self-study includes a list of recent guest lecturers. For example, a representative from Wellstar Medical Group provided a lecture to MPH students on the ways in which healthcare administrators and epidemiologists worked together during the COVID-19 pandemic. Two guest lecturers presented on data science and artificial intelligence at the CDC.</p> <p>Courtesy or special track appointments are provided across all departments. For example, the state mental health director teaches a graduate-level disaster mental health course. The Health Policy and Management Department also offers several practitioner appointments throughout the year. There are courtesy track appointments offered to practitioners from EPA and CDC to teach a course in environmental health and at the undergraduate level.</p>		
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>The college has several mechanisms in place to assess faculty currency in both content and methods. The primary mechanism is the annual review process, which is conducted by the chair at the departmental level for all full and part-time faculty. The chair meets with each faculty member within two months of the beginning of the academic year. Faculty provide assessments of their credit hour generation, end- and mid-course evaluations, the results of peer or other observations, and awards. The result of this evaluation may include alteration of course assignments, changes in credit hour generation, and suggestions for improvements in teaching methods.</p> <p>The college also annually reviews courses through the Curriculum and Academic Programs Committee. This review extends to new and revised courses as well as existing courses. Faculty in the departments and their chairs also review existing courses throughout the year. In addition, the core courses for all degree programs are reviewed to assure that they address the competencies assigned to them. The review of faculty extends to all PIF and non-PIF whether full or part-time.</p> <p>Every course is evaluated at its conclusion before the final grade is posted. Students have two weeks to complete and return their evaluations. Students are also sent email reminders. The content of the evaluation is both quantitative and qualitative, the latter through open-</p>	<p>Click here to enter text.</p>	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

		<p>ended questions. Each faculty member receives his or her evaluation results after the end of the term and chairs receive all evaluations for departmental faculty.</p> <p>The process for faculty advancement is coordinated by the senior associate dean for research and faculty affairs and is outlined in the college's Promotion and Tenure Handbook. There are specific criteria related to instruction, research, and service for appointment and promotion to each academic rank for both tenure-track and clinical faculty.</p> <p>The college and the university provide several means for continuous improvement of instruction. For example, the college recognizes a need to maintain rigor of and update teaching methods for both face-to-face courses and expand the use of virtual courses. Though the Center for Teaching and Learning, faculty have access to courses and modules to address the issue of virtual instruction and the new technologies associated with it. In addition, the university offers fellowships to faculty on various topics. Sixteen college faculty have received these fellowships. Finally, the Center also provides support for course evaluations, peer evaluations, and in-class teaching observations.</p> <p>A second college-based approach to online instruction occurs through the Office of Online Learning. In addition to support with technology and course reviews, the Office provides a Virtual Learning Community for individual and group sessions with faculty. This was especially important during the rapid shift in courses as the pandemic altered instruction.</p>		
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		<p>Finally, the Office of the Provost provides financial support to faculty. This includes grants for course materials and faculty support to initiate a new course. Two college faculty have taken advantage of this program.</p> <p>The college has chosen three meaningful indicators that relate to instructional quality: faculty currency; student satisfaction with instructional quality; and courses that integrate service learning.</p> <p>As noted above, a primary mechanism for assessing faculty currency is the annual faculty evaluation. This evaluation looks back at the faculty member's past year's work and makes recommendations and sets expectations for the coming year. This information is used in an overall process of review which occurs at the department, college, and university levels.</p> <p>Beyond course evaluations, the college also conducted a student course satisfaction survey as part of the strategic planning process. The results of this survey indicate strong satisfaction with the quality of instruction across all the college's degree programs. The percent of students who were very satisfied or somewhat satisfied for each degree program was 97% for the BS, 98% for the MPH, 100% for the DrPH, and 90% for the PhD students. The college also administered an alumni survey in 2021 that produced similar results for each degree. In this survey, there is high satisfaction with the overall quality of instruction, class size, responsiveness of instructors, faculty advisor accessibility and availability, and mentoring. Beyond this data, ongoing contact sessions with students occur through the departments and college. Based on this information, the college is developing a dashboard that</p>		
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		<p>will be available to faculty, administrators, and the dean and a formal structure for mid-term course evaluations.</p> <p>The final indicator involves the integration of service learning in the curriculum. The college is increasing service learning to expose students to the community and increase their participation in local, national, and international settings. The college also wishes to increase its standing as a global leader in academics and policy. The college began this process by surveying existing service learning in the college and is using this information to promote opportunities.</p>		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>The college has clear expectations for research and scholarly activity that are consistent with the mission of the college and the university. The college encourages innovative and interdisciplinary efforts in research and engaged scholarship through its 12 research working groups. College faculty conduct research in areas such as maternal and child health; infectious disease; community-based obesity prevention; health policy; telehealth; HIV/AIDS; substance use; social technologies; and gerontology.</p> <p>Faculty are expected to seek external funding for their work and publish their work in peer reviewed journals. Administrative support is provided at both the university and college level. The college's Office of Research and</p>	<p>Click here to enter text.</p>	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>Faculty Affairs connects faculty to resources and support services.</p> <p>Faculty receive feedback on the extent to which they are conducting adequate research in the annual review. Tenure-track assistant professors also receive feedback during the third-year review.</p> <p>Research expectations are stated separately for junior faculty and senior faculty. Assistant professors must show an independent line of research, acquire external funding through one or more sources, have at least two to three peer reviewed publications per year, and make 12 to 15 presentations by the time of review for associate professor.</p> <p>At the associate professor and professor level, faculty must have a leadership role in external funding, one or more of which must be at the level of an RO1. They must also develop a thematic area of research with publications in the highest quality journals and have presentations at local, state, national, and international settings.</p> <p>Clinical faculty typically do not have research requirements. For those who do, scholarship is documented based on research, grant awards, participation in fellows or scholar programs, and participation in certification programs.</p> <p>The self-study indicates that over 75% of faculty submitted research grants over the three-year period from 2019-2021 and annual research funding ranged from \$13.9 million to \$16.3 million over the same period. This</p>		
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		<p>information suggests an active research program among faculty.</p> <p>There are several forms of support for scholarly activity from the college. The Office of Research and Faculty Affairs is the primary source of support, helping with financial administration (pre- and post-award), proposal preparation, and budget administration and compliance. The Business Office oversees day-to-day financial operations. The college also offers funding for pilot projects, and nine faculty members have been able to use this program over the past three years. The college has also formed 12 research working groups focused on inter-multi-, and trans-disciplinary research collaborations. Finally, the college has created a mentorship program for all faculty that is primarily concerned with the development of junior faculty. This program provides both a primary mentor and a meta-mentor to assist in the development of teaching, research, and service. The university also provides support services in the areas of computing, library services, technology services, business support, and additional grant related funding.</p> <p>The self-study document outlines examples of faculty scholarship and ways in which faculty incorporate their work into instruction. For example, one faculty member conducts research on water quality including water, sanitation, and health themes. In her microbiology courses, undergraduate students compare fecal indicators of water quality among Athens surface waters. In her graduate microbiology course, students develop a research project involving local water quality issues.</p>		
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		<p>Another faculty member specializes in school-based research in collaboration with Local School Governance Teams to provide guidance on addressing local issues, such as food insecurity and housing. She structures her research design and methods course so that students can use needs assessments to develop literature reviews as the basis for evidence-based programs.</p> <p>Students also have opportunities to collaborate with faculty on research projects. For example, a faculty member uses software that he created so that students can apply apps and simulation models to better understand infectious disease control. In addition, in another of his courses, students complete a semester-long research project that closely aligns with his work on infectious disease epidemiology.</p> <p>One faculty member has students using information from her National Institute of Justice study to develop a virtual case simulation for religious leaders working with Korean immigrant communities to prevent intimate partner violence. Students have used this experience as the basis for enrolling in advanced degrees at two other universities. Another student is using this approach as the basis for her capstone project.</p> <p>Students present during the site visit discussed their diverse array of involvement in faculty research projects. One student stated that faculty are open to allowing students to shadow in labs and discussing ways to get involved with research.</p> <p>The college has chosen indicators of research and scholarly activity: 1) percent of faculty submitting external</p>		
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		grants as PI; 2) amount of external funding; and 3) number of publications in high-impact journals, measured two different ways. These indicators provide measures of research potential through submissions and research outcomes in award funding and publications. Although the college has not yet met its targets, nearly all show growth over recent years.		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		<p>The college defines the expectation that all faculty are expected to engage in extramural service above and beyond research and instruction. Five percent of all tenured and tenure-track faculty FTE is allocated for service efforts. These activities are viewed as separate from service to the college or the university through committees or other participation.</p> <p>Service activities are part of the evaluation of faculty members in their progression toward tenure and promotion. Support for extramural service is provided at the university and college levels.</p> <p>At the university level, the Office of Service-Learning provides Faculty Service-Learning Grants for faculty to apply toward service-learning implemented in their coursework. Six college faculty have received a grant in the last four years. The office also provides Faculty Service-Learning Fellowships, which offer year-long opportunities for faculty to learn best practices in service</p>	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means				

		<p>learning and community engagement. Last year, two college faculty participated in this program. Finally, the Office of Governmental Relations offers National Service and Engagement Faculty Travel Grants, which allow faculty to serve as subject matter experts abroad.</p> <p>At the college level, the Community Outreach, Engagement, and Equity Advisory Committee provides annual grant opportunities to fund community collaborative projects between faculty-led teams of graduate students and community agencies. In addition, the Health Equity Fellows Program provides \$1,000 stipends to students to work with a faculty member to create a plan to address a health disparity within an identified city in the State of Georgia.</p> <p>The self-study describes examples of faculty extramural service activities and how they integrate experiences into instruction. For example, one faculty member provides extramural service through her participation with the Georgia Gerontological Society Board. Recently she assisted them with the planning of its statewide conference. She incorporates service learning into her foundations of aging course through which students create public service announcements to produce awareness campaigns covering topics related to problems in aging populations.</p> <p>Another faculty member works with the Georgia District 10 Department of Public Health to create health communication messages, most recently regarding the pandemic and vaccine-related materials. She serves as the liaison between the department and the college for pandemic related issues such as testing, contact tracing,</p>		
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		<p>and isolation. Both undergraduate and graduate students are integrated into these efforts to produce messaging through service and experiential learning projects.</p> <p>Students are also involved directly in faculty extramural service. For example, students are involved in the faculty-directed Uganda Global Health Program. This project allows faculty in the Global Health Institute to engage students in a new study abroad program which pairs students with community-based Ugandan organizations to address HIV and AIDS issues.</p> <p>Students during the site visit discussed their exposure to faculty service, including their involvement in the Athens Wellbeing Project and service-learning activities integrated into a health promotion course. While students said that there are opportunities to get involved, they also agreed that the student demand is higher than the current supply of opportunities.</p> <p>The college chose three service-related indicators to measure success: 1) external practice and advocacy group activity; 2) educational outreach; and 3) content matter expert activity. Over the period from 2018 to 2020, each indicator has shown substantial increase. This increase results in part from the fact that the college's strategic plan has a clear focus and goals related to service.</p>		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The college has formal structures for constituent input, including the Dean's Advisory Board; College of Public Health Alumni Board; Practice Advisory Council; and Community Outreach, Engagement, and Equity Advisory Board.	The College recognizes the need for improved strategies in obtaining both alumni perceptions as well as employer feedback on competency performance and professionalism. In Spring 2022, we asked the CPH Alumni Board to provide feedback on best practices for obtaining employer feedback. Based on this feedback, the College has developed and are in the early stages of implementing a plan to conduct structured interviews with employers of recent graduates.	The Council appreciates the college's response to the site visit team's report and looks forward to reviewing data collected as part of the college's updated methodologies.
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 		The Dean's Advisory Board is an external board of leaders that advises the dean on matters relating to strategic planning and advancement and contributes to the overall mission, vision, values, and goals of the college. The six-person board includes senior executives from hospitals, public health organizations, and educational systems.	To date, the College developed the survey instrument, recruited a student assistant, and has begun collecting employer information from Alumni who graduated within the past 5-years.	
Defines methods designed to provide useful information & regularly examines methods		The Community Outreach, Engagement, and Equity Advisory Board was formed in May 2021 and comprises members of local and state government agencies and educational settings. The group assists the assistant dean for outreach, engagement, and equity in understanding community needs in Georgia, promotes the college as a hub for technical assistance, and selects students for the Health Equity Fellows and Student Diversity, Equity, and Inclusion grant programs. It also plans the annual State of the Public's Health Conference. The advisory board is also an integral part of the ongoing assessment of changing practice and research needs. Each member of the group offers a unique perspective from communities across the state.	In April 2022, the College will conduct the first interviews, with the intention of analyzing the data by May 2022.	
Regularly reviews findings from constituent feedback				

		<p>The College of Public Health Alumni Board seeks to support the Office of Development and Alumni Relations by fostering connections among college alumni. The board currently comprises three CDC employees and two founders of non-profit organizations. This alumni board demonstrates the college's efforts to re-connect with alumni, keep them engaged and involved with the college as guest speakers and mentors to current students. Alumni present during the site visit said that they are receptive to being involved because faculty are still responsive and helpful to them in their post-graduate careers.</p> <p>Given that it is a group of community site preceptors, membership in the Practice Advisory Council rotates annually and is largely dependent on agencies who have hosted students in the current year. The Office of Academic Affairs hosts a fall and spring semester advisory council meeting that focus on critical skills necessary for graduates and approaches the college can take to better integrate those skills into its academic programming and training.</p> <p>In 2019 the college conducted in-depth interviews with key external partners to gather input on the guiding statements, future directions for the curriculum, and skills that are needed in the workforce. Overlapping with this effort, the college began strategic planning for 2020-2025 and surveyed current students, alumni, and faculty to collect feedback. The new mission, vision, and values helped to shape strategic goals, tactics, and metrics for evaluating its goals.</p>	<p>These activities are led by the Coordinator of Evaluation and are scheduled in the College's Evaluation Plan, to take place annually.</p>	
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		<p>The college convened a Self-Study Committee in 2019 to establish a workflow process for developing the self-study document. Committee members included representatives from each department and institute, the communication office, practice coordinator, director of graduate education, and student representatives. The preliminary document was distributed to the Dean’s Advisory Board, Practice Advisory Board, CPH Alumni Board, and Community Advisory Board. Faculty and staff were also asked to offer comments and suggestions. Feedback was solicited through faculty meetings and all responses were integrated into the final self-study. Stakeholders present at the site visit had received a copy of the self-study and some stated that they had provided feedback to the college.</p> <p>The concern relates to the college’s process for assessing employers’ perspectives of graduates’ ability to perform competencies in a work setting. The methods listed in the self-study document include an Alumni Survey and a survey of external public health stakeholders that does not include specific questions about alumni performance of competencies in a work setting. The college indicated this as a point of weakness, and faculty and staff are currently assessing ways to streamline this process and find more meaningful ways of gathering this information.</p>		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		Students have access to community and professional service opportunities. All students receive an introduction to service at orientation, which includes information about how to get involved in the Public Health Association and other student organizations, presentations of faculty work and service projects students can become involved in, and information about service-learning courses.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		The college indicated that, while there are numerous opportunities for students to engage in service, the opportunities could be more effectively communicated to students. The Strategic Plan features a goal specific to the Communications Office's endeavors to expand communication for CPH service opportunities. When asked during the site visit, students said they utilize the weekly CPH Monday Morning Newsletter to locate volunteer opportunities.		
		The college awards grants for student-led outreach projects addressing health disparities in the Athens-Clarke County community. Applicants are encouraged to work in small groups from interdisciplinary fields to facilitate the conduct of a research project or community service venture that addresses a public health problem that underrepresented or otherwise marginalized or underserved local communities confront. Students can be awarded up to \$1,000. Past projects have addressed homelessness, hand hygiene reinforcement, stress in		

		<p>postpartum African American women, utilization of Medicaid in communities of need, and lead contamination in public schools.</p> <p>The college supports student attendance at national and international conferences. It has a competitive funding pool that provides travel funds to students presenting at such conferences. Students are also invited to attend the annual State of the Public’s Health Conference to network with public health professionals across the state.</p> <p>The CPH Health Equity Hub was created in spring 2021 and serves as a dedicated working group for service, research, and faculty-student mentorship in the college. The college supports Health Equity Fellows to work directly with local government officials in Georgia communities of need and carry out projects to address health disparities. Fellowship applications are solicited across the college and are open to both graduate and undergraduate students. Fellows receive a \$1,000 stipend from the college to support them in developing products that will benefit community stakeholders.</p> <p>The Public Health Association (PHA) is a student organization that encourages the exploration of public health issues through discussions, service activities, and meaningful interactions among students within the college. In fall 2020, PHA launched a health equity fundraiser to raise funds for the National Medical Association, which works to support Black healthcare workers and reduce health disparities within public health. PHA also directs students to resources to register to vote and organizes guest speakers and career panels for networking and professional guidance. Currently there</p>		
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		<p>are approximately 57 members who regularly attend events and meetings.</p> <p>The self-study document includes examples of recent community and professional service activities students have participated in. For example, in response to the COVID-19 pandemic, the college hosted a 48-hour hackathon. Led by a team of 10 faculty members, more than 90 public health students crafted infographics, data visualizations, policy briefs, and even Tik Toks to support communities with useful, evidence-based information on COVID-19. Examples included how to talk to kids about the coronavirus, how to tell the difference between allergies and COVID-19 symptoms, and the possible impact of shelter-in-place policies on the homeless and domestic violence victims.</p> <p>A service-learning course, GLOB 3200: Global Health and Food and the Links Among Food, Culture, and Disease, requires students to complete volunteer hours with Athens-area community organizations addressing food insecurity. Currently, students in this course are collaborating with an organization that addresses food justice. Projects allowed undergraduates to be involved in planning and fundraising to begin a farm-to-neighborhood mobile farmer's market.</p>		
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F3. ASSESSMENT OF THE COMMUNITY’S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Periodically assesses, formally and/or informally, the professional development needs of individuals in priority community or communities		<p>The college defines several professional communities of interest, including public health professionals across the state of Georgia, many of whom are employed by the state, district, and local Georgia Department of Health; clinicians, ranging from primary care to pharmacists to behavioral health specialists to leaders of non-profit community agencies; and elected officials and policy makers.</p> <p>The Public Health Leadership Academy (PHLA) is one of the cornerstone professional development programs in the college. It seeks <i>“to increase the capacity of leaders to transcend boundaries, work collaboratively, and transform their communities to create a culture of health and improve the health of all Georgians.”</i> Participants include business, non-profit, and public leaders; professionals from a variety of sectors including health, social work, psychology, ministry, and education; and other community-based entities that have an impact on public health issues.</p> <p>The college surveys each cohort of the PHLA to collect data on professional development needs and opportunities among participants. Recent findings indicated a need for education on the relationships between policies and public health challenges, how to access and use data to influence program and policy development, how to assess factors that influence specific public health issues, and how to</p>		

		<p>engage community partners in addressing the social determinants of health.</p> <p>The college also collaborates with the Emory University Rollins School of Public Health’s Region IV Public Health Training Center. This partnership allows the college access to workforce needs assessment data. The college uses this data to gauge training needs of the public health workforce in this area to deliver a skill-based and interactive Leadership Institute.</p> <p>The college conducts a survey with the participants of the annual State of the Public’s Health Conference, typically around 350 participants, to assess their professional development needs. Participants represent a variety of professionals from county health departments, Georgia Department of Health, other state-level government agencies, and the state’s nonprofit and philanthropic communities. In 2020, the college migrated the conference to a virtual platform, which doubled its attendance to nearly 600 individuals. When asked during the site visit about future plans for this event, faculty and staff said that they hope to host the event both in-person and virtually going forward.</p> <p>Community stakeholders present during the site visit said that college faculty are great at collaborating with local health departments and have provided much needed resources and assistance. Another stated that the college is “very much connected with the community.” One stakeholder said that she always feels like she can reach out to the college for help addressing professional development and other needs and, in the past, if college</p>		
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		faculty could not help, they directed her to someone who could.		
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F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		<p>The college utilizes evaluation results from the State of the Public's Health Conference and the Public Health Leadership Academy to guide the development of subsequent year's conference activities and the trajectory of the PHLA.</p> <p>Through its partnership with Emory University's Region IV Public Health Training Center, CPH holds an annual leadership training for all Tier 2 public health workers in the Southeast region. The Leadership Institute provides instruction on using both distance-based and in-person modalities and the curriculum focuses on adaptive leadership.</p> <p>The Institute for Disaster Management provides ongoing technical assistance to state and federal partners in disaster response and preparation for natural and man-made disasters. Environmental health faculty also provide technical assistance for local government and other public partners in the measurement of COVID-19 viral load in the community and in using infrared technology for sanitizing public spaces.</p> <p>In August 2020, CPH's Athens Wellbeing Project and the Athens Area Community Foundation partnered to deliver</p>	Click here to enter text.	

		<p><i>Trauma 101 Training</i>, which centered around issues of trauma and resilience. More than 460 health and social services providers, clinicians, and other interested individuals participated.</p> <p>Faculty, hosted by Piedmont Athens Regional Medical Center, conduct and facilitate the <i>Annual Primary Care Conference: Hot Topics in Primary Care</i>. The sessions are offered to primary care providers across the state and typically average around 150 participants.</p> <p>Faculty in the Institute of Gerontology host presentations for healthcare providers in Georgia and across the world each year. Over the last three years, they have delivered 15 Committee on Publishing Ethics (COPE) approved presentations for 9,375 healthcare providers in the areas of lifespan neurological development and neurological disease prevention and treatment. The Institute has also provided training for the St. Mary's Geriatrics Residency Program. Faculty have delivered monthly trainings related to neurophysiological assessment, screening in primary care, and strategies for effective communication with persons with low health literacy due to neurological injury.</p> <p>When asked about the ways in which it provides professional development to the community, faculty present during the site visit discussed nearly all of the examples referenced above. Stakeholders present during the site visit agreed that the site visit is a vital resource to them, one adding "if I need something, I start with UGA."</p>		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		<p>The college defines priority populations for both students and faculty. It seeks to increase recruitment and retention of students who identify as Black or African American, Hispanic/Latino, residents of rural areas, first generation students, and older and nontraditional students. The college outlines its rationale for prioritizing each of these populations, most of which relate to addressing the disparities that exist in higher education access and attainment.</p> <p>The college seeks to recruit faculty that best reflect the populations of students and communities it serves, which includes faculty who identify as Black or African American, Hispanic/Latino, Native American or Alaskan Native, and Hawaiian or Pacific Islander. The college provides a faculty headcount for each underrepresented group that supports the need to prioritize these populations.</p> <p>The college has a set of five goals and strategies that are aligned with its strategic plan and guide its endeavors to recruit and retain priority populations. These goals reflect the college and university's commitment to increasing diversity in numbers as well as creating a culture which supports these individuals and makes them feel included in the academic and social activities of the college and the Athens community.</p>	<p>Click here to enter text.</p>	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

		<p>Each of the five strategic goals is associated with a unit goal and has one or two key performance indicators and annual targets. For example, one goal is to increase enrollment in priority groups, with performance indicators and targets for each degree. The college also defines a performance indicator and target for creating a culture of inclusion and equity.</p> <p>Another goal focuses on strengthening its role in health education in Georgia, especially for underserved groups. The college's performance on the goal is measured by the number of communities served by its educational initiatives, especially rural communities, with a target of 5% increase annually.</p> <p>Another goal focuses on the college's culture, with the aim of making it more supportive and inclusive through greater training and development. Performance is based on a requirement for all in the college to receive training in diversity and inclusion. A target is set for 80% to 100% participation in these activities annually.</p> <p>The university recently established the UGA Diversity and Inclusive Excellence Plan, a five-year roadmap to advance diversity and inclusion at UGA. The plan focuses on building an inclusive living and learning environment, recruiting and retaining a diverse workforce, and expanding partnerships and outreach to strengthen diverse communities. The college is beginning to develop a Diversity and Inclusion Excellence Plan that builds on the university's plan.</p> <p>The college's Diversity, Equity, and Inclusion Committee includes faculty, staff, and students and seeks to develop and advocate for policies and initiatives that would</p>		
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		<p>improve the diversity of the CPH community. All CPH departments also have established their own DEI committees and have identified priorities.</p> <p>To enhance its efforts to recruit underrepresented students, the college has partnerships with HBCU's and UGA feeder schools to promote interest in public health degrees. It has shifted to virtual information sessions and open houses to make them more accessible. It is also shifting to a more holistic application review process to better evaluate applicants. The college also has the Gateway Summer Bridge Program to support the transition of historically underrepresented populations.</p> <p>To recruit a more diverse faculty, the college is requiring all faculty serving on search committees to undergo training and making a more strident effort to intentionally identify strong candidates from diverse backgrounds.</p> <p>The college has taken several actions and strategies to create and maintain a culturally competent environment. It offers 23 courses with significant focus on cultural competence, some of which are required. These courses are offered at the undergraduate and the graduate levels within nearly all academic departments. There are plans to combine some of these courses into a certificate program in the social determinants of health.</p> <p>In addition, every course instructor is assessing their course syllabus to ensure that diversity, equity, and inclusion is reflected in each degree and concentration. This endeavor seeks to ensure that many dimensions of diversity are highlighted.</p>		
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		<p>In March 2021, the college distributed a climate survey to faculty, students, and staff. Although the survey was distributed widely, the response rates for each group was low. One set of questions addressed whether respondents felt heard by other students, faculty, student instructors, or staff members. A significant majority of students agreed, and undergraduate students uniformly felt more strongly this way relative to graduate students.</p> <p>Faculty, staff, and students were also asked a series of other questions, such as if they felt that the environment encourages diversity, if there were opportunities to learn about diversity and inclusion, if the college provides programs and/or courses to learn about diversity and inclusion, and if the materials used in class addressed diverse groups.</p> <p>Undergraduates uniformly had the most positive responses with 73-91% saying they agreed or strongly agreed with each statement. Graduate student perceptions were more mixed. For example, 53% of students agreed that they felt a strong sense of acceptance and belonging in the college, while 70% said they felt heard by faculty instructors. Faculty and staff responses were similarly mixed, with 80% saying they agreed that the college provides opportunities to learn about diversity and inclusion and 62% saying they feel the environment encourages an appreciation for diversity. The college states that it is working to address the areas that need improvement.</p> <p>The college presents data that shows the progress that it has made toward the goals. For example, the college has tracked the changes in underrepresented student</p>		
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		<p>enrollment in undergraduate and graduate student populations from 2016-17 through 2020-21. These data indicate growth in the number of Black or African American undergraduates. The number of students identifying and Hispanic and those over 25 have remained stagnant. Regarding graduate students, the college has seen an increase in the number of Black or African American students and the number of female students over 25. All other groups have remained the same.</p> <p>The college has experienced growth in the number of first-generation MPH and DrPH students and the number of rural DrPH students.</p> <p>The college acknowledges that the cost of education is often a barrier for enrollment, particularly with underrepresented students. The college acknowledges this issue and is seeking ways to provide more assistantships for students.</p> <p>The college has not had success in increasing the numbers of underrepresented faculty members. It attributes this to a pool of applicants that lacks diversity. To address this problem, the college is requiring that all search committee members participate in the university's search committee training program. The hope is that this training will help to generate strategies for increasing the applicant pool.</p>		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students have ready access to advisors from the time of enrollment		All students have access to advisors throughout the program, beginning at the time of enrollment. Undergraduate students receive a college-level advisor once they officially declare the major. Students are required to meet with their advisors at least once per semester and cannot register for classes until this requirement is met. Advisors utilize scheduling and tracking software to log advising session notes and track student degree progress. Students also use this software to track their academic progress.	The College is in the process of submitting a proposal for a 1.0 FTE staff line via a new UGA hiring initiative for undergraduate advisors. We hope that this will improve the student experience by decreasing the ratio of advisors to advisees. The College has also included a qualitative portion to the advisement survey.	The Council appreciates the college's response to the site visit team's report related to processes to student satisfaction data.
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		<p>Orientation for graduate students occurs one week prior to the start of the semester. The orientation is required for all accepted students to register for classes. The orientation provides an overview of UGA policies and procedures, registration platforms, auxiliary services, and courses. Students are introduced to faculty research via a panel of representatives from each department and institute. There are also representatives for various departments across the college and university, such as the library, student organizations, and mental health and wellness.</p> <p>During orientation, MPH students are advised by the program coordinator about degree requirements, the APE, and ILE. MPH students are assigned a faculty advisor upon matriculation. The program coordinator remains in regular contact with students and tracks student academic progress, ensures compliance with policies and procedures, and assists with student field placements and culminating experiences.</p> <p>The DrPH program coordinator serves as the academic advisor for all DrPH students. At the dissertation stage of the program, students must select a DrPH faculty member within the department to serve as the major professor and chair of the dissertation committee. The major professor ensures timely completion of the dissertation after the student is admitted to candidacy.</p> <p>MS and PhD students are assigned a major professor who provides academic advising and assistance with thesis/dissertation development. The faculty advisor is typically one whose research closely aligns with student interest.</p>		
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		<p>Graduate faculty advisors are oriented to degree and program requirements at the department-level annual retreat. Each advisor has access to the program handbook and Graduate School handbook that supplements knowledge of program policies and procedures. Each degree program has a representative who sits on the Graduate Education Committee and communicates pertinent changes to the department.</p> <p>The college distributes a survey to evaluate undergraduate advisement services once every two years. The survey asks students about their experience with the advisement process, and then asks them to rate their overall satisfaction with the assigned advisor based on the advisor's knowledge, accessibility, and level of care or concern. The self-study presents survey data from 2017 and 2019 and reflects 70 and 73 responses, respectively. The college also surveyed students in 2020 to assess student satisfaction with the advisor process after a series of personnel changes had occurred among the college's advisors. All but one student in 2017 and four in 2019 said they were 'very satisfied' or 'satisfied' with advisement, and 100% of students in 2020 said the same.</p> <p>To gain additional insight into student satisfaction with academic advisement, the college collected qualitative data in 2019 during its strategic planning process. Feedback gathered revealed concerns expressed by undergraduate students that advisement seemed disorganized, lacked consistency, and needed better coordination with the Double Dawgs program advisement. To address this, the college recently hired a coordinator to manage and advise all students enrolled in</p>		
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		<p>the Double Dawgs program. This will alleviate a sizable proportion of students from the existing undergraduate advisors, which the college hopes will resolve some of the sources of concern.</p> <p>The college assesses graduate student satisfaction with their assigned advisors based on the timeliness and usefulness of academic advising, using the student climate survey and the program exit survey. The self-study presents data for MPH, DrPH, and PhD students surveyed in 2019 that reflects a high degree of satisfaction with both the timeliness and usefulness of academic advising.</p> <p>Students present at the site visit said that they felt that their advisors are good at providing tailored guidance on courses based on student interests. For example, one student said that her advisor assisted her in identifying coursework that was relevant to her desire to pursue a medical degree. A DrPH student said her advisor has been very helpful and she speculated that other students in the program feel the same.</p> <p>The commentary relates to the mixed undergraduate student satisfaction data. While the quantitative data indicate high levels of undergraduate satisfaction with advising, the qualitative data suggest that there are underlying feelings of discontent. The program anticipates that the new Double Dawgs coordinator will alleviate these concerns, but the college should continue to monitor its advisement needs to ensure undergraduates are adequately advised. Also, given that the student satisfaction survey results conflict with the qualitative feedback given by students, the college may</p>		
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		consider whether the current quantitative survey allows for the collection of meaningful data.		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		<p>The college offers a variety of career advisement resources for undergraduate, graduate, and program alumni. There is a dedicated coordinator for each of the undergraduate majors, as well as a graduate coordinator who works with MPH and DrPH students but is also charged with leading the efforts of the college regarding career development. The coordinators work with the university's Office of Development and Alumni Relations on specific goals related to mentoring, employment announcements, and alumni surveys.</p> <p>Career advisement begins during orientation and students may begin scheduling career advisement appointments at any point during their plan of study. In addition, coordinators host several events throughout the year, including skill-building workshops, public health fairs, and other events co-hosted by a public health career consultant.</p> <p>Students can utilize the university's Handshake account to search for jobs. The system now includes a more streamlined process for students and alumni to access all career announcements including CDC internships and fellowships. Students can also use the e-Portfolio account to complete their required capstone portfolio.</p>	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		<p>The undergraduate practice coordinator provides students with career guidance and can refer students to the university Career Center when necessary. Students also receive career advisement from their faculty advisors, with whom they are paired once they declare their major. Students connect with alumni through membership in the Environmental Health Science and Future Health Promoters clubs. All undergraduate students are required to take at least one course where they learn to write a statement of purpose, develop a resume, and hear from guest speakers from various career paths.</p> <p>During orientation, MPH students are connected with a specific college career consultant. The consultants are hired by the university Career Center and have a background with more than 15 years of experience in human resources and a program-specific industry relevant to the college. After orientation, students have formal group meetings with the MPH practice coordinator twice during each semester and individually throughout the semester to work on resume development, cover letter writing, and individual career goals. The MPH practice coordinator ensures that each MPH student schedules a meeting with his or her career consultant before graduation. During the student meetings with the career consultant, students practice interviewing, discuss salary negotiation, and receive resources for professional attire.</p> <p>The college offers a required course as a prerequisite to the APE. This course includes a series of activities for students to prepare for the public health workforce</p>		
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		<p>including communication and professional development. Students complete modules related to interviewing, essential soft skills for the workplace, and etiquette. They also complete self-assessments and exercises that promote skills for working in interprofessional teams.</p> <p>DrPH students complete a similar course that provides guidance on finding and securing professional positions in public health. The Practice Advisory Council, which includes public health practitioners, degree coordinators for the MPH and DrPH, the practice coordinators, and faculty who provide career advisement, also supports the college's career advisement for students seeking the MPH or the DrPH degree.</p> <p>The practice coordinators for the professional programs are hired and trained through the Office of Academic Affairs. The college completes a position profile to ensure applicants understand the knowledge and practice experience necessary. The college provides orientation to new staff in this role with an overview of the programs offered, the relevant curriculum, and student, alumni, and employer needs. New hires also get support from more senior coordinators to ensure they are fully integrated into their role.</p> <p>The college offers a more individualized approach to career advising for MS and PhD students. Each student is paired with a faculty mentor for career counseling and guidance. Faculty within the department organize seminars throughout the year with guests from a variety of backgrounds to ensure that students are exposed to different professionals and have opportunities to network. Students are also encouraged to work with the</p>		
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		<p>Graduate School's resources on professional development.</p> <p>The college provides examples of advising services over the last three years. These examples include a CPH alumni panel that averages 30-40 students, a CPH career event with 12 to 15 public health practitioners from around the state, the Annual State of Public's Health Conference networking event where over 100 students participated, and the annual career fair where more than 200 agencies are represented.</p> <p>Included in the annual student climate survey is a question that asks students how satisfied they are with career counseling and mentoring. Data from 2020 reflected high levels of satisfaction with career services for undergraduate students and moderate levels of satisfaction for graduate degree levels. For example, 85% of undergraduates said they were 'very satisfied' or 'somewhat satisfied' with career advising. Of the 42 MPH students that responded, 17% said they were 'very satisfied' and 50% said they were 'somewhat satisfied.' Thirteen percent of DrPH students were 'very satisfied' and 38% were 'somewhat satisfied.'</p> <p>The qualitative data collected indicated a concern from undergraduates that their pre-health career advisors do not understand the public health coursework and discipline. MPH students felt that the matching between students and their advisors did not fit their career interests and more investment in career advising was needed.</p>		
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		The college states that it currently does not have the resources to hire a career advisor, though that is of interest moving forward. At the site visit, college leaders discussed the long-term plan to hire a dedicated career advisor for students.		
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H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		<p>The college has documented policies and procedures for students to file formal complaints. The appeal and waiver policy covers grievances, including grades or disciplinary actions against a student by faculty or staff. The MPH student handbook outlines the formal procedure for students to submit complaints or grievances.</p> <p>The college implements an internal process that is managed by the Office of Academic Affairs. Students can submit a complaint through the university website, email, or direct mail to the office. Undergraduate grievances are directed to the director for undergraduate programs and graduate student grievances are directed to the graduate coordinators of each program.</p> <p>Students with complaints related to academics are encouraged to first resolve the issue with the course instructor. If the issue is not satisfactorily resolved, the student may seek resolution with the department head. If the appeal is denied by the department head, the student may appeal to the CPH Curriculum and Academic Programs Committee. There is also a university-level</p>	Click here to enter text.	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

		<p>grievance process for complaints not resolved at the college level.</p> <p>Grievances that do not fall within the parameters of school policies or procedures, such as complaints against faculty or staff behavior or language or retaliatory actions not related to school policies or grades can be submitted directly to the Office of Academic Affairs for further action.</p> <p>The college had two grade appeals that were processed and resolved by the Curriculum and Academic Programs Committee in 2018 and 2019. There is a current formal appeal related to academic dishonesty and plagiarism by a doctoral student which was ongoing at the time of the site visit.</p>		
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H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The college has a recruitment calendar that runs from July to May of each year. During the recruitment cycle, the college participates in all admissions events and other recruitment activities for prospective undergraduate students. The college reports that the Office of Academic Affairs considers its strategic goal to increase enrollment of underrepresented students in all programs.	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study &		Graduate coordinators from each department organize campus visits to recruit prospective graduate students. The college participates in graduate and career fairs		

<p>developing competence for public health careers</p>		<p>hosted by the university and other undergraduate institutions and attends other targeted visitation programs. It also hosts graduate fairs, implements a digital marketing campaign, and recruits at national conferences such as APHA.</p> <p>The university has a centralized process to manage undergraduate admissions that the college is not involved with. However, given the competitiveness of the BS in health promotion and behavior, prospective students must apply for admission during their sophomore year. Each spring, applications are reviewed internally at the college level by the director of undergraduate education.</p> <p>The MPH and DrPH programs manage the admission process using SOPHAS, Slate, and the Spectrum Liaison Enrollment Management Platform. The admissions coordinator works with the MPH and DrPH admission committees to review applications. The MPH committee reviews each applicant holistically considering professional and service experiences, academic achievements, relevant research experiences, and writing ability. The DrPH coordinator completes a preliminary review of applications and selects a pool of applicants to invite for interviews before making an admission decision.</p> <p>The MS, PhD, and MHA degree programs each have an admission committee that reviews applicants holistically considering professional and service experiences, relevant research, graduate degrees, academic achievements, and their writing abilities.</p> <p>The college aims to promote academic access and success for all students, with particular effort dedicated toward</p>		
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		<p>optimizing success levels for underrepresented, rural, first-generation, older, and non-traditional students. The college presents three years of gender and race/ethnicity-specific admissions data to highlight its efforts. For example, between 2018 and 2020 the college increased its acceptance percentage of Black or African American students, but its enrollment yield percentage has remained relatively stable. The college has increased the number of Hispanic or Latino applications from 2018 to 2020, but it has seen a decline in the number of students who ultimately enroll. The percentage of Asian students that have applied and enrolled has continued to increase since 2018.</p> <p>The college recently made the GRE optional for the MPH degree and just enrolled its first cohort of test-optional students. The college plans to monitor how eliminating the GRE requirement impacts admission and enrollment of historically underrepresented students.</p>		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The college has a publicly available website page that describes educational offerings. All pages are accurately described.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity		The academic calendar, admissions policies, grading policies, academic integrity standards, and degree		

standards & degree completion requirements		completion requirements are publicly available and contain accurate information.		
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

University of Georgia College of Public Health

October 31, 2021

5:00 pm **Site Visit Team Executive Session**

Monday, November 1, 2021

8:20 am **Team Setup on Campus, Wright Hall Annex**

8:30 am **Guiding Statements and Evaluation**

Participants	Topics on which participants are prepared to answer team questions
Marsha Davis, PhD – Dean Jessica Legge Muilenburg, PhD – Professor and Asst. Dean for Strategic Initiatives and Assessment Erin Lipp, PhD – Professor and Assoc. Dean for Academic Affairs	<i>Guiding statements – process of development and review?</i>
Marsha Davis, PhD - Dean Jessica Legge Muilenburg, PhD – Professor and Asst. Dean for Strategic Initiatives and Assessment Justin Ingels, PhD – Clinical Asst. Professor and Coordinator of Evaluation	<i>Evaluation processes – how does school collect and use input/data?</i>
Marsha Davis, PhD – Dean Tina Duvall Supakorndej – Director of Finance and Administration Timothy Heckman, PhD – Assoc. Dean for Research and Faculty Affairs Ben Morrison , Director, CPH IT Wayne Crotts , System Administrator Specialist	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i>
Marsha Davis, PhD – Dean Tina Duvall Supakorndej – Director of Finance and Administration	<i>Budget – who develops and makes decisions?</i>
Total participants: 7	

9:45 am **Break**

10:00 am **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
Erin Lipp, PhD – Professor and Assoc. Dean for Academic Affairs Mumbi Anderson, PhD – Clinical Asst. Professor and Director of Graduate Education Adam Chen, PhD – Assoc. Professor and Program Coordinator, DrPH Jessica Legge Muilenburg, PhD – Professor and Asst. Dean for Strategic Initiatives and Assessment Andrea Swartzendruber, PhD – Assoc. Professor and Graduate Coordinator, Epidemiology and Biostatistics	<i>Foundational knowledge</i>
Erin Lipp, PhD – Professor and Assoc. Dean for Academic Affairs Mumbi Anderson, PhD – Clinical Asst. Professor and Director of Graduate Education Adam Chen, PhD – Assoc. Professor and Program Coordinator, DrPH Jessica Legge Muilenburg, PhD – Professor and Asst. Dean for Strategic Initiatives and Assessment Andrea Swartzendruber, PhD – Assoc. Professor and Graduate Coordinator, Epidemiology and Biostatistics	<i>Foundational competencies – didactic coverage and assessment</i>
Erin Lipp, PhD – Professor and Assoc. Dean for Academic Affairs Adam Chen, PhD – Assoc. Professor and Program Coordinator, DrPH Curtis Harris, PhD – Assoc. Professor and Director of the Institute of Disaster Management Kerstin Emerson, PhD – Clinical Asst. Professor, Institute of Gerontology, and Director of Online Learning, CPH Jessica Legge Muilenburg, PhD – Professor and Asst. Dean for Strategic Initiatives and Assessment, Graduate Coordinator, Health Promotion and Behavior Mumbi Anderson, PhD – Clinical Asst. Professor and Director of Graduate Education Andrea Swartzendruber, PhD – Assoc. Professor and Graduate Coordinator, Epidemiology and Biostatistics Mahmud Khan, PhD – Professor and Department Head, Health Policy and Management Charles Easley, PhD – Assoc. Professor and Graduate Coordinator, Environmental Health Science	<i>Concentration competencies – development, didactic coverage, and assessment</i>
Total participants: 9	

11:15 pm **Break**

11:30 am **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
Christina Proctor, PhD – Clinical Asst. Professor and Undergraduate Coordinator, Health Promotion and Behavior Anne Marie Zimeri, PhD – Assoc. Professor and Undergraduate Coordinator, Environmental Health Science Erin Lipp, PhD – Professor and Assoc. Dean for Academic Affairs Mumbi Anderson, PhD – Clinical Asst. Professor and Director of Graduate Education Andrea Swartzendruber, PhD – Assoc. Professor and Graduate Coordinator, Epidemiology and Biostatistics Adam Chen, PhD – Assoc. Professor and Program Coordinator DrPH Charles Easley, PhD – Assoc. Professor and Graduate Coordinator, Environmental Health Science Kerstin Emerson, PhD – Clinical Asst. Professor, Institute of Gerontology, and Director of Online Learning, CPH Curtis Harris, PhD – Assoc. Professor and Director of the Institute of Disaster Management	<i>Concentration competencies – development, didactic coverage, and assessment</i>

Participants	Topics on which participants are prepared to answer team questions
Mumbi Anderson, PhD – Clinical Asst. Professor and Director of Graduate Education Katie Hein, PhD – Clinical Asst. Professor and Internship Coordinator, Health Promotion and Behavior Anne Marie Zimeri, PhD – Assoc. Professor and Undergraduate Coordinator, Environmental Health Science Adam Chen, PhD – Assoc. Professor and Program Coordinator DrPH Incoming MPH Practice Coordinator	<i>Applied practice experiences</i>
Mumbi Anderson, PhD – Clinical Asst. Professor and Director of Graduate Education Katie Hein, PhD – Clinical Asst. Professor and Internship Coordinator, Health Promotion and Behavior Anne Marie Zimeri, PhD – Assoc. Professor and Undergraduate Coordinator, Environmental Health Science Adam Chen, PhD – Assoc. Professor and Program Coordinator DrPH Incoming MPH Practice Coordinator	<i>Integrative learning experiences</i>
Christina Proctor, PhD – Clinical Asst. Professor and Undergraduate Coordinator, Health Promotion and Behavior Anne Marie Zimeri, PhD – Assoc. Professor and Undergraduate Coordinator, Environmental Health Science	<i>Public health bachelor's degrees</i>
Jessica Legge Muilenburg, PhD – Professor and Asst. Dean for Strategic Initiatives and Assessment, Graduate Coordinator, Health Promotion and Behavior Charles Easley, PhD – Assoc. Professor and Graduate Coordinator, Environmental Health Science Andrea Swartzendruber, PhD – Assoc. Professor and Graduate Coordinator, Epidemiology and Biostatistics Kevin Dobbins, PhD – Assoc. Professor, Epidemiology and Biostatistics	<i>Academic public health degrees</i>
Total participants: 12	

12:45 pm **Break & Lunch in Executive Session**

1:30 pm **Strategies & Operations**

Participants	Topics on which participants are prepared to answer team questions
Marsha Davis, PhD – Dean Grace Bagwell Adams, PhD – Assoc. Professor and Asst. Dean for Outreach, Engagement, and Equity Janani Thapa, PhD – Assoc. Professor Jessica Legge Muilenburg, PhD – Professor and Asst. Dean for Strategic Initiatives and Assessment Mumbi Anderson, PhD – Clinical Asst. Professor and Director of Graduate Education Justin Ingels, PhD – Clinical Asst. Professor and Coordinator of Evaluation	<i>Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data?</i>
Erin Lipp, PhD – Professor and Assoc. Dean for Academic Affairs Jessica Legge Muilenburg, PhD – Professor and Asst. Dean for Strategic Initiatives and Assessment Mumbi Anderson, PhD – Clinical Asst. Professor and Director of Graduate Education Justin Ingels, PhD – Clinical Asst. Professor and Coordinator of Evaluation	<i>Recruiting and admissions, including who chose the measures and why did they choose them</i>
Erin Lipp, PhD – Professor and Assoc. Dean for Academic Affairs Jessica Legge Muilenburg, PhD – Professor and Asst. Dean for Strategic Initiatives and Assessment Mumbi Anderson, PhD – Clinical Asst. Professor and Director of Graduate Education	<i>Advising and career counseling, including who collects and reviews the data</i>

Participants	Topics on which participants are prepared to answer team questions
Justin Ingels, PhD – Clinical Asst. Professor and Coordinator of Evaluation Heather McEachern – Undergraduate Student Services Director Katheryn Pollett – Academic Advisor	
Marsha Davis, PhD – Dean Tina Duvall Supakorndej – Director of Finance and Administration	<i>Staff operations</i>
Tim Heckman, PhD – Professor and Senior Assoc. Dean for Research and Faculty Affairs	<i>Complaint procedures</i>
Total participants: 11	

2:30 pm **Break**

2:45 pm **Curriculum 3**

Participants	Topics on which participants are prepared to answer team questions
Christina Proctor, PhD – Clinical Asst. Professor and Undergraduate Coordinator, Health Promotion and Behavior Anne Marie Zimeri, PhD – Assoc. Professor and Undergraduate Coordinator, Environmental Health Science Mumbi Anderson, PhD – Clinical Asst. Professor and Director of Graduate Education Andrea Swartzendruber, PhD – Assoc. Professor and Graduate Coordinator, Epidemiology and Biostatistics Adam Chen, PhD – Assoc. Professor and Program Coordinator, DrPH Charles Easley, PhD – Assoc. Professor and Graduate Coordinator, Environmental Health Science Kerstin Emerson, PhD – Clinical Asst. Professor, Institute of Gerontology, and Director of Online Learning, CPH Curtis Harris, PhD – Assoc. Professor and Director of the Institute of Disaster Management	<i>Concentration competencies – development, didactic coverage, and assessment</i>
Mumbi Anderson, PhD – Clinical Asst. Professor and Director of Graduate Education Katie Hein, PhD – Clinical Asst. Professor and Internship Coordinator, Health Promotion and Behavior Anne Marie Zimeri, PhD – Assoc. Professor and Undergraduate Coordinator, Environmental Health Science Adam Chen, PhD – Assoc. Professor and Program Coordinator, DrPH Incoming MPH Practice Coordinator	<i>Applied practice experiences</i>
Mumbi Anderson, PhD – Clinical Asst. Professor and Director of Graduate Education Katie Hein, PhD – Clinical Asst. Professor and Internship Coordinator, Health Promotion and Behavior Anne Marie Zimeri, PhD – Assoc. Professor and Undergraduate Coordinator, Environmental Health Science Adam Chen, PhD – Assoc. Professor and Program Coordinator, DrPH Incoming MPH Practice Coordinator	<i>Integrative learning experiences</i>
Christina Proctor, PhD – Clinical Asst. Professor and Undergraduate Coordinator, Health Promotion and Behavior Anne Marie Zimeri, PhD – Assoc. Professor and Undergraduate Coordinator, Environmental Health Science	<i>Public health bachelor's degrees</i>
Charles Easley, PhD – Assoc. Professor and Graduate Coordinator, Environmental Health Science Andrea Swartzendruber, PhD – Assoc. Professor and Graduate Coordinator, Epidemiology and Biostatistics	<i>Academic public health degrees</i>

Kevin Dobbin, PhD – Assoc. Professor, Epidemiology and Biostatistics	
Mahmud Khan, PhD – Professor and Department Head, Health Policy and Management Michael Martin, MHA – Coordinator, MPA Program	<i>Non-public health degrees</i>
N/A	<i>Distance education</i>
Total participants: 11	

4:00 pm **Break**

4:15 pm **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
Kerstin Emerson, PhD – Clinical Asst. Professor, Institute of Gerontology, and Director of Online Learning, CPH Paula Davis-Olwell, PhD – Clinical Asst. Professor, Global Health Institute Alan Tate, PhD – Asst. Professor, Epidemiology and Biostatistics	<i>Currency in areas of instruction & pedagogical methods</i>
Mark Ebell, PhD – Professor, Epidemiology and Biostatistics Travis Glenn, PhD – Professor, Environmental Health Science Christopher Whalen, PhD – Professor and Director, Global Health Institute Jose Cordero, PhD – Professor and Head, Epidemiology and Biostatistics	<i>Scholarship and integration in instruction</i>
Grace Bagwell Adams, PhD – Assoc. Professor and Asst. Dean for Outreach, Engagement, and Equity Sarah Saint Hamilton, PhD – Clinical Asst. Professor and Undergraduate Coordinator, Institute of Gerontology Rebecca Wells, PhD – Clinical Asst. Professor and MSW/MPH Coordinator	<i>Extramural service and integration in instruction</i>
Jessica Legge Muilenburg, PhD – Professor and Asst. Dean for Strategic Initiatives and Assessment Erin Lipp, PhD – Professor and Assoc. Dean for Academic Affairs Curtis Harris, PhD – Assoc. Professor and Director of the Institute of Disaster Management	<i>Integration of practice perspectives</i>
Curtis Harris, PhD – Assoc. Professor and Director of the Institute of Disaster Management Grace Bagwell Adams, PhD – Assoc. Professor and Asst. Dean for Outreach, Engagement, and Equity Marsha Davis, PhD – Dean Lisa Renzi-Hammond, PhD – Assoc. Professor, Institute of Gerontology	<i>Professional development of community</i>
Total participants: 15	

5:15 pm **Break & Executive Session**

5:45 pm **Adjourn**

Tuesday, November 2

8:30 am **University Leaders via Zoom**

Participants	Topics on which participants are prepared to answer team questions
Jere Morehead, JD – President, University of Georgia Jack Hu, PhD – Senior Vice President for Academic Affairs and Provost Marisa Anne Pagnattaro, PhD, JD – Vice Provost for Academic Affairs	<i>School's position within larger institution</i>
Jere Morehead, JD – President, University of Georgia Jack Hu, PhD – Senior Vice President for Academic Affairs and Provost Marisa Anne Pagnattaro, PhD, JD – Vice Provost for Academic Affairs	<i>Provision of school-level resources</i>
Jere Morehead, JD – President, University of Georgia Jack Hu, PhD – Senior Vice President for Academic Affairs and Provost Marisa Anne Pagnattaro, PhD, JD – Vice Provost for Academic Affairs	<i>Institutional priorities</i>
Total participants: 3	

9:00 am **Break**

9:15 am **Stakeholder/ Alumni Feedback & Input via Zoom**

Participants	Topics on which participants are prepared to answer team questions
Nina Cleveland, PhD – Alumni, Assistant Professor, Georgia Gwinnett College	<i>Involvement in school evaluation & assessment</i>
Yvette Daniels – University Liaison, Georgia Department of Public Health Erica Parks, MPH – Alumni, a “vetpreneur” and the CEO and founder of Camouflage Me Not LaTonia McGinnis, MPH , Assistant Vice President at Aon Gary Nelson , President, Healthcare Georgia Foundation	<i>Perceptions of current students & school graduates</i>
Maria Bowie – DrPH alumni Derrick Gable, M.Ed. – Program Coordinator at Northeast Health District Laurel Murrow, MD – Medical Director, Mercy Health Center Nina Cleveland, PhD – Alumni, Assistant Professor, Georgia Gwinnett College	<i>Perceptions of curricular effectiveness</i>
Kim Metcalf, MS – Alumni, Environmental Health Science, Founder and President of the environmental consulting firm Riverbend Environmental Olivia Echols, MSN, MPH, RN – Infectious Disease Coordinator, District Epidemiologist Derrick Gable – Program Coordinator at Northeast Health District Laurel Murrow, MD – Medical Director, Mercy Health Center Valerie Kimbrough, MPH, MHA – public health strategist and aging services advocate	<i>Applied practice experiences</i>
Quintunya Chapman-Hamilton, MS – Health Educator for the U.S. Army and as a business owner of Finally Fitt Training	<i>Integration of practice perspectives School delivery of professional development opportunities</i>

Participants	Topics on which participants are prepared to answer team questions
Michelle Butler – Sr. Director of Clinical Services, Curant Health Cindy Carmean, MS – Director of Operations, Community Care Clinic Piedmont Athens Regional	
Total participants: 14	

10:15 am **Break**

10:30 am **Students via Zoom**

Participants	Topics on which participants are prepared to answer team questions
Simone Anderson - MPH, HPAM Farah Moazzem Chowdhury - DrPH Mechelle Claridy - PhD, Epidemiology Marquell Cole - MPH, Health Promotion and Behavior Dawson Dobash - MS BIOS Amelia Foley - EHS, Undergrad Katie Hamilton - BHSE Keshni Kokilakumar - MHA Anna Kwock - MPH, Epidemiology Devin Land - BHSE Emily Loedding - MPH, PhD, Health Promotion and Behavior Megan Lott - PhD, EHS Kenya Murray - PhD, Epidemiology Kimberly Perez—MPH, Health Policy and Management	<i>Student engagement in school operations</i> <i>Curriculum (competencies, APE, ILE, etc.)</i> <i>Resources (physical, faculty/staff, IT)</i> <i>Involvement in scholarship and service</i> <i>Academic and career advising</i> <i>Diversity and cultural competence</i> <i>Complaint procedures</i>
Total participants: 14	

11:30 am **Break & Hotel Check Out**

12:00 pm **Site Visit Team Transfer to Campus**

12:30 pm **Site Visit Team Lunch & Executive Session**

3:30 pm **Exit Briefing**

4:30 pm **Team Departs**