

REVIEW FOR ACCREDITATION  
OF THE  
PUBLIC HEALTH PROGRAM  
AT THE  
UNIVERSITY OF ALABAMA

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

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CRITERIA:

Accreditation Criteria for Schools of Public Health & Public  
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## INTRODUCTION

The University of Alabama, Tuscaloosa (UA), was established in 1831 as the state's flagship public university. UA is part of the University of Alabama System, which includes campuses in Tuscaloosa, Birmingham, and Huntsville. UA is the state's largest higher education institution and delivers nationally prominent teaching, research, and service to the state, country, and beyond. The university's mission is to advance the intellectual and social conditions of the people of the state through quality programs.

UA houses 11 colleges in arts and sciences, business, communication and information sciences, community health sciences, education, engineering, graduate school, human environmental sciences, law, nursing, and social work. The university offers 79 undergraduate, 79 master's, 54 doctoral, and six educational specialist degree programs. In 2021, UA employed around 2,000 faculty, including 1,557 full-time and 468 part-time members. As of fall 2021, over 38,000 students enrolled at UA, over 6,000 of which were graduate or professional students. The university responds to numerous accrediting bodies including the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Engineering Accreditation Commission, the Alabama State Department of Education, the Council for Accreditation of Counseling and Related Educational Programs, the Council on Social Work Education, and the Network of Schools of Public Policy, Affairs, and Administration, among others.

The program is housed in the Department of Health Science situated in the College of Human Environmental Sciences. In 2015, the department changed the name of its BS in health studies to a BS in public health with concentration areas in health education and promotion and health professions. In fall 2020, the program began offering both concentrations in a distance-based modality in addition to its place-based degrees. UA launched the MPH degree program in 2018 in both a place- and distance-based modality. The program offers a single concentration in health education and promotion. In fall 2022, the program enrolled 95 MPH students, 338 BS in health professions students, and 132 BS in health education and promotion students. This is the program's first review for CEPH accreditation.

<b>Instructional Matrix - Degrees and Concentrations</b>				
<b>Bachelor's Degrees</b>			<b>Place-based</b>	<b>Distance-based</b>
Health Education and Promotion		BS	X	X
Health Professions		BS	X	X
<b>Master's Degrees</b>			<b>Academic</b>	<b>Professional</b>
Health Education and Promotion			MPH	X
<b>Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)</b>			<b>Academic</b>	<b>Professional</b>
MPH Accelerated Master's Program (AMP) (BS in public health + MPH)	Health Education and Promotion		BS/MPH	X
Anthropology	Health Education and Promotion		MPH/MA	X
Anthropology	Health Education and Promotion		MPH/PhD	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 program's organization and administrative processes are effective and sufficient, with a set of working committees that reflect core operations of the division and its programs.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> <li>• degree requirements</li> <li>• curriculum design</li> <li>• student assessment policies &amp; processes</li> <li>• admissions policies &amp; decisions</li> <li>• faculty recruitment &amp; promotion</li> <li>• research &amp; service activities</li> </ul>		All full-time faculty members (n=18) participate in the program's committee structure described below. Each degree program has its own coordinator (BS degree) or co-coordinators (MPH degree) who work together to support the department chair.  The unit's internal structure includes three standing committees:		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		<ul style="list-style-type: none"> <li>• MPH Program Committee, composed of all public health full-time faculty with graduate faculty status and one MPH student representative</li> <li>• BA Program Committee, composed of all public health full-time faculty and one BS student representative</li> <li>• CEPH Accreditation Committee, composed of all public health full-time faculty</li> </ul> <p>Faculty address degree requirements and curriculum design in the respective BS or MPH Program Committee meetings. The MPH program co-coordinators or any public health faculty member can propose changes to the MPH degree requirements or curriculum. The program director or any faculty member can propose BS degree</p>		

		<p>requirement or curriculum changes at the monthly BS Program Committee meeting. Discussion among faculty regarding the proposed changes lead to consensus or committee vote. An affirmative vote prompts program modifications submitted to the course inventory system at UA. The college dean approves the changes electronically in the university inventory system.</p> <p>The program coordinators and department chair serve as their respective program assessment coordinators. These program leaders attend any college or university assessment committee meetings and convey essential information to the BS and MPH Program Committees. Each program committee holds discussion and votes on any proposed student learning assessment policies and procedures.</p> <p>Admission decisions follow different processes for each degree program. The MPH co-coordinators and department chair set admission policies and procedures, and the co-coordinators review all applications and report updates to the MPH Program Committee. For the dual degree programs, each department reviews individual applications separately.</p> <p>For the BS-MPH Accelerated Master's Program (AMP), the BS program coordinator and MPH program co-coordinators review each application, agree on scoring criteria for admission to the program, and come to consensus on admissions decisions.</p> <p>The university processes all BS program admissions through admissions procedures described in detail on the</p>		
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		<p>UA Undergraduate Catalog website. The program does not review or provide input for undergraduate admissions.</p> <p>Each academic year, faculty discuss program needs and capacity to support student success. As program and student needs grow, the program collectively decides to request additional faculty hires with specific specialties, if needed (e.g., biostatistics, health behavior). The department chair, in consultation with the public health faculty, drafts a statement of justification based on identified needs. The department chair sends the justification of needs to the college dean who then advocates on behalf of the program to the provost. Departments can request new faculty lines in the spring semester. The dean negotiates with the provost for centrally funded new positions.</p> <p>For tenure and promotion, the program follows the College of Human Environmental Sciences' Promotion and Tenure guidelines. The primary responsibility rests with the faculty candidate, and the department chair provides appropriate assistance for the process. The tenure and promotion processes are clearly articulated on the college faculty and staff services webpage and in the UA faculty handbook.</p> <p>A college-level committee, which includes public health faculty, develops research and service activity expectations.</p> <p>Faculty contribute to decision-making activities in the broader institutional setting by serving on various committees including the Assessment/Curriculum Committee, Awards Committee, Curriculum-Assessment</p>		
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		<p>Subcommittee, Diversity and Inclusivity Committee, Faculty Senate, UA Academic Diversity Council, Promotion and Tenure Committee, Renewable Contract Faculty Promotion Committee, and the Research Committee.</p> <p>Site visitors affirmed that full-time and part-time faculty regularly interact and provide program-level feedback. Full- and part-time faculty are invited to both BS and MPH Program Committee meetings and all have offices in the same building. Program leaders explained that many faculty interact at student-sponsored departmental events through Hands in Health and Eta Sigma Gamma.</p> <p>The program has identified PIF to serve as course leaders who develop the syllabi and serve as mentors and the main point of contact for any adjunct, non-PIF, or PIF teaching that course in any given semester. Course leaders meet with the assigned instructor prior to the start of the semester to onboard them and go over foundational and concentration competency didactic preparation and assessments. This process also leads to informal and formal mentoring opportunities for non-PIF and adjunct instructors. One PIF who started at UA as a non-PIF shared their experience as an instructor with a course leader. This PIF reported that the course leader checked in with them multiple times throughout the semester, helped to onboard them to the program, and made obvious the culture of collaboration within the program and department.</p> <p>Discussion during the site visit revealed that the program has worked to develop a close relationship with the anthropology department to better facilitate its dual degrees. Program leaders shared that they primarily liaise</p>		
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		with one anthropology faculty member with whom they share accreditation and other program-related feedback, news, and requirements. This relationship serves as the chief mechanism of communication between the departments and has, thus far, worked well. In addition to this relationship, anthropology faculty have served on the program's Community Partner Group (discussed in Criterion F1).		
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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 within the program.	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate		<p>The program has four student committees and organizations: Eta Sigma Gamma, Hands in Health, Public Health Undergraduate Advisory Students, and Public Health Graduate Advisory Students.</p> <p>Eta Sigma Gamma is UA's public health honor society that recognizes outstanding health education and promotion undergraduate and graduate students. The chapter hosts events that give students practical experience with health</p>		

		<p>program planning, implementation, and evaluation. Initiation into the honor society requires active participation in its sister organization, Hands in Health. One public health faculty member advises Hands in Health, which is open to any student at UA with a passion for health and wellness. It is the organization's vision to provide opportunities for students to take part in health education, research, service, advocacy, and professional development activities. To become a member, students must demonstrate a spirit of service, exemplify character through personal integrity and professional attitude, attend or assist with at least one fundraising event per semester, achieve at least five service hours per semester, and be in good financial standing with the organization. Together, these two organizations host several activities each year related to service and professional development (further described in Criterion F2).</p> <p>Students who volunteer to serve as advisory student panelists attend bi-monthly program committee meetings. The coordinators for each degree appoint interested students to represent student opinions on departmental policies and procedures. Two to four students from each degree, including dual degree, distance learners, and accelerated program candidates, attend the first 10-15 minutes of each program committee meeting.</p> <p>During the site visit, faculty reported a program-wide desire to further engage its graduate and distance-learning students. Program leaders discussed system-wide changes to engage graduate students through initial points of advising and onboarding. The program is also discussing service and professional development activities that can</p>		
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		engage its distance learners in the future. Students who met with site visitors reported that it is easy to get in touch with the program coordinators, the department chair, or attend program faculty meetings to provide any feedback relevant to the program. Students also reported that they had opportunities to provide feedback during classes, noting that faculty often set aside time to seek student input on the program and their experience.		
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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
	Not Applicable			

**A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH**

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

**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		The program's guiding statements reflect aspirations, are sufficiently specific to rationally allocate resources,	Click here to enter text.	

Taken as a whole, guiding statements address instruction, scholarship, service		respond to the needs of the intended service area, and guide evaluation of outcomes.		
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success		The vision of the program is “to enhance the quality-of-life for all Alabamians and the citizens of the nation and world.”		
Guiding statements reflect aspirations & respond to needs of intended service area(s)		The mission is “to provide a high-quality, student-oriented and health-equity focused curriculum that equips students with knowledge, skills, and expertise needed to preserve, promote, and improve the health and well-being of individuals, communities, and populations.”		
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		<p>The unit has five goals to accomplish the defined mission:</p> <p>Goal 1: Produce graduates that can address the public health needs of communities and populations in the state, region, and beyond.</p> <p>Goal 2: Provide quality instruction through student engagement, critical thinking and a variety of teaching and learning opportunities (classroom vs. non-classroom).</p> <p>Goal 3: Stimulate faculty and student involvement in public health research and scholarship.</p> <p>Goal 4: Foster a culture of community and professional service.</p> <p>Goal 5: Foster a diverse community of faculty and students that facilitate equity and inclusion in public health.</p> <p>The program’s guiding statements address instruction, scholarship, service, equity, and inclusion. Taken as a whole, the guiding statements define plans to advance the</p>		

		field of public health and promote student success. During the site visit, faculty described the process of designing the program's guiding statements. The full faculty complement started with focused discussions about the impact they wished the program to affect before sharing draft statements with the Community Partner Group. Site visitors asked whether anthropology faculty who teach in the joint degree provided feedback on the program's guiding statements. Program leaders explained that they work with a main anthropology professor who sits on the Community Partner Group. This professor gave feedback through that group and faculty in both programs agreed that the guiding statements accurately represent a framework that fits well with the anthropology/MPH degree and joint program missions.		
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**B2. EVALUATION AND QUALITY IMPROVEMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects & reviews all measures in Appendix 1		The program has an evaluation and quality improvement plan that collects and measures performance toward the program's mission and goals, while addressing its unique context.	Click here to enter text.	
Measures mission & goals & addresses unit's unique context				
Reviews & discusses data		The program collects and reviews data related to all required measures listed in Appendix 1. The program defines nine additional measures that are unique to its own context and align with its mission and goals. All measures are linked to at least one of the five program goals. The evaluation plan highlights the unit's commitments to instruction, research, service, and		
Makes data-driven quality improvements				
Consistently implements evaluation plan(s) over time				

		<p>diversity. For example, one program-defined measure tracks PIF participation in at least one diversity-related training activity each year. This measure addresses both BS and MPH faculty participation. Faculty report their efforts in this area in an annual survey, which is reviewed by the BS and MPH coordinators.</p> <p>Taken as a whole, the evaluation plan measures student success and progress in advancing public health across student and faculty efforts. Specifically, the plan measures instructional quality, diversity, student engagement in student organizations, faculty engagement in external service, faculty scholarship, student engagement in research, student success with the CHES/MCHES exams, and student professional competence.</p> <p>The program's evaluation plan includes a clear delineation of responsible parties and defined review processes. Generally, the department chair and program coordinators are responsible for collating and presenting data to the BS or MPH Program Committees. The program defines practical and functional methods of data collection, feedback loops, and meetings that provide opportunities for all public health faculty to discuss and consider data. Site visitors affirmed that the unit has ongoing processes to guide reflection, assurance, and improvement actions.</p> <p>Through review of materials and discussion during the site visit, the team confirmed the systematic and ongoing nature of strategic discussions about the implications of evaluation findings among program leaders, faculty, and students. Documentation included alumni and employer surveys results, faculty and student climate survey results,</p>		
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		<p>and Community Partner Group and division meeting minutes among others.</p> <p>Site visitors affirmed that the program has implemented an explicit process for translating evaluation findings into programmatic plans and changes. For example, program coordinators noticed a significantly lower rating of AMP students' professional competence compared to regularly admitted students in the culminating experience preceptor survey. As a result, program faculty voted to increase the GPA for the MPH AMP program to 3.5 to ensure undergraduate students admitted to the program are adequately prepared for graduate-level work.</p>		
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**B3. 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 program presents graduation rates that meet or exceed the established threshold.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		The university allows BS students seven years to graduate. The program first started enrolling undergraduate public health students in 2015; the only cohort to reach maximum time to graduation has demonstrated a graduation rate of 98%. The cohorts that entered between 2016 and 2020 have already exceeded this criterion's threshold (graduation rates between 77% and 94%). Attrition rates are low enough that the program can meet graduation rates for all following cohorts.		

		The MPH program started enrolling students in 2018, and only one of its cohorts has reached the maximum time to graduation (four years). The 2018 cohort reports a graduation rate of 79%. As of spring 2023, the graduation rate for the program's 2019 cohort is 72%, and attrition rates are low enough that the program can meet graduation rates for all enrolled cohorts.		
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**B4. POST-GRADUATION OUTCOMES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The program reports positive post-graduation outcomes for all of its known graduates across both degrees. The program relies on a variety of methods to obtain post-graduation outcomes including a college-administered survey and a program exit survey.	In addition to the efforts to decrease unknown outcomes for this criterion by the program, the University's Division of Student Life Career Center provided our program with data on "immediate plans" (employed, continuing education, military/volunteerism, still seeking, not seeking) collected via the First Destination survey for all May 2022 graduates. Response rates for public health undergraduate and graduate students was over 75%. These data will be collected annually, and the Career Center will provide the program with data for BS in PH and MPH students.	The Council appreciates the program's updates.
Chooses methods explicitly designed to minimize number of students with unknown outcomes		The program does not present any data for its 2019-20 cohort in either the BS or MPH program. The college did not send its alumni survey in 2020 due to staffing constraints related to the COVID-19 pandemic. In 2020, the program relied solely on the college-administered survey to collect data on its graduates post-graduation outcomes.		
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		The program reports one year of post-graduation outcomes (2020-21) for both its MPH and BS graduates. Of its known outcomes, 87% of BS and 100% of MPH graduates are employed or seeking continued education 12-months post-graduation. The program presents data for the 2021-22 cohort, though it had not yet reached		



		<p>12-months post-graduation in January 2023. Data for both the BS and MPH programs indicate this cohort will meet the minimum threshold for this criterion (at least 80% employed or continuing education).</p> <p>The commentary relates to the relatively high number of unknown post-graduation outcomes for BS graduates. The program reports between 43-100% unknown outcomes for graduates in the past three years (including 2020 when college-level data collection halted). Currently, one of the co-coordinators gathers all evaluation data including post-graduation outcomes and will continue to do so moving forward. Given the totality of the information presented in the self-study and during the site visit, site visitors concluded the program's plans to decrease unknown outcomes in the future is unsustainable and will need to be re-evaluated to meet this criterion's minimum requirements moving forward.</p> <p>Program leaders are engaged in ongoing conversations regarding data collection methods to decrease the number of unknown outcomes among BS graduates. The program plans to use different methods including social media mining, incentives to complete alumni surveys, and enhanced departmental engagement with alumni from both degree programs.</p>		
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**B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
Met with Commentary				
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The program collects alumni perceptions of curricular effectiveness via the university-administered alumni survey sent every year. The program reports a 23% response rate for BS graduates from 2020 through 2022 (n=134) and a 41% response rate for MPH graduates from 2020 through 2022 (n=22).	To address the commentary regarding the alumni perceptions data collected by the program, two additional open-ended items have been added to the survey. One item asks alumni to provide information on “which specific skills obtained in the program prepared them for the public health workforce?” And, a second item asks “what skills did [they] need more preparation in to be better prepared for the public health workforce?” These items will be included on the upcoming 2024 alumni survey.	The Council appreciates the program’s updates.
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation		<p>The survey asks students to rate “the quality of University of Alabama MPH program in terms of preparing you to do the following after graduation,” with a list of all foundational and concentration competencies. Students rate the quality of their preparation on a Likert-type scale from “very poor” to “excellent.” The survey also asks students to provide at least two strengths and weaknesses of the program in a free-form response. One PIF analyzes and collates the qualitative data for program leaders who review and have decision-making responsibility.</p> <p>Results provided to site visitors indicated that graduates feel well prepared across most skills. BS students rated their preparation as very good or excellent in most areas except for those related to the history of public health, which they rated as “good.” MPH students similarly rated their preparation in most foundational competencies as “very good” or “excellent” except for competencies related to budget and resource management and health policy which they rated as “average.”</p>		

		<p>In addition to the university-administered survey, alumni participate in the Community Partner Group and provide feedback on the currency of the curriculum in that setting. During the site visit, program leaders stated that they do not currently ask alumni what skills are most applicable in their post-graduation settings or in which areas graduates feel they could have used additional preparation or training.</p> <p>Site visitors asked about the utility of the current iteration of the alumni survey in guiding decision making and changes to the curriculum. Program leaders responded that additional questions could be added to gather more useful data regarding which skills are most applicable in the workforce. The department chair also stated that the program has made significant changes to the curriculum over the past two years and that the alumni data it has does not reflect these changes or the new curriculum.</p> <p>The commentary pertains to the narrow focus of the current alumni survey, which simply asks graduates to rate how well the program prepared them to apply public health competencies in the workforce. The program does not explicitly ask alumni which skills they use most or in which skills they could have used more preparation for the workforce, although this information is sometimes collected depending on individual responses. Given the limitations of the alumni survey, the program relies heavily on feedback from its Community Partner Group, preceptors, and employers to make changes to the curriculum.</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		The program has reliable and stable sources of funding to support its mission and goals.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		<p>The department has an established budget process that is fully integrated within the UA budgetary system. The program’s financial resources include a mix of state funding, institutional support, 40% of tuition generated from distance-learning students from the Office of Teaching Innovation and Digital Innovation (OTIDE), course fees, and scholarly grants and contracts. College leaders create a budget based on funding from the state appropriation, estimated OTIDE contribution, and estimated course fee revenue. The college is responsible for fully funding faculty and staff salaries, temporary instructional costs, student and graduate assistant salaries and stipends, and faculty start-up costs. The college then allocates an amount of operational cost funding to each department based on program needs and historical data. This allocation bears no relationship to tuition and fees generated by the program.</p> <p>The college supports all public health tenure-track and renewable contract faculty members’ nine-month base salary. Faculty are not expected to raise funds to support their base salary. During the academic year, the college also covers all temporary instructional and adjunct costs. Summer salaries are not guaranteed, and teaching opportunities are based on programmatic needs. A faculty</p>		

		<p>member may earn an additional 7.5% of their nine-month base salary per course taught in the summer. If the summer course is offered in a distance-learning modality, OTIDE funds the faculty salary while the Office of Academic Affairs funds place-based summer courses. Faculty may opt to secure salary monies through research grants as summer salary, or within limits, during the academic year as partial release from teaching duties.</p> <p>When the university has funds available to support new faculty and staff lines, the provost notifies college deans in late spring. Department chairs can submit proposals for new positions through their dean to the provost. Occasionally, the college can create new faculty or staff positions based on available funds in the budget and academic or programmatic needs.</p> <p>The college gives the department a budget allocation with six components: operations, accreditation, faculty travel and professional certifications/licensures, graduate student travel, telecommunications, and faculty recruitment. The program defines operational costs as office supplies, minor equipment and repairs/maintenance, marketing and recruitment expenses, supplemental travel funds, programmatic event funding, contract services, software licensing, and honorariums, among other expenses. The department chair possesses fiscal authority over the program's operational budget.</p> <p>The college awards scholarships across the programs it houses, including public health. In 2021-22, the college awarded over \$25,000 to public health students. The college also funds and allocates eight graduate</p>		
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		<p>assistantship (GA) positions annually to the department of health science. Each GA receives a monthly stipend, health insurance, and full tuition remission. Additionally, the Graduate School provides up to \$500 to graduate students annually to support student participation in professional conferences. The department matches the amount the Graduate School awards for public health students. The college allocates \$2,500 to the department annually for student travel costs, and the program uses unused faculty travel funds and operations dollars to maximize the number of students it funds each year.</p> <p>Within the department budget, all faculty, including non-PIF, are allotted \$1,500 for travel and professional certifications/licensures annually. All new tenure-track faculty are given a start-up package with \$25,000 to support research activities, covered by the college.</p> <p>If the program identifies additional fiscal needs for operational costs, student support, or faculty development, the department chair can request additional funding from the dean. The college approves additional allocations to the department based on available funds from its operational budget.</p> <p>The program's funding is not dependent on the tuition it generates, and tuition for place-based degrees is not returned to the program. The program receives 40% of the tuition generated from its distance-based course offerings. A portion of indirect costs associated with grants and contracts is returned to the program and faculty member responsible for generating it. Ten percent of all indirect costs are returned to the department, and an additional 10% is returned to the principal investigator on the</p>		
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		<p>project. For contracts and grants that provide salary funding to cover teaching and/or research release time, 50% of the salary release is given to the department as additional funding.</p> <p>The university and college have clear processes for allocating funds to support departments and programs. During the site visit, the department chair reported that program leaders are not included in the college leadership responsible for creating the budget. While program administrators reported that they had not had any issues requesting additional funding from the college in the past, they stated a desire to have more input and control in the budgeting processes in the future.</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 program has adequate faculty resources to support its concentrations. The program employs 18 PIF, which surpasses this criterion's minimum quantitative requirements.		
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable		The program calculates PIF FTE based on the number of courses taught per semester in each degree program. Twelve weighted teaching units is considered full time for tenured, tenure-track, and renewable contract faculty.		
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable		The standard workloads of tenured and tenure-track faculty in the program are 40% teaching, 40% research,		

Ratios for general advising & career counseling are appropriate for degree level & type		<p>and 20% service while renewable contract faculty are 80% teaching and 20% service. Non-PIF FTE is calculated based on the number of three-credit courses they teach in the program. Each three-credit course amounts to 0.125 FTE; thus, a non-PIF who teaches two courses per academic year has a 0.25 FTE for the year.</p> <p>The program assigns faculty advisors differently based on the degree level. Bachelor's students are assigned one of four PIF based on their concentration and modality. One PIF does all the advising for the MPH program. Advising loads for bachelor's students range from 86-157 students per advisor. The MPH advisor currently works with 95 students (the total number of MPH students enrolled). Both degree levels require specific courses to complete the experiential activities; those course instructors advise all the students in that particular course. For MPH ILE projects, the course instructor advises an average of 19 students with a minimum of eight and maximum of 29. For the bachelor's experiential activity, the course instructor advises an average of 18 students with a minimum of four and maximum of 40.</p> <p>The program collects quantitative and qualitative data on class size and faculty availability from its exit surveys of graduating students. Exit surveys present the following statement: "In thinking about my public health classes for this semester, the class sizes are conducive to my learning." Both BS and MPH students are asked to choose from yes, no, or unsure. Aggregate data from the 2021-22 exit surveys indicated that 91% of BS students and 85% of MPH students agreed. No MPH students disagreed while 2% (n=2) BS students disagreed. Students are then asked how much they agree with the following statement: "My</p>		
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable				
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	N/A			
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)				



		<p>public health faculty are available to answer my questions and assist with course-related issues.” In general, both BS (91%) and MPH (93%) students agreed or strongly agreed. These surveys also elicit qualitative responses to these questions to which 60-66% of students in both degree programs responded. Qualitative data largely supported the quantitative results with students reiterating their satisfaction with class size and faculty availability.</p> <p>Site visitors asked whether the current advising loads are manageable for faculty and whether students seem satisfied with the current advising structure. Program leaders explained that three additional bachelor’s-level advisors have been hired in the past two years, largely in response to student concerns raised both in exit surveys and at faculty meetings where students are invited to provide feedback. The department chair has taken an active role in improving student satisfaction with advising and has conducted interim advising satisfaction surveys over the past year. The chair provided the site visit team with results from the latest survey (administered in fall 2022) which showed increased student satisfaction.</p> <p>During the site visit, the PIF responsible for advising all MPH students stated that if the program continues to grow, this advising structure will become unmanageable. The program has seen significant growth in its matriculating MPH students since its beginning in 2018. The first cohort enrolled 24 students, then 32, then 70, and 58 in 2021-22, yielding over 150% growth in four years. The MPH program co-coordinators reported that if this growth continues, a single advisor will no longer be able to provide individualized attention to students, even with the required meeting that allows students to register for</p>		
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		<p>courses. Program leaders told site visitors that in an ideal situation, they would hire extra staff support to help with administrative tasks and advising (further discussed in Criterion C3) in addition to six more PIF to rely less on adjunct professors and to offer more public health electives.</p> <p>MPH students who met with site visitors enthusiastically praised their advisor, whom they stated has been “tremendously helpful.” MPH students also added that it is reassuring to know they can contact their advisor and receive a quick and straightforward answer. Bachelor’s students who met with site visitors stated that the program took their dissatisfaction with advising seriously and acted quickly to rectify the problem. One student appreciated the opportunity to present their concerns in front of the full faculty (at a departmental meeting) and stated that the transparency and quick action by the program was commendable.</p>		
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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
	Not Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The program does not have adequate or stable staff and other personnel resources to support its mission and goals.	The program awaits the final Council report to determine the best path forward in addressing this criterion.	The Council appreciates the program’s interest in ensuring that it develops plans that accurately meet the concern and ensure compliance with this criterion.
Staff & other personnel resources appear sufficiently stable		The program currently shares one full-time staff member within the department. This individual assists with office administration tasks including ordering supplies, managing calendars, and assisting with faculty travel.		

		<p>Tenured and tenure-track faculty, specifically the MPH co-coordinators, provide all program-level support related to accreditation, data collection, advising, admissions, and student support.</p> <p>During the site visit, program leaders and faculty reported significant concerns regarding the lack of program staff resources. Program leaders stated that if the unit continues to grow, the current workload for the program coordinators to handle all administrative and evaluative needs will not be sustainable. When asked to describe what effect these additional responsibilities have on the program and its coordinators, the department chair and faculty gave several examples. One recently hired junior faculty member said that the program's scholarly activities have suffered due to the high administrative burden related to running an accredited program. Other junior faculty agreed, stating that they are missing out on scholarly mentoring because their mentor is occupied with accreditation-related, staff-level tasks. The co-coordinator responsible for most of the program's administration explained that they went from publishing seven to eight peer-reviewed manuscripts a year to almost none since taking on program administration.</p> <p>University leaders who met with site visitors said that it is common across the university for tenured and tenure-track faculty to take on responsibilities that are more traditionally done by staff. At the time of the site visit, university leaders did not have any plans to hire or allocate additional staff support for the program though they did acknowledge programmatic need.</p> <p>The concern pertains to the current staffing inadequacy,</p>		<p>of staff resources in the program's own context. When faculty are responsible for tasks that might be delegated to professional staff, it is important that faculty workloads are balanced to ensure that this work does not detract from key instructional, scholarly, and extramural service duties that are crucial to accreditation and quality education that serves the need of undergraduate and graduate students. The Council looks forward to reviewing future reporting that demonstrates compliance with this criterion.</p>
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		which does not support the program in accomplishing its mission and goals. The program relies on a single faculty member to manage all facets of program administration including staff-level tasks, and this individual faces a high administrative burden due to lack of staff support. Reviewers' analysis of the self-study and information provided during the site visit suggest that this lack of adequate personnel support has impacted accreditation and evaluation efforts, faculty scholarship, community professional development, and alumni outreach and relations.		
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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		The department has sufficient physical resources to fulfill its mission and to support its degree programs.	Click here to enter text.	
Physical resources appear sufficiently stable		<p>Tenure-track, renewable contract faculty, and full-time instructors all have individual, newly renovated offices. The Department of Health Sciences also has a large conference room with audiovisual capabilities in addition to a mid-size collaboration room. Shared student space is available for graduate student assistants. This shared space contains individual cubicles, each equipped with a desktop computer with appropriate software (e.g., SPSS, SAS, NVivo, Microsoft Office).</p> <p>The department has access to 12 classrooms and three instructional computer labs for course offerings. The college also has one open computer lab. Student lab</p>		

		assistants monitor the computer labs and provide basic software and hardware assistance. If needed, the department can request additional classroom space through the administrative specialist in the Office of the Dean.		
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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		The program has adequate library resources, including personnel for public health students and faculty.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty		There are 11 libraries on campus, and students always have access to digital library resources. One of the physical libraries (Rodgers Library for Science and Engineering) is open 24 hours a day, five days a week.		
Library & IT resources appear sufficiently stable		Students have access to specific software and technology that are relevant to the coursework. Students have access to 350 Windows-based computer stations and 98 Macintosh-based computer stations across four of the university libraries. Computers in the library are equipped with all essential software for public health students, including over 90 programs and applications. All students can download the Microsoft Office suite through Microsoft365 on up to five personal devices free of charge.  Each faculty office in the Department of Health Science is equipped with a standard desktop computer setup, and the university has approved requests to adjust docking configurations when required. All faculty are provided with		

		<p>a laptop computer. The laptops are equipped with the latest versions of Microsoft Office and Adobe, as well as additional software needed for data management purposes (i.e., SPSS, SAS, AMOS, NVivo). Faculty can also download university-licensed software. A list of available programs is available on the Office of Information Technology website.</p> <p>Technical assistance is available for students and faculty through the IT support team. The computer labs are monitored by student lab assistants who can provide basic software and hardware assistance. During the site visit, faculty and students confirmed their IT and library resources are sufficient to meet their needs.</p>		
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**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>All MPH students are grounded in foundational public health knowledge through a series of eight courses. The curriculum provides grounding through a combination of lectures, exams, and assignments. Site visitors validated appropriate coverage for all 12 learning objectives, as indicated in the D1 worksheet.</p> <p>UA's MPH core courses include the following:</p> <ul style="list-style-type: none"> <li>• HHE 512: Advanced Foundations of Public Health Professions</li> <li>• HHE 515: Advanced Foundations of Health Promotion</li> <li>• HHE 520: Theories of Health Behavior</li> </ul>	Click here to enter text.	

		<ul style="list-style-type: none"> <li>• HHE 526: Biostatistics</li> <li>• HHE 565: Planning Health Promotion Programs</li> <li>• HHE 566: Program Evaluation in Health Promotion</li> <li>• HHE 586: Environmental Health Promotion</li> <li>• HHE 587: Health Disparities or ANT 502: Health Inequities</li> </ul>		
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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		All MPH students are assessed on foundational public health competencies through a series of 12 courses. In addition to the eight courses named in Criterion D1, students take HHE 521: Basic Epidemiology; HHE 506 (or	Click here to enter text.	

<p>competency (see worksheet for detail)</p>		<p>ANT 600): Techniques of Research in Health (Research Methods); HHE 530: Health Promotion Techniques; HHE 585: Public Health Practice.</p> <p>Site visitors reviewed self-study documentation and syllabi and were able to validate nearly all competencies based on written documentation. Examples of assessments include epidemiological case studies; qualitative interviews and analysis; commentary papers; ethnographic examinations of public health topics; grant proposals; advocacy kits; and oral presentations. The program uses a variety of innovative assignments including an accessibility scavenger hunt that requires students to review and discuss the American Disability Act then examine places in the local community to evaluate accessibility and its effects on public health.</p> <p>During the site visit, reviewers asked for clarification on the assessments mapped to competencies 3, 18, and 20.</p> <p>The instructor for HHE 565: Planning Health Promotion Programs described the assessment mapped to the qualitative portion of foundational competency 3. To ensure compliance with the intent of this competency, the course instructor collaborated with a colleague who has qualitative research expertise. This faculty member recorded a guest lecture on qualitative research methods and analysis, which prepares students to thematically code and analyze key informant interviews they conduct. Students use Microsoft Word to complete an introductory level line-by-line thematic coding of their interviews. They then summarize the methodology, results, and analysis of the coding in a paper.</p>		
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		<p>The instructor for HHE 530: Health Promotion Techniques responded to site visitors' questions about competencies 18 and 20. The assessment mapped to competency 18 has undergone recent revisions that now allows students to pick any audience for whom they give an informative skill-based presentation with a health education or promotion focus. Students must also include an explanation of how the public health content is presented at an appropriate literacy level, how visual aids improve their message, the proposed modality for the presentation, and the rationale behind it. To assess competency 20, students in HHE 530 respond to a discussion post that requires them to identify two different health intervention communication materials (e.g., infographics, brochures, blog posts, etc.). Students compare the methods each material uses to communicate in a culturally competent way and discuss its effect on the message.</p> <p>Reviewers confirmed that the curriculum includes an appropriate assessment for each foundational competency, as shown in the D2 worksheet.</p> <p>Alumni who met with site visitors reported feeling well-prepared in most foundational competencies, though they did state a desire for more in-depth training and preparation in budget and resource management. Stakeholders echoed this as a general deficit in the workforce and stated that they would like to see more preparation specifically in governmental public health resource and project management.</p>		
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D2 Worksheet

<b>MPH Foundational Competencies</b>	<b>Yes/CNV</b>
1. Apply epidemiological methods to 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 & systemic levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design, implementation, or critique 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 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 leadership and/or management principles to address a relevant issue	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 (i.e., non-academic, non-peer audience) public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Integrate perspectives from other sectors and/or professions to promote & advance population health	Yes
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	Yes

**D3. DRPH FOUNDATIONAL COMPETENCIES**

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

**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 program defines five distinct and sufficiently advanced competencies for its concentration in health education and promotion, as demonstrated in the D4 worksheet. In addition, students are adequately prepared for and assessed on defined competencies for the CHES credential.	Click here to enter text.	
Assesses all students at least once on their ability to demonstrate each concentration competency		The program maps its concentration competencies to four courses: HHE 520: Theories of Health Behavior; HHE 565: Planning Health Promotion Programs; HHE 566: Program Evaluation in Health Promotion; and HHE 515: Advanced Foundations of Health Promotion. Competencies focus heavily on running, managing, and evaluating health promotion programs based in public health theory. Students are prepared through a combination of lectures, readings, and class discussions. The assessments for each competency are distinct and rigorous and include serving as a health education resource person at a community health forum.		
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)		The site visit team confirmed that each competency statement and assessment opportunity is appropriate for the concentration offered, as shown in the D4 worksheet.		

D4 Worksheet

<b>MPH in Health Education and Promotion Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Utilize health education/promotion theories to explain health behavior	Yes	Yes
2. Develop measurable goals and objectives to guide comprehensive health education/promotion program planning	Yes	Yes
3. Engage priority populations, partners, and other stakeholders in the planning process	Yes	Yes
4. Design process, impact, and outcome evaluation plans	Yes	Yes
5. Serve as a health education resource person	Yes	Yes

**D5. MPH APPLIED PRACTICE EXPERIENCES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team’s Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		<p>The program requires all MPH students to enroll in HHE 580 and HHE 581: Applied Practice Experience I and II to complete the APE. Students identify their own practice site and engage a preceptor who then corresponds with the instructor and program’s co-coordinator to complete an MOU. The program requires students to complete at least 90 hours of hands-on experience, in addition to approximately 45 course hours to earn three credit hours. Appropriate practice sites include governmental, not-for-profit, for profit, or university-based agencies that are clearly aligned with public health, health education, or health promotion.</p> <p>Students may enroll in HHE 580 and 581 after completing 18 credit hours (approximately half of their program). Students create a formal proposal in consultation with their preceptor and the course instructor in which they</p>	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least five competencies, at least three of which are foundational				

		<p>identify at least five competencies to ground their experience and work products. Students choose three foundational and two concentration competencies to demonstrate through two work products that are beneficial to the practice site's stakeholders and the student's personal and professional aspirations. Beginning in spring 2023, one of the APE work products will also meet requirements to serve as the student's integrative learning experience (ILE), which is further described in Criterion D7. Faculty, preceptor, and self-assessment methods are used to assess student performance. Students and preceptors complete mid-semester and final evaluations in addition to meeting with the course instructor several times throughout the process for progress reports. By the end of HHE 581, students submit both APE products and give an oral presentation. The course instructor assesses each work product for competency attainment and is responsible for assigning the final grade.</p> <p>Site visitors reviewed five student samples of APE products that clearly addressed foundational and concentration competencies, indicating a high degree of integrity in the APE process. Examples included social media campaigns, program evaluations, grant proposals, health communication multi-media campaigns, workplace training, needs assessments, and statistical analyses.</p> <p>During the site visit, the MPH co-coordinator who serves as the program's APE course instructor explained how the program assists students in finding appropriate sites. The course instructor maintains a list of sites with established MOUs in addition to a "do-it-yourself" (DIY) section that gives general examples of suitable organizations like local hospitals, non-profit organizations, or area health</p>		
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		<p>education centers. The course instructor explained that students are encouraged to reach out to three potential sites to network and consider different opportunities. If students choose a site without a previously established relationship with the program, the course instructor reaches out with requirements and expectations for all preceptors and sets up an MOU if necessary. Site visitors asked how identifying APE sites has worked for distance-learning students. The course instructor explained that the DIY section of the APE sites list has been useful to distance-based students, and many use the APE as a chance to connect with the local public health community in which they live.</p> <p>Discussion during the site visit revealed that the program has made several significant changes to the APE over the last couple of years. After receiving student feedback that the APE was an overwhelming amount of work to complete in a single three-credit course, the program split the APE course sequence into three different sections, the first two dedicated to the APE and the third to the ILE. The program co-coordinators explained that this has helped administrative processes within the program (like advising and proposal and MOU processing) and has relieved student anxiety about finding sites or feeling overwhelmed by the experience. To further address student anxiety, the APE course instructor has started hosting Zoom information sessions about the APE every semester. Because the APE course instructor also serves as the faculty academic advisor for all MPH students, they also include information about the APE in all required advising sessions with students. Finally, students in the first section of the APE course series are invited to attend the oral presentations of students finishing the APE and to</p>		
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		ask questions about the process and experience. The program reports this has successfully addressed many students' concerns regarding the APE.		
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**D6. DRPH APPLIED PRACTICE EXPERIENCE**

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

**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>MPH students complete an ILE that allows them to synthesize specific competencies through a high-quality written product, which the program calls a capstone paper.</p> <p>In HHE 581: Applied Practice Experience II, students create a grant proposal, program plan, or evaluation plan that must synthesize two MPH foundational competencies and at least one health education and promotion concentration competency. Students must also gather outside perspectives to enhance their final written product.</p> <p>Students select the competencies for the ILE in consultation with faculty. Faculty effort is divided among a small group who each take the lead on one of the specific high-quality written product options.</p>	Click here to enter text.	
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>A qualified faculty member reviews and assesses the student’s demonstration and synthesis of competencies through a minimum of two reviews of the written product. Faculty use an ILE rubric to ensure synthesis of both foundational and concentration competencies.</p> <p>Site visitors reviewed a variety of high-quality written products including an evaluation of a clean water program in Nicaragua, a program plan for CVD health in Kenyan women, a community needs assessment for Live HealthSmart Alabama, a program plan for HIV cluster detection and response, and a program plan for the American Red Cross Twitter accounts in Idaho and Montana. The site visit team affirmed the quality and appropriateness of the written products provided.</p> <p>Site visitors affirmed that faculty have rapidly responded to feedback over the last year to align with the criterion requirements. Students said that they appreciated the responsiveness and open-door access to faculty and that they valued faculty feedback and support throughout their jointly linked APE and ILE learning process.</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
	Not Applicable			



**D9. 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 self-study presents 14 required courses that cover the public health domains, including 11 (non-internship, non-culminating) classes students complete in both public health concentrations, two courses that are unique to the health education and promotion concentration, and one course that is unique to the health professions concentration. Course topics include personal health behaviors, principles of health promotion, health behavior theory, health disparities, environmental health, and health communication.	Click here to enter text.	
If curriculum intends to prepare students for a specific credential (e.g., CHES), curriculum addresses the areas of instruction required for credential eligibility		<p>Upon consideration of all available documentation, site visitors confirmed appropriate coverage of all foundational domains, as demonstrated in the D9 worksheet. The program also appropriately prepares students for the CHES credential.</p> <p>The self-study indicates that undergraduate students can take any science course offered at UA to satisfy this criterion's biology and life sciences requirement. During the site visit, reviewers asked for clarification on how students who take a natural sciences course (e.g., astronomy or geology) meet this requirement. The program provided the site visit team with additional documentation to supplant information in the self-study that showed updated requirements for BS students, which will be published in the 2023 academic catalog. Students will no longer be approved to take natural science courses</p>		

		and must take a biology or life science-centric course to meet this requirement.		
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D9 Worksheet

Public Health Domains	Yes/CNV
1. Concepts and applications of basic statistics	Yes
2. Foundations of biological and life sciences	Yes
3. History & philosophy of public health as well as its core values, concepts & functions across the globe & in society	Yes
4. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes
5. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes
6. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	Yes
7. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes
8. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	Yes
9. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries	Yes
10. 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
11. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	Yes

**D10. 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 program assesses both foundational competencies at least once through required public health courses, as noted in the D10 worksheet.	Click here to enter text.	
1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences		The program assesses students' oral communication in several courses including HHE 370: Principles and Foundations of Health Promotion. In this course, students present a controversial or ethical public health issue.		

<p>2. ability to locate, use, evaluate &amp; synthesize public health information</p>		<p>Students must argue both for and against the topic. Written communication is assessed through writing assignments in HHE 378: Drugs, Society, and Human Behavior, in which students write a letter to a representative to advocate for a public health-oriented approach to health disparities related to substance use.</p> <p>Communication with diverse audiences is assessed via a group presentation in HHE 468: Practical Applications in Health Communication and Promotion, in which students create a social marketing campaign designed to address a health behavior that is tailored to the communication needs and preferences of a specific audience. The instructor assigns individual grades that incorporate both peer- and self-evaluation. Student ability to communicate through a variety of media is also assessed in several classes including HHE 445: Environmental Health, in which students create the abovementioned social marketing campaign or give an “ignite” presentation during which students present 20 slides in five minutes, with slides advancing every 15 seconds. In HHE 378, students prepare a “tweetorial” assignment that requires students to develop an evidence-based Twitter thread.</p> <p>All undergraduate students learn to locate information in HHE 378 through a letter to a representative using governmental health data, peer-reviewed scientific data, and journalism pieces. In HHE 273: Introduction to Public Health, students use information from the CDC’s Healthy People framework to create an infographic to highlight a public health initiative at the local, state, or national level. Students give an oral critique on a public health social marketing campaign to demonstrate their ability to critically evaluate information. All students demonstrate</p>		
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		the ability to synthesize public health information in HHE 450: Introduction to Epidemiology in a two-step assignment. First, students identify a news article that presents epidemiological findings and summarize and synthesize that information. Then, they look up the original research journal publication and compare their synthesized information with the original data.		
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D10 Worksheet

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

**D11. 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		All undergraduate students must enroll in a culminating or experiential course that requires them to synthesize knowledge and skills from across the curriculum.	Click here to enter text.	
Activities require students to integrate, synthesize & apply knowledge & program encourages				

<p>exposure to local-level professionals &amp; agencies</p>		<p>Beginning in spring 2023, students in the health education and promotion concentration take HHE 488: Internship in Community Health, a 12-credit course. This course is intended to be the only course students take that semester. Health education and promotion students will complete 350 hours at an external internship site, three to five products, and all related course assignments. Acceptable products include project plans, program evaluations, research products, lesson plans, training manuals, grant proposals, education materials, and social media content.</p> <p>Students in the health professions concentration enroll in HHE 385: Patient Health Education for their culminating course. In this class, students must identify a patient health issue and population of interest to develop a patient education program proposal and evaluation plan using the PRECEDE-PROCEED model. This proposal requires students to synthesize knowledge and concepts from across the curriculum.</p> <p>Site visitors reviewed student resources including syllabi, rubrics, and instructions for both courses that clearly communicate requirements. The site visit team reviewed seven high-quality examples of culminating projects, two health professions proposals and five health education and promotion projects. Topics and experiences included diabetes health education in Tuscaloosa County, rural health clinic business administration, HIV testing and treatment, and heart health education.</p>		
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**D12. 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		<p>Students are exposed to the 12 cross-cutting concepts and experiences through a variety of experiences in eight required courses.</p> <p>Students complete group assignments, address health disparities through congressional letter campaigns, produce an evidence-based literature review, interview a public health professional, network via social media, explore the social determinants, and conduct a team-based needs assessment and program planning proposal. Reviewers' findings are presented in the D12 worksheet.</p>	Click here to enter text.	

D12 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

**D13. MPH PROGRAM LENGTH**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
MPH requires at least 42 semester credits or equivalent		<p>Students must complete 42 semester credits to earn the MPH degree. UA defines a credit hour as at least one hour of classroom instruction and a minimum of two hours of out-of-class student work each week for 15 weeks per semester.</p> <p>Students in the dual MPH/MA and MPH/PhD programs must complete the minimum required credit hours for both programs. The departments have identified 12 hours of course work in anthropology that may count toward both degrees given their equivalent content and rigor. AMP students must complete all 42 MPH semester credits.</p>	Click here to enter text.	

**D14. DRPH PROGRAM LENGTH**

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

**D15. 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		The BS requires a minimum of 120 semester credits to graduate, with 51 credits specific to the public health major, including 18 credits specific to the concentration.	Click here to enter text.	
Clear, public policies on coursework taken elsewhere, including at community colleges		<p>Students who enroll in the AMP may count 15 graduate-level credits toward completion of their BS degree.</p> <p>The Office of the University Registrar is responsible for reviewing transfer credit requests for coursework completed at other institutions. Transfer requests undergo several levels of assessment including syllabus and official transcript review.</p> <p>UA's BS in public health requires the same minimum credits as other similar majors within the college, including the BS in addiction and recovery and the BS in human development and family studies.</p>		

**D16. ACADEMIC AND HIGHLY SPECIALIZED PUBLIC HEALTH MASTER'S DEGREES**

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



**D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES**

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

**D18. ALL REMAINING DEGREES**

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

**D19. DISTANCE EDUCATION**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		The program offers both its BS and MPH degrees via distance-based modality, as shown in the instructional matrix in the Introduction of this report. The online offerings follow the same degree requirements as their place-based counterparts.  The online degrees are designed for fully asynchronous delivery. Undergraduate courses are only offered in fall and spring while MPH courses are offered in fall, spring, and summer semesters. To encourage student engagement and promote community, faculty typically host one-to-two-hour synchronous Zoom office hours or	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that				

are responsive to the needs of online learners		<p>sessions in their courses. These planned synchronous sessions are always recorded in case students are unable to attend. Additionally, all distance-based instructors offer students the opportunity to meet with them virtually anytime throughout the semester.</p>		
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements		<p>The program developed its distance-based MPH in response to feedback from place-based students and requests from interested undergraduate students for an asynchronous degree option. The program started offering its distance-based undergraduate degrees to meet the demands of time- and location-bound students in rural areas of Alabama and to provide distance-based opportunities for out-of-state students more broadly.</p>		
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification		<p>Both delivery formats are supported by the same faculty, staff, department- and university-level resources. Students applying to the online BS program apply to the university, and prospective MPH students apply to the Graduate School. The program works with an instructional technology and program management team through the College of Continuing Studies to design its distance-based courses. The university assigns a specific program manager to the department to assist in all aspects of the online degree programs. The university's Technical Support Team and the online help desk offer IT support seven days a week, 24 hours a day. Other student support services including writing support, counseling services, and library assistance are all available virtually, via email, or in-person.</p> <p>To ensure academic rigor regardless of modality, the program uses course leaders, further described in Criterion A1. The course leader works with both place- and</p>		

		<p>distance-based instructors to ensure course objectives, domains and competencies, and assessments are consistent across both modalities. When assessments cannot be translated one-for-one to a distance-based modality, the course leader works with the instructor to ensure rigor. Additionally, the program reports distance-vs. place-based student outcomes to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) annually as part of the university's accreditation standards. SACSCOC compares student outcomes to ensure learning outcomes are equally met in both modalities.</p> <p>The program uses Blackboard as its online learning management system and secure logins and passcodes attached to UA email addresses for access. Additionally, students in both degree programs must sign contracts for their experiential learning requirements that verify their identity.</p> <p>Distance-based students who met with site visitors praised the faculty and program, stating that they often felt like they were in-person and that faculty do a great job checking in with them to make them feel like they are part of the university.</p>		
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**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		Site visitors determined that the program's faculty complement has appropriate training and experience to	Click here to enter text.	

they are thoroughly familiar & qualified by the totality of their education & experience		support the program's degree offerings. All tenured and tenure-track faculty (11 PIF) hold doctoral degrees in relevant public health or associated fields. Examples include PhDs in health education and promotion, sociomedical sciences, community health promotion, and public health. All non-tenure track faculty (seven PIF) hold at least a master's degree, and two hold doctoral degrees in relevant fields including MAs in health studies, an MPH in health education and promotion, an EdD in student affairs leadership, and an MS in health and human performance. Non-PIF hold master's and doctoral degrees in appropriate fields including health education, epidemiology, environmental biology and public health, biostatistics, communication studies, marriage and family therapy, applied statistics and data science, and public health.		
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		During the site visit, students discussed the favorable alignment of faculty experience with course offerings and the strong value of the diverse disciplinary background and experiences with the degrees offered.		

**E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The program's faculty complement has significant professional public health experience outside of the academic setting.	Click here to enter text.	

Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		One PIF has experience working with the Centers for Disease Control and Prevention, Care USA, Planned Parenthood, and the United Nations Development Programme. A non-PIF is currently a health services officer with the U.S. Public Health Service Commissioned Corps with the rank of lieutenant commander. Other faculty have experience in clinical practice, domestic and sexual violence prevention, disability rights, and legislative advocacy. Faculty incorporate these experiences into the classroom, highlighting content and experience with which they are familiar.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		<p>New faculty members reported that the department chair has actively encouraged them to bring their practice experience into the classroom. During the site visit, junior faculty explained that the department chair has encouraged them to design courses to explicitly highlight their personal experiences and has intentionally cultivated a wide breadth of public health professional experience across the faculty complement.</p> <p>The program also frequently invites practitioners to serve as guest lecturers across the undergraduate and graduate curricula. Recent guest lectures included topics on environmental health, collegiate recovery and intervention services, and employee wellness. Several faculty members who teach introductory public health classes in both the BS and MPH programs described emphasizing guest lectures from a variety of public health disciplines. Students who met with site visitors stated their appreciation for these experiences, especially early in their academic program. Students praised the program for offering early opportunities to network and see a breadth of experience across the field.</p>		

**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 program employs systems to document and track faculty currency in instructional responsibility (what they teach) and pedagogical methods (how they teach). The program ensures faculty effectiveness through course evaluations, annual performance evaluations, faculty peer teaching observations, continued professional development in pedagogical methods, and teaching/mentoring awards. Both full- and part-time faculty participate in these evaluations.</p> <p>To evaluate faculty instructional effectiveness, the program primarily uses student opinions of instruction (SOI), an online course evaluation system and faculty review. Survey results are reviewed in faculty annual evaluations and during the tenure/promotion process for tenure-track probationary faculty members. These processes are inclusive of full- and part-time faculty.</p> <p>The unit ensures that tenured, tenure-track, renewable contract faculty, and non-PIF members maintain currency in their areas of instructional responsibility through procedures in accordance with university policies and the faculty handbook. Annually, each faculty member submits a written activities report for the year to the department chair (or appropriate supervisory official) during the spring semester. Each faculty member can provide feedback or meet privately with their supervisor to discuss the activities report, the annual performance</p>	Click here to enter text.	
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>assessment, and the type of duties to be assigned during the next year. The department chair, college-level Personnel Committee, dean, and provost make recommendations regarding faculty tenure and promotion based on the above processes.</p> <p>Various university and programmatic supports for continuous improvement in faculty's instructional roles exist for PIF and non-PIF including new faculty orientation, UA online instructional technology assistance, the college's Committee on Diversity and Inclusion, the Faculty Learning Community, the Online Learning Consortium Conference, and the Teaching Hub. Several PIF and non-PIF have participated in these offerings. For example, one PIF participated in a year-long Faculty Learning Community focused on introducing experiential learning into the classroom. These communities are intensive 12- to 18-month commitments during which faculty attend meetings every three weeks, develop and implement a teaching and learning project related to their learning community, become an ambassador and share their experience with their home department, and contribute to the scholarship of teaching and learning by presenting the results of the project at a local, regional, or national conference or preparing a manuscript for publication. Other resources are widely available without requiring significant time and resource commitment. For example, the Teaching Hub provides resources, toolkits, teaching blogs, and events to all UA faculty to support their instruction and connect them with resources, ideas, and solutions for innovative teaching.</p>		
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		<p>The program has selected three indicators to characterize its instructional effectiveness performance over the last three years:</p> <ul style="list-style-type: none"> <li>• Internal review of syllabi: the program has instituted course leaders who annually review syllabi to ensure quality and consistency across modalities and instructors.</li> <li>• Student satisfaction with instructional quality: the department chair meets with all instructors annually to discuss SOI data and provide feedback to faculty for improvement. These data are available to faculty shortly after the end of the term, which allows for changes to be made in the following semester if necessary.</li> <li>• Implementation of grading rubrics: the program has made a concerted effort to implement consistent rubric and assessment practices across the curriculum. Course leaders review rubrics, in addition to syllabi, which provides instructors with guidelines and transparent assessment procedures.</li> </ul> <p>Site visitors confirmed that these indicators are consistently applied, foster instructional quality, and help to evaluate faculty competence and performance in instruction.</p> <p>During the site visit, faculty discussed the role of course leaders in supporting other faculty and ensuring quality and consistency within courses and across the curriculum. Faculty said that they appreciated the internal reviews of syllabi to provide constructive feedback and to foster discussions on pedagogical creativity and innovation.</p>		
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**E4. FACULTY SCHOLARSHIP**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Policies & practices in place to support faculty involvement in scholarly activities		The program's definition of and expectations regarding faculty research and scholarly activity matches the university's and are described in the faculty handbook.	The College has hired a part-time Grants and Contracts Specialist, Jackie Hayes, to assist all College faculty with pre- and post-award tasks. Jackie started with College in Spring 2023.	The Council appreciates the program's update.
Faculty are involved in research & scholarly activity, whether funded or unfunded		The program allows for a variety of scholarly and professional contributions including articles published in refereed journals; books and book-length research monographs; invited, juried, or reviewed exhibitions, presentations, or performances; chapters in books and edited collections of readings; research reports submitted in connection with research grants or contracts; participation in research contract or grant activities; papers published in the proceedings of meetings of professional associations; articles in non-refereed periodicals; and papers presented at professional meetings.		
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		Faculty often incorporate their research in the classroom. One faculty member incorporated examples of their budget and budget justification sections from previously funded grants in HHE 565: Planning Health Promotion Programs to demonstrate budget development. Another faculty uses work they've analyzed on CHES/MCHES professionals in the field during the COVID-19 pandemic to illustrate the variety of positions linked to Areas of Responsibility for Health Education Specialists. Students also have many opportunities to engage with faculty research. Several BS students have co-published peer		

		<p>reviewed manuscripts with PIF on topics including student organization-health agency partnerships during the COVID-19 pandemic and improving breastfeeding outcomes in rural Alabama. MPH students have co-published works with PIF on NCHEC data related to health education specialist work during the COVID-19 pandemic and urban youth mental health. MPH/MA dual degree students have also participated in PIF research including one student who recently presented their research at SOPHE in 2022.</p> <p>During the site visit, students stated their appreciation for hearing about research opportunities through their advisor, participating in faculty research opportunities in maternal health, and considering future careers in public health research. Multiple scholarly opportunities exist for students including a leadership academy about research, participation in research focused on professional development, and opportunities to present at campus, local, or national conferences.</p> <p>The Office for Sponsored Programs is dedicated to assisting faculty in obtaining research and scholarly activity support from federal, state, corporate, and foundation-sponsored programs. This office supports faculty, staff, and students in the preparation of proposals by assisting in the creation of budgets, identifying necessary forms, explaining requirements for submission, and electronic research administration. The college provides faculty, staff, and students with research support to help initiate research projects, complete projects in progress, and successfully submit proposals for large extramural funding. Several internal grant programs exist including the Crenshaw Research Fund, UA's Small Grants</p>		
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		<p>Program, and UA's Alabama Life Research Institute. The college supports a Grant Writing Institute, which assists faculty in securing external funding for specific research programs.</p> <p>Faculty are engaged in research in a variety of scholarly areas and settings including health professions job analysis, health education and promotion, grants and budget development, service learning, epidemiology, and biostatistics. However, faculty who met with site visitors described obstacles to running successful scholarship programs. UA recently received R1 research classification by the Carnegie Classification of Institutions of Higher Education; thus, research expectations at the university and college are high. Faculty stated that they do not have the resources or personnel necessary to successfully engage in funded scholarship. For example, there is only one staff person to support the entire college's post-award management. In addition, frequent turnover of grant specialists has resulted in inconsistent pre-award support. One junior faculty member described two instances in which they chose to be a consultant rather than an investigator on a funded grant because that was easier than dealing with the Office for Sponsored Programs. Another faculty member described attempting to apply for a higher-level award, but the college grants specialist could not help them because they did not know what that mechanism was.</p> <p>During the site visit, program leaders reported various challenges associated with balancing their administrative leadership duties while engaging in scholarly activity and research mentoring, as discussed in Criterion C3.</p>		
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		<p>To demonstrate its progress related to faculty scholarship goals, the program selected the following indicators:</p> <ol style="list-style-type: none"> <li>1. Percent of total PIF participating in research activities (67% or higher): the program presents data ranging from 73-79% of PIF participating in research activities over the last three years.</li> <li>2. Number of articles published in peer-reviewed journals (average of 20 across the department per year): the program presents data ranging from 31-54 articles over the past three years.</li> <li>3. Number of presentations at professional meetings (average of 20 across the department per year): the program presents data ranging from 24-66 since 2019.</li> </ol> <p>Faculty who met with site visitors explained that the relatively low targets it initially set may need to be revisited in the future. Program leaders explained that targets were set to reflect the realities of tenure-track and non-tenure-track expectations and scholarly output.</p> <p>University leaders who met with site visitors affirmed recent growth in external funding and an increased emphasis on research at university and college levels. They also remarked on the resources allocated to ensure that buildings and equipment are state-of-the-art and support the needs of faculty engaged in cutting-edge scholarly activity.</p> <p>The concern relates to the absence of policies and practices necessary to support faculty engagement and success in creative and scholarly activities. University leaders remarked that an R1 cultural change is occurring across campus with attention to the policies and practices</p>		
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		that support faculty engagement in research. During the site visit, faculty acknowledged support such as startup funds and course buyouts; however, faculty reported inadequate support in both the pre- and post-award phases that has negatively impacted their ability to bring grant funding to the university. University leaders who met with site visitors indicated they are aware of the need to recruit, train, and cultivate grants specialist personnel.		
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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		The program's expectations for faculty extramural service are comprehensive and aligned with those set forth by the university. All tenured, tenure-track, and renewable contract faculty have a 20% FTE service dedication in their appointments.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		<p>The university provides additional support for extramural service activities through the Division of Community Affairs and Center for Service and Leadership. The Division of Community Affairs supports projects that develop meaningful community engagement, research, and service. The Center for Service and Leadership works to support the student experience through active and diverse engagement opportunities in the community.</p> <p>The program provided several examples of faculty extramural service activities for review. Examples include service with Tuscaloosa Parks and Recreation Authority in closing the gender gap in girls and women's sports in the</p>		

		<p>community, leadership positions with APHA and AAHB and other local community organization boards. Faculty include these service experiences in the classroom when applicable. One PIF who serves on a leadership board for a community organization uses examples from their experience to illustrate how to engage stakeholders and invite members to participate on planning committees. The program chose the following indicators to illustrate its progress toward its extramural service goals:</p> <ul style="list-style-type: none"> <li>• percent of faculty engaged in extramural service</li> <li>• number of public/private or cross-sector partnerships</li> <li>• number of faculty-student service collaborations.</li> </ul> <p>The program states that 100% of PIF have been involved in extramural service over the past three years. The program lists four examples of cross-sector partnerships established since 2019 including collaborations with the American Heart Association, SOPHE, Holt Community Partnership, and APHA. The program's student organizations, Eta Sigma Gamma and Hands in Heath, have coordinated faculty-student service collaborations including co-hosting a community health fair and a Tuscaloosa Heart Walk with the American Heart Association.</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
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program uses its external Community Partner Group as a formal structure for constituent input. The board includes BS and MPH alumni and representatives from local and state public health offices, non-profit organizations, healthcare organizations, private industry, and cross-disciplinary fields (e.g., anthropology). The group meets once a semester (twice annually) to provide strategic guidance to the program. The program faculty, MPH co-coordinators, and department chair invite members to participate for at least one year. The program recruits new members each year to diversify the group to align with changes in the field. Meetings are held in different venues throughout the Tuscaloosa community, which allows members, including program faculty, to venture into and connect with the local community.	Click here to enter text.	
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> <li>• student outcomes</li> <li>• curriculum</li> <li>• overall planning processes</li> <li>• self-study process</li> </ul>				
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback		Community Partner Group meeting minutes showed clear evidence of review and discussion of potential areas for partnership, curriculum strengths and opportunities, employer perceptions of graduate preparedness, community engagement, the CEPH self-study, and strategic planning. Notes from a May 2022 meeting highlighted the wide breadth of connections the program fosters within the community. All partners gave a brief overview of their work and most pressing workforce needs. Community stakeholders who met with site visitors stated that Community Partner Group meetings have been highly valued opportunities for the local public		

		<p>health community to connect and collaborate. Local community leaders praised the department chair and MPH program co-coordinator for fostering a mutually beneficial relationship with the community and for connecting different public health sectors to each other in Tuscaloosa.</p> <p>In addition to structured feedback from the Community Partner Group, it was clear to site visitors that numerous faculty and administrators have developed close working relationships with community partners and have solicited their perspectives when redesigning courses and establishing new initiatives.</p> <p>The program also collects information from employers of its graduates through a variety of methods. Several employers participate in the Community Partner Group, and meeting minutes demonstrate consistent opportunities to provide feedback specifically related to graduate preparedness for the field. The MPH co-coordinator also collects both quantitative and qualitative feedback from employers using a survey and one-on-one interviews. Through these methods, the program collects useful information regarding both its BS and MPH graduates in the field. For example, employer interviews consistently revealed that UA graduates come into the field with solid public health skills but could use more training in soft skills like professionalism and bridging the gap between generational workers. While the program has not yet had time to address this feedback, leaders have considered and made changes to admission requirements for the AMP degree to address some of the professional competence concerns.</p>		
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		Stakeholders who met with site visitors noted that program interns and graduates are highly sought after in the workforce. Community stakeholders reported that they specifically seek out UA public health graduates when hiring due to their readiness for the field. Several employers noted their UA graduates need very little on-the-job training due to the comprehensive education and experiences the program provides.		
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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 are introduced to community service opportunities through student organizations Hands in Health and Eta Sigma Gamma, and these exposures continue through the curriculum via community-engaged courses, the MLK Day of Service, and other UA activities.	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		Both student organizations sponsor a variety of service activities for undergraduate and graduate students. Examples include a formal mentorship program for undergraduate students, student-run Professional Development Committee-sponsored career panels and speakers, Candy and Condoms events, National Public Health Week events, and various disease awareness-related events (e.g., lung cancer awareness, National Health Month, Texas Abortion Bill tabling).  During the site visit, program leaders discussed a desire to better engage both graduate and distance-based students. To increase student engagement, both Hands in		

		Health and Eta Sigma Gamma increased the number of hosted events in 2021-22. The program has also increased its advertising of professional development and service events in which distance-based students can participate. For example, these efforts include encouraging participation in APHA, SOPHE, and other professional organizations, the MLK Day of Service, and an online movie showing of <i>Miss Evers' Boys</i> , based on the Tuskegee Study.		
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**F3. 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 of the current public health workforce		<p>The program has provided professional development opportunities for the workforce.</p> <p>The program hosted its first professional development activity in October 2022. This training on mental health in the workplace targeted members of the program's Community Partner Group and its community preceptors for the BS and MPH experiential activities. The National Commission for Health Education Credentialing approved the training for one continuing education hour (CECH). Six community members attended, and five used the training to receive their Category 1 CECH.</p> <p>During the site visit, program leaders explained that the program intends to work with VitAL (a local research, implementation, training, and education initiative focused on mental health, substance use, and trauma-related challenges) in the future to offer additional workforce</p>	Click here to enter text.	

		<p>development trainings. The program has already planned a Mental Health First Aid webinar for March 2023 in collaboration with VitAL.</p> <p>The program provided additional documentation to the site visit team detailing other work toward offering professional development opportunities to the community. For example, the program worked with a content expert from South Carolina to create an online curriculum and materials on systems thinking and ethical leadership. As of January 2023, the program was working with UA’s Office of Teaching Innovation and Digital Education (OTIDE) to brand and edit the videos and materials. Once processed, the program intends to distribute this curriculum to its Community Partner Group and any other interested community partners.</p> <p>Community stakeholders who met with site visitors praised the program for surveying their interest in professional development opportunities and offering relevant series on topical subjects.</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)		The unit’s priority under-represented population includes American Indian or Alaska Native, Black, Hispanic or Latino, and Native Hawaiian or Other Pacific Islander. This definition includes both students and faculty, and this choice aligns with the University of Alabama System and	Click here to enter text.	
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		UA priorities.		
Identifies strategies and actions that create and maintain a culturally competent environment		The program has two goals and six objectives to advance diversity and cultural competence. The goals are to 1) prepare a diverse student body to address health disparities and 2) foster an inclusive and welcoming public health program environment for both students and faculty.		
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)		The program implements various actions and strategies to create and maintain a culturally competent environment including a college-level committee on diversity and inclusivity, consistent review and action of diversity data, the development of EDI co-curricular activities, a revised undergraduate health disparities course, mandatory EDI training for faculty and staff, broad and diverse recruitment of faculty and students, and faculty participation in additional EDI trainings across the university, state, region, and country.		
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		University- and college-level practices support recruitment, retention, and the promotion of faculty with attention to priority populations. The program is actively working to recruit more faculty and cited a proposal for four new faculty lines for the coming academic year.  Site visitors affirmed that the program employs various recruitment and retention strategies for its priority population of students. These strategies include forming pipeline relationships with local HBCUs and using the university-level retention team: OUR BAMA Equity in Retention Academy team. During the site visit, program leaders explained that they are actively building connections with university offices to support the needs of online students who might require evening and weekend		

		<p>hours. Additionally, the program has seen improved retention and student engagement after implementing an “advising pin” mechanism that reminds students that they are required to connect with someone in the program to register for courses and move forward.</p> <p>The unit regularly collects and reviews quantitative and qualitative data on student and faculty perceptions of the program’s climate and cultural competence. These data have been used to adjust courses, modify curriculum, and establish plans for new faculty recruitment processes. During the site visit, program leaders commented on the decreasing enrollment and retention of Black students in both degree programs since 2017 while other priority populations remain stable. The program has plans to examine disparities in retention, graduation, and attrition rates with an emphasis on supporting Black students. Site visitors noted, however, that both the BS and MPH degree programs currently enroll and graduate more than twice the university target of 10% Black students.</p> <p>Site visitors confirmed faculty and student perceptions of the unit’s climate regarding diversity and cultural competence. Faculty discussed the need to understand and support students who have varying levels of knowledge about anti-racism, equity, and diversity. Faculty acknowledged feeling adequately prepared to cover this content in course instruction.</p> <p>Students expressed deep enthusiasm for diversity and cultural competence coverage in every course. They said that they welcome the opportunity to engage with this content and appreciate faculty efforts to update their courses and foster an inclusive learning environment.</p>		
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**H1. ACADEMIC ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		<p>The program provides an accessible and supportive academic advising system for students. The program has made significant changes to its advising over the past two years, including hiring three additional undergraduate advisors and transitioning all graduate advising to one faculty member.</p> <p>The department primarily provides academic advising for undergraduate students through four full-time public health renewable contract faculty. These faculty address general academic advising needs, and students can schedule a meeting at any point during the fall and spring semesters. Undergraduate advising materials are also available online on the department website including links to course checklists and general program information.</p> <p>One of the MPH co-coordinators provides graduate academic advising. To best serve its students, the program provides advising through several modalities, including face-to-face office hours, individual Zoom appointments, and group advising via Zoom. To streamline MPH advising, the program recently launched an online student hub with pertinent resources including links to jobs and internship opportunities, the MPH handbook, upcoming student events, and graduation information.</p>	Click here to enter text.	
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>Advisors for both degree levels are primarily trained on the job with the support of the department chair and program coordinators.</p> <p>Undergraduate student satisfaction with advising varies between three and four on a five-point Likert scale over the past two years. Students generally strongly agreed that they received advising in a timely manner. Students agreed that advisors were knowledgeable about course offerings and graduation requirements and were, on average, neutral about whether their academic advising met their expectations. MPH students were more likely to indicate strong agreement with all three statements (greater than four on a five-point Likert scale). Discussion during the site visit revealed that all students now must meet with their advisor before registering for the following semester's courses which has improved advisor-student relationships and student engagement and retention in the program. These changes were based on this survey feedback and student concerns raised at program faculty meetings.</p> <p>Both graduate and undergraduate students attend an orientation prior to enrolling in classes. The university hosts undergraduate student orientation for all incoming UA students. The orientation introduces students to the university in addition to the student's major and department. If a student changes their major to public health after entering the university, they are required to set up an advising appointment to introduce them to the program and its expectations. The MPH co-coordinators conduct an orientation with incoming graduate students. During the COVID-19 pandemic, this orientation transitioned to a virtual format and is now an informal</p>		
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		<p>personal or group-based Zoom session with one of the co-coordinators. Students may ask program- and university-related questions at this time.</p> <p>Students who met with site visitors praised their advisors for providing timely and relevant information. Graduate students appreciated knowing there was one dedicated person from whom they could get quick responses about program requirements.</p>		
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**H2. CAREER ADVISING**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice		<p>The program provides accessible and supportive career advising services for students. Academic advisors work closely with the university's Career Center, and the program has a liaison within the center who directly assists all students within the college. The program also partners with UA's Office of Health Professions Advising, which provides BS students with mock interviews, assists with graduate school applications and entrance exams, and connects students with career-specific organizations.</p> <p>Students who participate in the program's student organizations are required to earn professional development points each semester. Students can earn these points in a variety of ways including participating in resume-building or interviewing workshops and attending professional conferences. Each student organization has a Professional Development Committee that plans and advertises these events to students.</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 program also incorporates career advising into its curriculum for undergraduate students. In the culminating experience course, BS students are required to meet with a career counselor at UA's Career Center and to create a professional resume for in-class review.</p> <p>To increase its career advising resources, the department launched a series of career-oriented opportunities in spring 2022. For example, the program launched a public health seminar series that kicked off with a career panel of public health professionals who discussed various career settings, job responsibilities, and strategies for marketing yourself after graduation. This event was held both in-person and virtually. All public health students were invited, and 125 students attended. Other examples include increasing the number of professional development events offered by Eta Sigma Gamma and Hands in Health and collaborating with the college's Council for Engagement and Outreach to host a professional development pop-up for public health students.</p> <p>Students who met with site visitors reported that their academic advisors were committed to offering career advising as well. Both BS and MPH students stated that they felt the public health faculty were invested in their career aspirations from day one. MPH students praised their advisor for doing a great job with one-on-one career advising, although they stated that they would like more general guidance such as resume-building and interview preparation workshops.</p>		
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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 informal complaint resolution & formal student complaints & grievances		<p>Student complaint procedures are clearly articulated in the MPH program student handbook and the public health website with guidelines for both academic and non-academic issues. Students are encouraged to address concerns about coursework directly with their instructors or faculty advisors; they may also approach the department chair or program coordinators.</p> <p>Formal complaints or grievances are filed through official university processes, which require students to submit grievances in written form to the department chair. Within 15 working days of receipt of the grievance, the department chair is required to respond. The department chair must schedule a conference with the student to discuss next steps, which could include student conferences with the other party involved to informally resolve the grievance, escalation to the college dean if resolution is not reached, and/or appeals to the Office of Academic Affairs for review by the provost.</p> <p>The program reports no formal complaints submitted in the past three years.</p>	<p>Click here to enter text.</p>	
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				

**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		<p>The program implements student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program’s various learning activities.</p>	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>The university recruits undergraduate students to the program via the UA Admissions website, social media, and by attending recruitment events throughout the area. In addition, the program advertises at relevant conferences and with paid advertisements with national membership organizations. The college has an active social media presence on Facebook and Instagram that promotes the public health program.</p> <p>UA’s Graduate School is primarily responsible for MPH recruitment efforts. Graduate School representatives attend recruitment events throughout the area to increase interest and graduate enrollment in UA programs. In addition to university-level recruitment, department faculty promote the program at relevant conferences and through paid advertisements with SOPHE.</p> <p>Admissions criteria for the BS and MPH programs are clearly posted on the UA Admissions and the MPH program websites, respectively. There are no specific program requirements for a student to declare public health as their major. If currently enrolled UA students would like to change their major to the BS in public health,</p>		

		<p>they must meet the criteria and go through the process described in the Undergraduate Catalog. Graduate applicants must complete the UA MPH program application, upload a statement of purpose, three letters of recommendation, unofficial transcripts, and optional resume. The university processes all undergraduate applications while the MPH co-coordinators review and process all graduate applications. The MPH co-coordinators independently determine whether the applicant is a regular admit, a conditional admit, or denied admittance, and then they jointly discuss their decisions. If consensus is not reached, additional public health PIF review the applications. Their decisions are compiled, and a final decision is made by the co-coordinators.</p> <p>Admissions for the dual degree programs occur separately for each degree. The MPH and anthropology programs review applications separately and admit students individually. If the admissions decision differs by program, the departments will convene a meeting (virtual or in person) to review files of applicants whose status is in dispute. If the coordinators cannot agree on applicant status, the departments will notify applicants separately of their decisions. As of spring 2023, no applications have been in dispute for the dual degree programs.</p> <p>The program tracks the enrollment of traditionally underserved populations, as defined in Criterion G1, to assess its success in recruiting and admitting qualified students. The program presents data that exceed its target of enrolling at least 30% of students from underserved priority populations over the past three years (BS: 36%, 33%, 29%; MPH: 44%, 44%, 39%).</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		All the catalogs and bulletins used to describe the educational offerings are publicly available on the UA website. The program's policies, standards, and requirements are accurately described on the program's website. All advertising, promotional, and recruitment materials include accurate information. Site visitors reviewed and verified the accuracy of this information.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				

**AGENDA**

**Wednesday, January 18, 2023**

5:00 pm      **Site Visit Team Executive Session 1**

**Thursday, January 19, 2023**

8:20 am      **Team Setup on Campus**

8:30 am      **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
<i>Beth Chaney, Ph.D. – Professor &amp; MPH Program Co-Coordinator</i> <i>Don Chaney, Ph.D. – Professor &amp; Chair</i> <i>Leah Tompkins, Ed.D. – Assistant Prof &amp; MPH Program Co-Coordinator</i> <i>Kelly Wingo, M.A. – Instructor &amp; BSPH Program Coordinator</i>	<i>Guiding statements – process of development and review? (Criterion B1)</i>
	<i>Evaluation processes – how does program collect and use input/data? (Criterion B2)</i>
	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed? (Criteria C2-C5)</i>
	<i>Budget – who develops and makes decisions? (Criterion C1)</i>
<b>Total participants: 4</b>	

9:30 am      **Break**

9:45 am      **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
<i>Beth Chaney, Ph.D. – Professor &amp; MPH Program Co-Coordinator</i> <i>Don Chaney, Ph.D. – Professor &amp; Chair</i> <i>Leah Tompkins, Ed.D. – Assistant Prof &amp; MPH Program Co-Coordinator</i> <i>Adam Knowlden, Ph.D. – Associate Professor</i> <i>Jen Nickelson, Ph.D. – Associate Professor</i> <i>Michael Stellefson, Ph.D. – Professor &amp; Ph.D. Program Coordinator</i> <i>Lori Turner, Ph.D. - Professor</i> <i>Amanda Wilkerson, Ph.D. – Assistant Professor</i> <i>Taylor Zingg, Ph.D. – Assistant Professor</i> <i>Kareem McNeal, M.A. – Instructor</i> <i>Isabella McVeagh, M.P.H. - Instructor</i>	<i>Foundational knowledge (Criterion D1)</i>
	<i>Foundational competencies – didactic coverage and assessment (Criteria D2 &amp; D3)</i>
	<i>Concentration competencies – development, didactic coverage, and assessment (Criterion D4)</i>
<b>Total participants: 11</b>	

11:00 am **Break**

11:15 am **Curriculum 2**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
<i>Beth Chaney, Ph.D. – Professor &amp; MPH Program Co-Coordinator</i>	<i>Applied practice experiences (Criteria D5 &amp; D6)</i>
<i>Don Chaney, Ph.D. – Professor &amp; Chair</i>	<i>Integrative learning experiences (Criteria D7 &amp; D8)</i>
<i>Isabella McVeagh, M.P.H. - Instructor</i>	<i>Public health bachelor's degrees (Criteria D9-D12)</i>
<i>Neika Morgan, M.A. – Instructor</i>	<i>Academic public health degrees (Criteria D16 &amp; D17)</i>
<i>Leah Tompkins, Ed.D. – Assistant Prof &amp; MPH Program Co-Coordinator</i>	<i>Distance education (Criterion D19)</i>
<i>Amanda Wilkerson, Ph.D. – Assistant Professor</i>	
<i>Kelly Wingo, M.A. – Instructor &amp; BSPH Program Coordinator</i>	
<b>Total participants: 7</b>	

12:15 pm **Break & Lunch in Executive Session**

1:00 pm **Instructional Effectiveness**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
<i>Beth Chaney, Ph.D. – Professor &amp; MPH Program Co-Coordinator</i>	<i>Currency in areas of instruction &amp; pedagogical methods (Criteria E1 &amp; E3)</i>
<i>Don Chaney, Ph.D. – Professor &amp; Chair</i>	<i>Scholarship and integration in instruction (Criteria E4)</i>
<i>Sara Hendrix, Ph.D. – Visiting Assistant Professor</i>	<i>Extramural service and integration in instruction (Criterion E5)</i>
<i>Jessica Jaiswal, Ph.D. – Assistant Professor</i>	<i>Integration of practice perspectives (Criterion E2)</i>
<i>Nayoung Kim, Ph.D. – Assistant Professor</i>	<i>Professional development of community (Criteria F1-F3)</i>
<i>Tiffany Marcantonio, Ph.D. – Assistant Professor</i>	
<i>Rahma Mkuu Ph.D. – Assistant Professor</i>	
<i>Neika Morgan, M.A. – Instructor</i>	
<i>Michael Stellefson, Ph.D. – Professor &amp; Ph.D. Program Coordinator</i>	
<i>Amanda Wilkerson, Ph.D. – Assistant Professor</i>	
<i>Taylor Zingg, Ph.D. – Assistant Professor</i>	
<b>Total participants: 11</b>	

2:00 pm **Break**

2:15 pm **Transport to Hotel**

3:00 pm **Students via Zoom Meeting**

Participants	Topics on which participants are prepared to answer team questions
<i>Clara Blevins (BS/ MPH AMP On-Campus)</i> <i>Izzy Boyd (BS On-Campus)</i> <i>Felix Velazquez (BS DE)</i> <i>Baili Gall (Dual PhD ANT/MPH On-Campus)</i> <i>Kylie Lovett (MPH On-Campus)</i> <i>Leecora Rogers (MPH On-Campus)</i> <i>Faith Speights (BS On-Campus)</i> <i>Kendall Smith (BS on-campus)</i>	<i>Student engagement in program operations (Criterion A3)</i> <i>Curriculum (Criterion D)</i> <i>Resources (physical, faculty/staff, IT) (Criteria C2-C5)</i> <i>Involvement in scholarship and service (Criteria E4, E5, F2)</i> <i>Academic and career advising (Criteria H1 &amp; H2)</i> <i>Diversity and cultural competence (Criterion G1)</i> <i>Complaint procedures (Criterion H3)</i>
<b>Total participants: 8</b>	

4:00 pm **Break**

4:15 pm **Stakeholder/ Alumni Feedback & Input via Zoom Meeting**

Participants	Topics on which participants are prepared to answer team questions
<i>Marianne Allard (BS On-Campus)</i> <i>Gracie Avery (BS On-Campus)</i> <i>Madison Cheever (MPH DE)</i> <i>Olivia Dato (MPH On-Campus)</i> <i>Hannah Scott (BS On-Campus)</i> <i>Shey Thorn (MPH DE)</i> <i>Iyana Diaz</i> <i>Katherine Waldon – Five Horizons Health Services</i> <i>Dr. Toya Burton – Whatley Health Services</i> <i>Jora T. White – Alabama Department of Public Health</i> <i>Jay Logan – Tuscaloosa Parks and Recreation Authority (PARA)</i>	<i>Involvement in program evaluation &amp; assessment (Criterion F1)</i> <i>Perceptions of current students &amp; school graduates (Criteria D5, D6, F1)</i> <i>Alumni perceptions of curricular effectiveness (Criterion B5)</i> <i>Applied practice experiences (Criteria D5 &amp; D6)</i> <i>Integration of practice perspectives (Criterion E2)</i> <i>Program delivery of professional development opportunities (Criterion F3)</i>
<b>Total participants: 11</b>	

5:15 pm **Site Visit Team Executive Session 3**

6:00 pm **Adjourn**



**Friday, January 20, 2023**

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

Participant(s)	Topics on which participants are prepared to answer team questions
<i>Stuart Usdan, Ph.D. – Professor and Dean, College of Human Environmental Sciences</i>	<i>Program’s position within larger institution (Criterion A1)</i>
<i>James T. Dalton, Ph.D. – Executive Vice President and Provost</i>	<i>Provision of program-level resources (Criterion C)</i>
	<i>Institutional priorities</i>
<b>Total participants: 2</b>	

9:30 am **Site Visit Team Hotel Pickup: Transport to Campus**

10:00 am **Site Visit Team Executive Session 4**

11:00 am **Site Visit Team Working Lunch**

11:45 am **Exit Briefing**