

REVIEW FOR ACCREDITATION
OF THE
PUBLIC HEALTH PROGRAM
AT
EASTERN KENTUCKY UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

November 16-17, 2020

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CRITERIA:

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

Table of Contents

INTRODUCTION.....	1
A1. ORGANIZATION & ADMINISTRATIVE PROCESSES	3
A2. MULTI-PARTNER SCHOOLS & PROGRAMS	7
A3. STUDENT ENGAGEMENT	7
A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH	8
A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH.....	9
B1. GUIDING STATEMENTS	9
B2. GRADUATION RATES.....	10
B3. POST-GRADUATION OUTCOMES.....	11
B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS.....	12
B5. DEFINING EVALUATION PRACTICES	14
B6. USE OF EVALUATION DATA.....	15
C1. FISCAL RESOURCES	16
C2. FACULTY RESOURCES	18
C3. STAFF AND OTHER PERSONNEL RESOURCES.....	20
C4. PHYSICAL RESOURCES.....	21
C5. INFORMATION AND TECHNOLOGY RESOURCES	22
D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE.....	23
D2. MPH FOUNDATIONAL COMPETENCIES	24
D3. DRPH FOUNDATIONAL COMPETENCIES	26
D4. MPH & DRPH CONCENTRATION COMPETENCIES	27
D5. MPH APPLIED PRACTICE EXPERIENCES	28
D6. DRPH APPLIED PRACTICE EXPERIENCE.....	31
D7. MPH INTEGRATIVE LEARNING EXPERIENCE.....	32
D8. DRPH INTEGRATIVE LEARNING EXPERIENCE	34
D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM	34
D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS.....	35
D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES	37
D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES	39
D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES	40
D14. MPH PROGRAM LENGTH	42
D15. DRPH PROGRAM LENGTH.....	43
D16. BACHELOR'S DEGREE PROGRAM LENGTH.....	43
D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES	44
D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES	44

D19. ALL REMAINING DEGREES	44
D20. DISTANCE EDUCATION	45
E1. FACULTY ALIGNMENT WITH DEGREES OFFERED	45
E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE	46
E3. FACULTY INSTRUCTIONAL EFFECTIVENESS	48
E4. FACULTY SCHOLARSHIP	51
E5. FACULTY EXTRAMURAL SERVICE	55
F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT	57
F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE	60
F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS.....	61
F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE	63
G1. DIVERSITY & CULTURAL COMPETENCE	64
H1. ACADEMIC ADVISING	69
H2. CAREER ADVISING	71
H3. STUDENT COMPLAINT PROCEDURES	73
H4. STUDENT RECRUITMENT & ADMISSIONS	75
H5. PUBLICATION OF EDUCATIONAL OFFERINGS.....	77
AGENDA	78

INTRODUCTION

Eastern Kentucky University (EKU) began as a normal school for teacher education in 1906 and was renamed Eastern Kentucky State Teachers College in 1930. The university is located at the edge of the Appalachian Mountains and has a distinguished record of over one hundred years of educational service. University graduates contribute to the Commonwealth economy by working in Kentucky after graduation. Among alumni, 75% are employed in the state after graduation, the highest percentage of all public four-year institutions in Kentucky.

EKU is organized into six colleges: the College of Business and Technology; the College of Education; the College of Health Sciences; the College of Justice and Safety; the College of Letters, Arts, and Social Sciences; and the College of Science. The university offers 12 associate degrees, 94 bachelor's degrees, 44 master's degrees, four doctoral degrees, three specialist degrees, and 21 certificates. As of fall 2020, the university employs 591 full-time and 463 part-time faculty, 1122 full-time and 447 part-time staff, and enrolls 12,662 undergraduate and 2,318 graduate students.

EKU has been accredited by the Southern Association of Colleges and Schools Commission on Colleges since 1928 and was reaccredited in 2017 for 10 years. Specialized accreditors to which the university responds include the Accreditation Council for Occupational Therapy Education, the Commission on Accreditation of Athletic Training Education, and the Commission on Health Informatics and Information Management Education.

The program was developed in 2001 as part of the Kentucky Council on Post-Secondary Education's charge that state universities collaborate to develop graduate programs in public health. EKU's departments of environmental health science and health promotion and administration each developed and began offering an MPH. The departments convened a retreat in 2004 to merge the two degrees into a single MPH program with multiple concentrations and plan to seek accreditation. From these discussions, the two departments consolidated to create the MPH program. The department chairs work with the MPH program director and all committees report to the program director. The department chairs and the program director report to the dean of the College of Health Sciences. All degree offerings in the health promotion and administration department are included in the unit of accreditation. The environmental health science department includes an environmental health sciences undergraduate degree that is not included.

The program's initial accreditation review took place in 2008 and resulted in a five-year term with interim reporting related to student assessment, research, and faculty and staff diversity. The Council accepted the program's 2010 interim report as evidence of compliance in these areas. The program added the BSPH to its unit of accreditation in summer 2011. The program was reaccredited for a seven-year term in 2013, with interim reporting related to required competencies and research. The Council accepted the program's 2014 interim report as evidence of compliance in these areas. As of fall 2020, the program enrolls 54 MPH students, of which 21 are in the environmental/occupational health and sustainability concentration, 32 are in the health promotion concentration, and one is in the discontinued public health nutrition concentration, and 77 BSPH students, 15 of whom are in the accelerated 3+2 option.

Due to COVID-19-related restrictions on travel and gatherings, this site visit was conducted via distance technology, with all attendees participating via the Zoom platform with video. The distance-based visit will be followed by an on-campus visit when it is safe to do so, within one year of the accreditation decision resulting from this visit.

Instructional Matrix - Degrees and Concentrations					
Bachelor's Degrees				Campus based	Distance based
Health Promotion		BS		BS	
Pre-Professional		BS		BS	
Master's Degrees		Academic	Professional		
Environmental/Occupational Health and Sustainability			MPH	MPH	
Health Promotion			MPH	MPH	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		Academic	Professional		
2nd Degree Area	Public Health Concentration				
BS/MPH (3+2)	Either		BS/MPH	BS/MPH	

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, implementation		The program has sufficient infrastructure and standing committees to support the program's degrees and operation through one BSPH and five MPH standing committees. While the BSPH has a separate committee for the curriculum, areas such as admissions, research and service, and student assessment are addressed by the same committees that address these areas for the MPH degree. The program director, a minimum of one faculty member from each concentration, and one student (non-voting) serve on each committee. The director can appoint ad hoc committees and task forces to support a committee's work or other efforts to support program goals. The program consists of two departments that contribute faculty to both concentrations, although the BSPH concentrations are only offered through the health promotion and administration department. All committees, regardless of concentration or department, are connected through and governed by the MPH program director.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 				
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The MPH Curriculum Committee is responsible for curriculum oversight ensuring that the program prepares public health practitioners to address the challenges of the future and meets CEPH accreditation criteria. It meets twice a semester and conducts additional work as needed. The committee reviews degree requirements, reviews and approves new courses and associated credit hours, assigns competency coverage to core and concentration courses,		

		<p>and reviews changes to the applied practice experience and integrated learning experience. The committee forwards major changes to the Program Committee, the final programmatic decision-making committee, for review and approval, then the College of Health Science Curriculum Committee for review and approval. All changes must sequentially be reviewed and approved by the Graduate School, the Council on Academic Affairs, the Faculty Senate, and the Board of Regents.</p> <p>The BSPH Curriculum Committee is responsible for curriculum design and planning and for student assessment policies and processes for the two undergraduate concentrations. The committee meets three times each semester. It reviews and approves curricular changes, changes in supporting courses and electives, course sequencing, and course delivery formats. Its charge is to review degree requirements on an annual basis and the entire curriculum and each course syllabus every three years. The BSPH Curriculum Committee oversees the evaluation plan, reviews input from course evaluations and the BSPH student exit surveys, reviews student performance in the capstone experience, and makes recommendations to the faculty to enhance the program. Changes to the curriculum and degree requirements require the majority vote of the committee.</p> <p>The MPH Assessment Committee meets twice each semester. It recommends assessment and evaluation procedures and timelines to monitor program changes. It reviews course evaluations and alumni and exit surveys to either affirm or recommend changes to course sequencing or delivery formats.</p>		
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		<p>The MPH Student Success Committee is responsible for reviewing and recommending changes to recruitment and admissions policies; it meets at least two times per semester. It drafts and approves recruiting materials and identifies essential components and standards for the application to the MPH program each year. It recommends minimum admissions requirements, which must gain majority approval from the MPH Program Committee.</p> <p>Applications for admission to the MPH program are first reviewed by the Graduate School. Candidates who meet the minimum criteria are forwarded to the MPH program where the appropriate concentration coordinator and the MPH program director make the final decision on each applicant. Applications for admission to the BSPH are governed by the policies of the university, and the university's Admissions Office handles all undergraduate recruitment and admissions. The Student Success Committee reviews and makes recommendations regarding recruiting and admissions policies and procedures as well as minimum admissions requirements. The Program Committee and program director approve the recommendations by a majority vote.</p> <p>Faculty recruitment is a shared responsibility between the program and the home department of the concentration. Requests to fill vacant lines or new faculty positions are made by the department chairs to the dean of the College of Health Sciences. Search committees, comprised of a program faculty member who serves on the Program Committee and faculty from the respective departments, make recommendations for position postings that are in accordance with university guidelines, review the pool of candidates, and make recommendations to the</p>		
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		<p>department chair, who presents the candidate to the dean for approval to hire.</p> <p>Promotion and tenure are the responsibility of the promotion and tenure committees in the Department of Environmental Health Sciences and the Department of Health Promotion and Administration. Each committee has clear guidelines for membership (rank and term) and process. The committees make recommendations to the department chair regarding progress toward promotion and tenure that the chair reviews with each faculty member.</p> <p>Individual faculty members choose their scholarship and service activities and submit self-evaluations. The MPH Assessment Committee then compiles aggregate data on faculty instructional effectiveness, scholarship, and community-focused service that the Program Committee reviews with the Advisory Board at its annual meeting to determine if the faculty as a whole is meeting or exceeding its goals and based on these data, identify program modifications where needed.</p> <p>Program faculty contribute to university-level decision making activities and hold significant leadership positions. For example, one faculty member is the faculty regent, two other faculty members are faculty senators and serve on the University General Education Committee, and another serves on the University Pre-Health Advisory Committee. Site visitors learned from university leaders that the public health faculty are highly respected and sought after for leadership positions.</p>		
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		Full and part-time faculty interact formally and informally in many ways. The program director and department chairs regularly correspond via email with adjunct faculty to share information, solicit input, and build a sense of community. All faculty, full and part-time, attend the annual Advisory Board and other committee meetings to review program successes and challenges and student evaluations. When their schedules permit, part-time faculty attend events hosted by the program such as the faculty and student Friendsgiving potluck and the monthly discussion groups that review trending public health issues.		
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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 both formal and informal methods to participate in programmatic decision making. A student representative (non-voting) serves on each of the five standing committees of the MPH program and the BSPH Curriculum Committee. The program also invites students	Click here to enter text.	

<p>Students engaged as members on decision-making bodies, where appropriate</p>		<p>to participate in faculty hiring decisions and meet with candidates during on-campus visits and assess their teaching abilities.</p> <p>The program works with three student organizations— Student Environmental Health Association—EKU Chapter (SEHA), American Industrial Hygiene Association—EKU Local Student Section (AIHA), and Eta Sigma Gamma (ESG) to plan professional development, educational outreach, and recruiting events. Students provide faculty with informal feedback through these interactions.</p> <p>Students confirmed to site visitors that they are actively involved in the program’s standing committees, that their participation is an important component of deliberations, and that their opinions are valued. Outside of the committee work, students explained that faculty solicit their feedback and provided examples of how faculty have asked for input regarding the shift to virtual classes as a result of COVID-19; students noted that their recommendations regarding changes in class structure have been implemented.</p>		
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	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		<p>The program's guiding statements include a vision of "<i>a healthy commonwealth and global community led by competent and committed public health practitioners</i>" and a mission to "<i>prepare culturally competent, skilled public health practitioners that are engaged in community-focused service and public health scholarship for the commonwealth and beyond.</i>"</p> <p>The program's four goals are as follows:</p> <ol style="list-style-type: none"> 1. Students will demonstrate professional competencies needed to effectively serve as public health practitioners. 2. The program will prepare competent public health professionals through high-impact pedagogy. 3. The program faculty and students will advance the health of the commonwealth through engagement in community and professional service. 	<p>The Public Health Program at Eastern Kentucky University appreciates the commentary provided by the review team. An ad-hoc committee will be formed during the spring 2021 term to review the comment and determine an appropriate path forward. Changes made to program goals will be presented to the program's external advisory board during the 2021 annual advisory board meeting. Comments from the board will be considered by the ad-hoc committee. The full program committee will review final changes during the first program committee meeting of the fall 2021 term.</p>	<p>The Council appreciates the program's response regarding its plans to review its goal statements.</p> <p>The Council reviewed the team's report and program's response and concludes that there is no information that warrants a finding of met with commentary. Therefore, the Council acted to change the team's finding of met with commentary to a finding of met.</p>
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				
Guiding statements reflect aspirations & respond to needs of intended service area(s)				
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes				

		<p>4. The program faculty and students will engage in research and scholarship to grow the public health profession.</p> <p>The program's values highlight intellectual vitality, sense of community, cultural competency, stewardship of place, accountability, and excellence. The guiding statements clearly reflect the aspirations of the program and address plans to promote student success and advance the field of public health through the efforts of faculty and students. Site visitors determined that the guiding statements are minimally specific enough to guide allocation of resources and support evaluation of outcomes.</p> <p>The commentary relates to the absence of an aspect of the mission from the goal statements. The mission highlights that the program prepares culturally competent practitioners, but this is not specifically addressed in the goals. The program may benefit from including this in the goal statements to capture all aspects of the mission statement.</p>		
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B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The program presents graduation rates that exceed this criterion's threshold for BSPH cohorts from 2014-15 through 2017-18 and MPH cohorts from 2010-11 through 2017-18. The remaining two cohorts for both degrees have very low attrition rates and are on track to meet or exceed the threshold. Students have a maximum time of six years	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

		<p>to graduate from the BSPH program and 10 years from the MPH program.</p> <p>Based on students who entered the BSPH degree from 2014-15 through 2017-18, the program reports graduation rates between 84% and 98% each year. These cohorts represent between 37 and 60 students. MPH cohorts entering between 2010-11 and 2017-18 had graduation rates between 70% and 84%. Cohorts ranged from 30 to 43 students. Over the period reported in the self-study document, the program added more advisors to ensure a smaller student to advisor ratio, which it credits with improved graduation rates.</p>		
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B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		<p>The program presents positive post-graduation outcome rates that exceed this criterion's threshold for both degrees. For the MPH, positive outcome rates were 100% for graduates in 2017-2019, with no unknown outcomes in 2017 and 2018 and two 2019 alumni with unknown outcomes. For the BSPH, positive rates were 95% (2017), 100% (2018), and 98% (2019) with unknown rates of 10% for 2018 and 22% in 2019. Most program alumni, both master's and bachelor's, enter the workforce after graduation.</p> <p>The program monitors post-graduation outcomes via email, LinkedIn, the ECU International Alumni Association, and social media. To reduce the number of alumni with</p>	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree				

		unknown outcomes, the program added a question to the exit survey for graduating students effective December 2020. The program was able to account for the outcomes of all BSPH students who graduated in December 2020, with a positive post-graduation rate of 81% at the time of graduation.		
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B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		<p>The program collects data regarding alumni self-assessment of success in achieving competencies and applying the competencies in post-graduation placements in two ways, with a plan to implement a third in spring 2021. The program collects alumni perceptions of competency attainment through the exit and alumni surveys. Upon completing their studies, students receive the exit survey, which assesses perception of mastery of competencies. Students rate themselves as aware, knowledgeable, or proficient. The program supplements these data with feedback from alumni and employers on the Advisory Board.</p> <p>For the BSPH exit survey, students must complete the survey as part of the capstone course. For spring 2019 and fall 2020, the competencies that the highest number of students rated themselves as knowledgeable or proficient were related to planning health education and communication as well as critical and creative thinking. The program sends the exit survey to MPH students at the end of the program, although it is not mandatory to</p>	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements				

		<p>participate. Students rated themselves most highly for competencies 4, 7, 8, and 18 which focus on data interpretation, needs assessments, applying awareness of cultural values to planning and implementation, and communication strategies.</p> <p>The program started sending the MPH alumni survey to alumni who are practitioners in 2020, and the survey will be distributed every three years. Alumni rated themselves as the most proficient for competencies 7, 19, and 21 related to needs assessments, communication, and interprofessional teams. The program also sends an alumni survey to all BSPH students. Results from the fall 2020 survey indicate that BSPH alumni rated themselves highest in competencies related to communication and critical and creative thinking.</p> <p>The program has an internal target of 80% of respondents answering knowledgeable or proficient for each of the competencies. The program reviews the results of the surveys annually.</p> <p>At the most recent meeting in 2020, faculty reviewed the data and were surprised that three MPH competencies did not meet the internal threshold based on the exit survey. The program determined that it would implement focus groups in spring 2021 to better understand the data. The Curriculum Committee will review the data from these focus groups in its last meeting of the spring term and determine necessary actions to improve performance.</p>		
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B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success</p>		<p>The program's four goals have between three and five measures for a total of 15 measures. Measures relate to the number of courses with service learning, community-based, or collaborative projects; student satisfaction with instructional quality; and faculty and student presentations at professional meetings, as some examples. For the measure about student satisfaction with instructional quality, the program director and undergraduate coordinator generate reports based on exit surveys and bring the results to the Assessment, Curriculum and Program Committees and the Advisory Board for review.</p>	<p>Click here to enter text.</p>	
<p>Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review</p>		<p>The program's measures align with the guiding statements. For example, the measures for the goal related to service include percent of faculty participating in service activities, number of faculty-student service collaborations, and the number of community-based service projects. These measures tie back to the program's emphasis on community-focused service, as highlighted in its mission statement.</p> <p>In addition to aligning with the mission and goals, the indicators as a whole measure student success and progress in advancing public health through high impact pedagogy, scholarship, and community-focused service.</p>		

		The evaluation plan is also specific enough to guide ongoing evaluation regarding instruction, scholarship, and service. The program clearly outlined data sources and responsible parties to review the data. Data are reviewed through specific committees, and all data are reviewed as part of the first Program Committee meeting each fall. The university has an annual Assurance Day in which programs review their data to make improvements. The Program Committee incorporates feedback from the Assurance Day and makes decisions for programmatic improvements.		
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B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		As stated in Criterion B5, data are reviewed by assigned individuals and committees for feedback and are then reviewed as a whole during the first Program Committee meeting of the fall semester. Site visitors validated that the program engages faculty, students, and key stakeholders in strategic discussions regarding the findings and follows institutional processes for making programmatic changes.	Click here to enter text.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		For example, MPH students recommended additional coursework in their concentrations and less emphasis on biostatistics to reflect the change from traditional research capstones to multiple ILE pathways. The Curriculum Committee discussed these recommendations and moved to eliminate MPH 835: Survey of Public Health Statistical Analysis from the required core and allow each concentration to add elective credits to the program of study. The Program Committee voted to approve the		

		<p>change. After approval through appropriate university channels, the Board of Regents approved the change in February 2020, and it went into effect for the fall semester.</p> <p>MPH students also recommended improvements to increase satisfaction with student advising. As a result, the program updated the MPH Student Handbook to reflect current programs of study for both concentrations, the program conducted an advisor training workshop to discuss changes to the curriculum, and an additional faculty member was added as an advisor to the environmental/occupational health and sustainability concentration.</p> <p>As another example, the program conducted focus groups with alumni and external program partners regarding the BSPH program. The program received feedback that students needed additional preparation for the workforce and as a result the program added HEA 420: Senior Seminar as a required course that covers professional writing, resume writing and interviewing, networking, maintaining a proper social media presence, and more.</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's budget is stable and sufficient to meet the mission and support its degree offerings. At EKU, tuition, fees, state-appropriated funds, and monies from	Click here to enter text.	

<p>Financial support appears sufficiently stable at time of site visit</p>		<p>fundraising are generally pooled at the institutional level. Colleges and other organizational units submit annual budget requests, and the university follows a set process to allocate funds to each college. Colleges then allocate funds to departments. The program also receives monies from the university's Action Agenda funding, which provide continuing base-budgeted dollars from the state appropriation to support programs that are particularly important to state needs.</p> <p>Faculty and staff salaries and benefits are the program's major expenses; these are fully funded and paid directly by the two departments. Student support is centrally budgeted through the Graduate School (graduate assistantship funds) and the Student Government Association (travel to conferences and other student activities). The program has four graduate assistantships, with two allocated to each department, and undergraduate and graduate students recently received Student Government Association funding to travel to the National Environmental Health Association (NEHA) annual conference. Faculty professional development is funded through a mix of departmental funding provided annually to each faculty member; university funds available on a competitive basis, such as funds available by application to cover conference travel when faculty members present papers or posters; and program funds from the Action Agenda monies. Action Agenda monies also cover program-specific operational costs such as recruitment, program memberships, and office space needs.</p> <p>The program director consults with the department heads to plan for and coordinate requests for additional faculty, if required. The program director may also request extra</p>		
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		operational funds or monies for special expenses through the college dean. For example, the program director requested and received college funds to support aspects of the accreditation process.		
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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		<p>The program has adequate faculty resources to support the MPH and BSPH programs with two concentrations each. The program has a total of 12 primary instructional faculty (PIF) and eight non-PIF. Each concentration has a minimum of five PIF. The program double counts two PIF with 1.0 FTE across the health promotion and pre-professional concentration, which is appropriate.</p> <p>The program calculates FTE by starting faculty at 1.0 and subtracting 0.25 for each course taught outside the program. The program also subtracts administrative efforts in segments of 0.25 where applicable. FTE for non-PIF is calculated based on the number of courses the individual teaches for the program, with each course counting as 0.25 FTE.</p> <p>For the 2019-20 academic year, the advising ratio for BSPH general advising and career counseling is 27:1 with a maximum of 34. The ratio is 13:1 with a maximum of 16 for BSPH capstone advising. For the MPH, the general advising and career counseling ratio is 19:1 with a maximum of 47, and the ILE advising ratio is 6:1 with a maximum of seven. The maximum for MPH general advising varies based on</p>	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable				

Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	N/A	the size of the cohort and number of faculty members providing advising.		
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 provide perceptions of class size and faculty availability through the exit survey. For class size, 97% of MPH student respondents rated the ratio of faculty to students as good or excellent for core and concentration courses, and 94% of BSPH student respondents rated the ratio of faculty to students as good or excellent in their public health courses.		
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)		For faculty availability outside of the classroom, 97% of MPH student respondents and 93% of BSPH student respondents answered good or excellent. The program collects qualitative data through open ended questions about the program's strengths and weaknesses. Overall, the comments related to class size and faculty availability were positive, with students commenting on the small class size allowing for more interaction between students and faculty and positive connections with faculty. During the site visit, students and alumni praised faculty. Both students and alumni said that faculty are available, knowledgeable in their areas of expertise, and make students feel like they belong on campus and in the program. One alumnus said that faculty want students to succeed and will do everything they can to make that happen. Another alumnus told reviewers that enrolling in the MPH program at ECU was the best decision he made, and he valued faculty members' practice experience outside of academia.		

C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		<p>The program's staff are a clear strength of the program. Three administrative staff members support the program: each department provides a staff member at approximately 0.5 FTE effort, and an additional administrative coordinator dedicates full-time effort to program support.</p>	<p>Click here to enter text.</p>	
Staff & other personnel resources appear sufficiently stable		<p>The program also benefits from administrative support in the Graduate School (managing program applications and general admissions questions), the Dean's Office (budget forms, administrative forms, curricular change forms), and Institutional Research and Effectiveness (assistance with data), among others.</p> <p>The self-study notes that the program's student to staff ratio is the lowest in the college and asserts that staffing support is adequate to meet program needs. Faculty reported that staffing levels and personnel resources are adequate for current student numbers and program demands. Although the program has not received negative feedback, faculty shared that they will solicit feedback on staff and personnel resources from students and alumni on future exit and alumni surveys. Students who met with the site visit team indicated that the staff are always available and responsive.</p>		

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 program has adequate space for faculty and staff offices, classrooms, laboratories, and shared student space in two buildings, Dizney and Rowlett, located near one another. All faculty and staff members have offices in one of the two buildings.	Click here to enter text.	
Physical resources appear sufficiently stable		<p>The program has five dedicated classrooms in Dizney; all classrooms are fully equipped with appropriate technological resources, and three were recently renovated. Additional classroom space, if needed, is available in a building next door to Dizney and Rowlett. Both buildings have space for students to study and meet with peers, and additional student space is available in the student union and library buildings.</p> <p>The program has full control of two laboratories, one in each building, and other nearby laboratory space is also available. Students have access to air, industrial hygiene, soil, and water sampling equipment. During the site visit, faculty and students alike expressed satisfaction with physical resources and praised the study lounges and student workspaces.</p>		

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 access to information and technology resources to support its students, faculty, and staff. ECU's Main Library and two branch libraries host extensive print and electronic collections. The library subscribes to over 285 online databases, including many that are relevant to public health. The library employs a staff of full-time reference librarians available from 8:00 a.m. to 9:00 p.m. on weekdays, with shorter hours on weekends. A library liaison is available to work one-on-one with faculty on research needs and design of research assignments and to make class visits and deliver personalized instruction. The current health sciences librarian is a graduate of the MPH program.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable		The library maintains an extensive suite of software and hardware resources, and ECU has accessible computer lab equipment throughout an array of labs, classroom, and other locations throughout campus. All faculty receive laptops with standard software packages and are able to have discipline-specific applications installed and supported. Specific locations host specialized hardware and software labs for students' independent use and to support classroom instruction. The ECU service desk provides support to students and faculty in person, via email, or through remote sessions. The Tech Commons and library have space for walk-in student assistance.		

		Classrooms and labs have updated technology and adequate resources. During the site visit, faculty and students reported satisfaction with the information technology resources available. Students attributed the smooth transition during the COVID-19 pandemic to the program's responsive and supportive information technology staff. Additionally, students reported high satisfaction with the quality of library resources and available free software for coursework and research.		
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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>The program ensures grounding in the foundational public health knowledge areas through a common curriculum of six courses (environmental health science; human behavior change; public health planning; public health organization and administration; epidemiology; and biostatistics). Students cannot waive these requirements.</p> <p>Site visitors' review of the course syllabi confirmed didactic coverage of all foundational knowledge areas, as shown in the D1 worksheet.</p>	Click here to enter text.	

D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The program addresses instruction and assessment of the foundational competencies for all MPH students through the six courses listed in Criterion D1 as well as the capstone course.</p> <p>Examples of assessments include projects, papers, discussion board questions, and a policy analysis assignment. Site visitors reviewed self-study documentation and associated syllabi and verified didactic coverage and appropriate assessments for all foundational competencies, as shown in the D2 worksheet.</p>	Click here to enter text.	

		<p>Prior to the 2020-21 academic year, the program offered group project assignments for foundational competencies 7, 8, and 11 but changed to individual assignments to ensure that each student is assessed on each of the competency statements. The program also ensures individual assessment for foundational competency 16 within the group work students complete.</p> <p>Both MPH students and alumni expressed satisfaction with the curriculum, telling site visitors that they felt well prepared to apply the competencies during their applied practice experience. Multiple alumni talked about how they apply the skills they learned in the program to their current jobs.</p>		
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D2 Worksheet

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

D3. DRPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	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 competencies for each concentration. Site visitors found that the competency sets articulate an appropriate depth and level for the degree and define skills that are distinct from the foundational competencies. Reviewers were able to verify didactic coverage for and an appropriate assessment for all concentration competencies as presented in the D4 worksheet.	Click here to enter text.	
Assesses all students at least once on their ability to demonstrate each concentration competency		During the site visit, faculty addressed reviewers' questions about whether environmental/occupational health and sustainability concentration competency 5 is sufficiently advanced for the master's level. Faculty explained that they wrote this competency to balance the students with health experience versus those with hard sciences backgrounds and ensure that students understand and can apply the four steps of risk assessment. As part of the assessment itself, students must identify the exposure, including dose response, based on the adverse health reactions in a fictitious community.		
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)	N/A			

D4 Worksheet

MPH Environmental/Occupational Health and Sustainability Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Examine sources and pathways of environmental and occupational health hazard exposures.	Yes	Yes
2. Develop a strategy for assessing exposure risk of individuals to environmental or occupational health hazards.	Yes	Yes
3. Conduct a risk analysis for an environmental or occupational health issue.	Yes	Yes
4. Interpret and apply federal regulations to environmental or occupational health issues.	Yes	Yes
5. Examine adverse health outcomes associated with environmental or occupational health hazard exposures.	Yes	Yes

MPH Health Promotion Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Select, adapt, and/or create instruments to collect data for investigating public health issues	Yes	Yes
2. Apply communication and health theories to create and deliver health communication messages.	Yes	Yes
3. Develop evaluation plan for health promotion.	Yes	Yes
4. Analyze how to strengthen delivery systems for health promotion services.	Yes	Yes
5. Provide advice and consultation on health promotion issues.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		The program has a well-planned, implemented, and documented field experience, the APEX, that satisfies this criterion’s requirements. Students typically complete the APEX in the final semester of enrollment, with planning beginning one or two semesters prior to graduation and after successfully completing 30 credit hours. The program maintains a list of appropriate practice sites, available to students on the program website, or students may identify	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				

<p>All students demonstrate at least 5 competencies, at least 3 of which are foundational</p>		<p>sites that meet individual needs and must receive approval for projects completed at such new sites.</p> <p>The experience requires at least 200 hours of applied work under the supervision of an approved field supervisor and culminates in the submission of a paper describing and analyzing the experience, a portfolio of at least two practice products that demonstrate competency attainment, a self-assessment, and an assessment of the site and experience. Students also complete an oral presentation and respond to questions from faculty and students. The practice site supervisor submits an evaluation of the student's performance, and a faculty member reviews all materials and submits a final grade.</p> <p>Students work with the course instructor, or a faculty supervisor, throughout the APEX. During the site visit, reviewers learned that the student's academic advisor also remains engaged during the APEX. Academic advisors communicate with faculty supervisors and remain with the student from the start of the program to graduation. Faculty supervisors assist students with identifying site placements and competencies. Additionally, faculty supervisors serve as resources for students and evaluate student work products for the assessment of competencies and to ensure that APEX requirements are met.</p> <p>Students complete an APEX information form, in consultation with the site supervisor, and the faculty supervisor must approve it before the student begins the experience. The form describes the major projects and activities planned and requires the student to list at least five competencies to be demonstrated during the</p>		
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		<p>experience, at least three of which must be foundational. During the experience, the site supervisor provides primary supervision, but students maintain contact with the faculty supervisor, and the faculty supervisor is available for advice and consultation.</p> <p>When the experience is complete, the faculty supervisor uses a rubric to evaluate the portfolio of practice products, final report, and oral presentation. The rubric requires the faculty member to assess the portfolio and validate competency attainment.</p> <p>Site visitors reviewed 10 samples of recent student APEx work, with five samples from each concentration. All contained appropriate, high quality, practice-based products, along with narrative and matrices that indicated which competencies were associated with each product. Environmental/occupational health and sustainability students completed experiences at industrial sites such as GE and Honda, as well as governmental agencies such as the Kentucky Division of Waste Management. Health promotion students completed projects at governmental and non-profit sites, including county government agencies and the Area Health Education Center. Work products included educational flyers, maps, inspection reports, presentations, and a focus group facilitation guide.</p> <p>The program has an alternate method through which students with at least three years of public health experience can satisfy APEx requirements; the program refers to this as a waiver. Students in this pathway submit documentation similar to that associated with the standard APEx, including a portfolio of at least two practice</p>		
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		<p>products and a delineation of competencies associated with the products, but the products are drawn from recent professional experience, rather than being based on a contemporaneous experience of 200 hours during MPH enrollment. The program director assesses the documentation to determine whether the products are appropriate and demonstrate competency attainment. Faculty who met with site visitors said that waivers are rare and must be requested within the first year of the program. The first two waivers were approved this year. Students can use work completed within the last five years and the program will revisit this time frame if needed, as program leaders use the process.</p> <p>Students who met with site visitors shared their positive APEx experiences and appreciated the level of support and guidance they received from faculty supervisors. Preceptors who met with the site visit team also shared positive feedback about the technical and non-technical skills students brought to their organizations. Stakeholders felt that students were well-rounded, well-prepared, and immediately contributed at a high level filling the needs of the organization during internships.</p>		
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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>The integrated learning experience (ILE) for students in both concentrations includes completing the MPH capstone course. Students must execute a scholarship/research project, prepare a high-quality paper, and present the project in a way that demonstrates mastery of selected public health objectives and competencies.</p>	<p>Click here to enter text.</p>	
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies		<p>Students in MPH 840: Research Methods in Public Health select at least one core and two concentration competencies in conjunction with the course instructor that will serve as the foundation for their scholarly products, completed in either EHS 890: Graduate Project or HEA 880: Scholarship. Some aspect of the project must be original: the topic itself, an analysis of newly collected or existing data, the reinterpretation of other's findings, or the design and completion of a community project. The project must demonstrate proficiency with the competencies selected as well as synthesize and integrate advanced knowledge and skills acquired in the program.</p> <p>The EHS 890 or HEA 880 instructor supervises each student's ILE project, although site visitors learned that in most cases additional faculty are involved. Students must prepare a project proposal that shows how they will address the course objectives and their selected competencies; site visitors learned that this proposal may include modifications to the original competencies. Once</p>		

		<p>the instructor approves the proposal, students must successfully complete the project, prepare a high-quality written paper, and present the results.</p> <p>The presentations are announced and open to all college faculty, graduates, MPH students, and invited practitioners. The program is very serious about student participation in the project presentation process and encourages all students to attend and be involved in the evaluation of at least two of their peers. Faculty and student peers who have completed a minimum of 18 credits in the program evaluate each presenter according to a rubric. The program director summarizes the evaluations and shares them with the supervising faculty member, who then reviews the overall evaluation with each student and assigns a pass or fail grade. Students are given two attempts to pass the course.</p> <p>Aggregate summary reports on the project presentations are shared with the MPH Assessment Committee and with the faculty and others at the annual program retreat. The Assessment Committee also reports results to the MPH Curriculum Committee to validate compliance with program requirements. To date, all MPH students have successfully completed the ILE. The site visit team reviewed examples of ILE deliverables and confirmed that the project presentations and student papers demonstrated originality and proficiency with the competencies selected as well as synthesized and integrated advanced knowledge and skills acquired in the program.</p> <p>Site visitors learned that the program is launching a partnership option to the ILE project that allows two</p>		
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		students to work on different aspects of the same project. Faculty work with the partners to assure that each student masters the competencies and do so by clearly delineating responsibilities and using techniques such as journaling to assess progress. Each student is required to submit an individual high-quality paper on the project. Faculty report that this approach is more complicated but is working and is allowing students to take on more complex projects.		
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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 GENERAL CURRICULUM

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students introduced to all domains:		The program offers a BSPH in two concentrations, health promotion and pre-professional. These concentrations require students to complete 122-124 credit hours. The program also offers an accelerated 3+2 program that allows BSPH students to take three MPH core courses while completing the bachelor’s degree and, if they matriculate into the MPH program, the three core courses apply to the graduate program. This option requires 120-123 credit hours.	Click here to enter text.	
1. Foundations of scientific knowledge, including biological & life sciences & concepts of health & disease				
2. Foundations of social & behavioral sciences				
3. Basic statistics				
4. Humanities / fine arts				
		All BSPH students take courses that cover the four major domains: science, social and behavioral sciences, basic		

		<p>statistics, and humanities/fine arts. Students are introduced to the foundations of scientific knowledge including the biological and life sciences and the concepts of health and disease in the core course HEA 315: Issues in Health and Disease and supporting biology and human anatomy and physiology course requirements.</p> <p>Students are introduced to the foundations of social and behavioral sciences through core courses HEA 320: Introduction to Behavior Change Theory, HES 345: Drugs, the Individual, and Society, and HEA 380: Mental Health Education and three “selective” required general education credits in the social and behavioral sciences.</p> <p>Students are introduced to basic statistics through one of three courses—STA 215: Introduction to Statistical Reasoning, STA 270: Applied Statistics, or SOC 232: Social Statistics.</p> <p>Students are introduced to the humanities/fine arts through two three-credit “selective” requirements, one in arts and one in humanities.</p>		
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D10. PUBLIC HEALTH BACHELOR’S DEGREE FOUNDATIONAL DOMAINS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		The public health curriculum for both concentrations consists of 33 credits of core courses. The health promotion concentration requires 21 credits of concentration courses and nine credits of supporting	Click here to enter text.	

<p>If curriculum intends to prepare students for a specific credential (eg, CHES), curriculum addresses the areas of instruction required for credential eligibility</p>	<p>N/A</p>	<p>courses. The pre-professional program requires 12 credits of concentration courses and 40-41 credits of supporting courses. Supporting courses cover topics such as human anatomy and physiology, biology, chemistry, physics, and nutrition. These courses provide content that support the content students learn in core and concentration courses. Core public health coursework addresses topics such as health across the lifespan, epidemiology, human behavior change, and global health. Health promotion students also take 20-22 hours of electives that the pre-professional students do not.</p> <p>The self-study demonstrates that the curriculum covers all foundational domains through the core public health courses.</p> <p>Site visitors were able to validate that the courses cover each element of the nine domains at least once through syllabi review, as reflected in the D10 worksheet.</p> <p>The program does not specifically train students for CHES certification program but aligns its curriculum for both concentrations with the NCHEC areas of responsibility, and seven of the ten program competencies are related to the higher-level areas of NCEHC. The program encourages students to take the exam, however it is not required. Faculty told site visitors that they recently reviewed the curriculum against the new NCHEC eight areas of responsibility to determine whether any changes would be appropriate.</p>		
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D10 Worksheet

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		The program maps core courses to the foundational competencies. Oral communication and use of information are covered in HEA 460: Community Health Education Process. Written communication is covered in HEA 310: Introduction to Global Health, and communication with diverse audiences is covered in HEA 290: Foundations of Health Education. Communication through a variety of media is covered in HEA 410: Social Marketing and Advocacy in Public Health, and students locate information in HEA 420: Senior Seminar in Public Health. Finally, students evaluate and synthesize information in HEA 480W: Health Promotion Program Planning. Assessments include a mock grant proposal,	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				
2. ability to locate, use, evaluate & synthesize public health information				

		<p>social marketing campaign, policy presentation, and country evaluation.</p> <p>During the site visit, reviewers learned that to assess communication through a variety of media, as part of the first competency, students use social media, infographics, and videos as part of the social marketing campaign in HEA 410 and use radio to create an ad for a health department in HEA 320.</p> <p>The site visit team validated appropriate assessments for all aspects of both competencies as reflected in the D11 worksheet.</p> <p>During the site visit, students expressed satisfaction with the curriculum and said that the course schedule is logical with courses building on each other.</p>		
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D11 Worksheet

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

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		The program offers three options for students to complete cumulative and experiential activities that meet this criterion's expectations.	Click here to enter text.	
Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies		<p>Students complete a required internship through HEA 463. Students enroll in HEA 463: Internship in Public Health during the final semester or near the end of the program and choose among three different options. The first option is completing 160 hours engaging in public health activities in various settings such as Madison County health department and other public health organizations. The second is completing an inquiry project in collaboration with a public health agency, and the third is completing a study abroad experience in a public health agency/setting.</p> <p>Both the second and third options are subject to faculty approval. For the study abroad option, the students take HEA 463 or an approved substitute. Prior to starting their experience, students must choose from the three options, identify major activities, and select five competencies that they will address. The program assigns each student a faculty supervisor (the course instructor) and a site supervisor. Students must complete a daily log which they submit to both supervisors every two weeks. Site supervisors assess student performance every two weeks, and the program conducts a site visit or phone conference at least once during the experience. At the end of the experience, students must complete a final report and</p>		

		<p>presentation describing the work they completed and demonstrating the connection between their activities and chosen competencies.</p> <p>In some cases, the above experience can be replaced by an honors thesis. Students can only substitute their honors thesis if the topic is public health related; is experiential in nature and relates to the student's career goals; is mentored by a public health faculty member or other approved faculty member; and the topic addresses at least five public health competencies. The program requires students to demonstrate synthesis through exploring the literature on a specific topic, developing a central argument, and providing evidence for or against a central argument. Faculty assess the honors thesis for integration and synthesis.</p> <p>The site visit team reviewed sample reports and theses and found the products to be of high quality with synthesis of and integration of concepts from across the curriculum.</p>		
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D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		Students are exposed to the 12 cross-cutting concepts and experiences through required courses. For example, students are exposed to advocacy through HEA 410: Social Marketing and Advocacy in Public Health by preparing an advocacy briefing for a meeting with a legislator. Students are exposed to ethical decision making through HEA 420: Senior Seminar in Public Health by learning about an	Click here to enter text.	

		<p>ethical decision-making model and completing an ethical decision-making assignment. Students learn about research methods in HEA 455: Introduction to Epidemiology by learning about study design methods and completing a case study on selected study methods.</p> <p>During the site visit, faculty provided the site visit team with additional examples of exposure to cross cutting concepts. Students are exposed to critical and creative thinking in coursework such as the social marketing campaign assignment and by planning events through Eta Sigma Gamma. Students are exposed to teamwork and leadership through leadership positions in student organizations and a group project as part of HEA 460, where each student must lead a part of the group project.</p> <p>The site visit team was able to validate opportunities for exposure to all of the cross-cutting concepts through a review of the syllabi and site visit discussions. The team's findings are shown in the D13 worksheet.</p>		
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D13 Worksheet

Cross-cutting Concepts & Experiences	Yes/CNV
1. advocacy for protection & promotion of the public’s health at all levels of society	Yes
2. community dynamics	Yes
3. critical thinking & creativity	Yes
4. cultural contexts in which public health professionals work	Yes
5. ethical decision making as related to self & society	Yes
6. independent work & a personal work ethic	Yes
7. networking	Yes
8. organizational dynamics	Yes
9. professionalism	Yes
10. research methods	Yes
11. systems thinking	Yes
12. teamwork & leadership	Yes

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		All students in the MPH degree must complete 43 credit hours to graduate. The university defines a single credit as equal to 800 minutes, 50 minutes over 16 weeks. A typical three credit hour course meets three times per week for 50-minute periods for 16 weeks.	Click here to enter text.	

D15. DRPH PROGRAM LENGTH

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

D16. BACHELOR'S DEGREE PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Required credit hours commensurate with other similar degrees in institution		As discussed in Criterion D10, BSPH students must complete a minimum of 120 credits, of which 33 credits are core courses. The health promotion concentration requires 21 credits of concentration courses and nine credits of supporting courses. The pre-professional program requires 12 credits of concentration courses and 40-41 credits of supporting courses. The university's definition of a credit hour is the same as the definition for the MPH. Reviewers validated that the credit requirements for the BSPH are similar to the BS in health services administration and BS in general dietetics.	Click here to enter text.	
Clear, public policies on coursework taken elsewhere, including at community colleges				
		The university accepts credits from regionally accredited postsecondary institutions, credits earned from nationally recognized tests that meet university standards, and awards credits for certain military and training experiences. The university follows the Kentucky Council on Postsecondary Education policy to facilitate credit transfers from two to four-year public institutions in the state.		

		Students transferring from another state public college or university are labeled category certified, core certified, or general education certified by the registrar of the school where the student completed the course work. ECU honors these designations and transfers the general education courses into ECU's general education curriculum. For students who transfer from regionally accredited out-of-state or state private colleges or universities, students must complete a transfer form with appropriate documentation for approval to the Registrar's Office.		
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D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

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

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

D19. ALL REMAINING DEGREES

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

D20. DISTANCE EDUCATION

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

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		<p>All faculty have education and experiences that align with their areas of instruction and are well qualified to teach.</p> <p>All 12 primary instructional faculty hold a minimum of a master's degree in an appropriate public health discipline (epidemiology, health promotion, environmental health, and health behavior) and have significant experience and growing records of scholarship and publications that inform their teaching. Eleven are either tenured or on the tenure track. Nine are doctorally prepared and hold either a PhD or DrPH from a CEPH-accredited school or program. Of the three faculty who do not have a doctorate, one is scheduled to graduate with an EdD in policy and leadership in spring 2021 and one is scheduled to graduate with a PhD in health education in fall 2021. The third faculty prepared at the MPH level is on the non-tenure track and serves as clinical faculty in the BSPH.</p> <p>The MPH program director has held leadership positions in the Association of Environmental Health Academic Programs and the Kentucky Environmental Health</p>	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, practice)				

		<p>Association and has received numerous awards for excellence in environmental health and teaching. The CVs of the primary instructional faculty show that their education and experience are appropriate for the degree levels and concentrations with which they are associated.</p> <p>Non-primary instructional faculty who are regularly involved in BSPH instruction add a wealth of current public health and related experiences to their courses. They also hold a variety of master's degrees from ECU in disciplines that broaden and complement the primary instructional faculty who teach in the BSPH. These disciplines include school health, health education, environmental health sciences, community health, and administration.</p> <p>Site visitors learned from students and alumni that the faculty are extremely well versed in their fields and bring a unique portfolio of practice experience and academic experience to instruction.</p>		
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E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The program integrates practice perspectives in multiple ways. The majority of tenure-track and tenured faculty in the program were hired with significant practice experience. For example, one PIF has 25 years of experience as an environmental health scientist for the	Click here to enter text.	

Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		state and another PIF has eight years of health promotion experience in substance abuse prevention as an administrator, prevention specialist, and consultant. Another PIF worked for three years as a nurse and has six years of injury prevention and surveillance experience.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		<p>The program also hires adjunct faculty who are actively employed in the field. For example, two adjunct faculty members direct local health departments. The program also engages practitioners through community-focused coursework and applied practice experiences. For example, in MPH 825: Public Health Planning, students consult with a working professional to design a health intervention that targets a current health issue in the state.</p> <p>In addition to coursework, the program invites practitioners to guest lecture in courses and professional seminars. A U.S. Public Health Service officer from CDC and a manager with the Division of Plumbing at the Department of Housing, Buildings, and Construction guest lectured in EHS 855: Global Environmental Crisis Management, and multiple epidemiologists and public health experts from across the state guest lectured in HEA 856: Applied Epidemiology.</p> <p>Faculty are permitted one day each week to consult with local public health organizations and participate in professional organizations. The promotion and tenure policies process support public health linkages, leadership, and service. These public health ties are encouraged and count as service and scholarship.</p>		

		During the site visit, students shared that faculty actively seek opportunities to bring public health practice into the classroom. They noted that the Day in the Life program provides a variety of public health perspectives, including medicine, public works, and emergency preparedness. These presentations feature diversity in speakers and demonstrate the breadth and depth of the field of public health. Alumni and community partners indicated that collaborations with the public health workforce was a strength of the program.		
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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		Faculty currency in instructional responsibility and pedagogical methods are ensured through faculty development and involvement in scholarly activities. Instructional effectiveness is a goal of the program, and faculty are expected to perform with competency, commitment, and concern for students at all levels of instruction. Clearly defined university academic policies outline qualifications to join the ranks of faculty and expectations for maintaining currency and instructional effectiveness. The university informs full and part-time faculty of opportunities to attend instructional and professional development events offered on-campus through a daily e-mail. EKU's Faculty Center for Teaching and Learning (FCTL) offers an array of programs and initiatives including a faculty consultation program that provides one-on-one	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>mentoring for course design and teaching, scholarship, research and publications; a confidential one-on-one peer observation of teaching mentoring program; one-on-one or group teaching and learning environmental consultations that focus on updating, redesigning, or planning new learning spaces; individual or small group teaching and learning technologies consultations for integrating and maximizing the use of technology in teaching; a teaching and learning innovations series of presentations and workshops aimed at providing practical and creative skills to enhance teaching, learning, and scholarship; and cross-disciplinary professional learning communities that explore teaching innovations and produce a range of deliverables from surveys to teaching tools that can be used by the campus community.</p> <p>Primary and non-primary program faculty have taken advantage of the FCTL offerings. Many have attended offerings in the teaching and learning innovation series. For example, two faculty members completed a professional learning community program on transparency in teaching and learning, and 10 faculty completed the online development and teaching certificate.</p> <p>The university and the departments also advertise off-campus professional development opportunities and encourage participation in professional associations. Faculty are provided \$300 from their departments to use for professional memberships or conference registrations. The public health program provides an additional \$750 to support these activities. Faculty from both departments are members and leaders in state and national organizations.</p>		
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		<p>The program has a multi-faceted approach to evaluating full and part-time faculty currency and instructional effectiveness that is guided by university policies for tenure and promotion and annual evaluation of tenured and non-tenured faculty as well as departmental policies for tenure and promotion and post-tenure review. Recommendations for reappointment and advancement are based in part on clearly delineated standards for performance in teaching.</p> <p>Faculty evaluation includes student assessments, both exit surveys and course evaluations, and peer assessments. It also includes self-assessments, which are a required component of the annual faculty self-evaluation and professional development plan and the promotion and tenure application.</p> <p>Each department conducts a minimum of one annual peer evaluation per faculty member on an annual basis. Either the department chair or a fellow faculty member observes instruction and then meets to share written feedback, which is added to the faculty member's departmental file. The peer evaluation can be used in tenure and non-tenure track self-assessments and professional development plans.</p> <p>The program uses three indicators to assess instructional effectiveness: percentage of faculty completing annual or other regular reviews of faculty productivity, relation of scholarship to instruction; student satisfaction with instructional quality; and number of courses that include a service learning, community-based or collaborative project. The program set a target of 90% for annual faculty</p>		
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		<p>reviews; for the past four review periods 100% of the faculty have completed the reviews. The program target for student satisfaction with instructional quality is that 90% of students will rate instructional quality a minimum of four out of five on exit surveys or course evaluations; for the past four review periods 94-100% of students have rated instructional effectiveness a minimum of four out of five. Finally, the program's target for projects is five; for the last four years, five to 14 courses have included projects that reflect high impact pedagogy.</p> <p>Site visitors learned from students and alumni that the faculty are willing to go above and beyond expectations to assure that their students have the tools to achieve program competencies.</p>		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>Program faculty engage in scholarship, and the university sets research and scholarship expectations for faculty that are clearly defined in its policies for tenure and non-tenure track evaluation and policies for appointment and tenure and post-tenure review. Each department sets expectations for scholarship, grounded in the four-pronged Boyer model for scholarship of discovery, application, teaching, and integration, as part of the criteria for promotion and tenure. The public health faculty must demonstrate evidence of meeting the university's expectations for scholarly achievement as part of the annual self-evaluation. Recommendations for</p>	<p>Click here to enter text.</p>	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				

<p>Students have opportunities for involvement in faculty research & scholarly activities</p>		<p>reappointment and advancement are based in part on clearly delineated standards.</p> <p>EKU supports faculty research and scholarship through a variety of mechanisms. The university's Division of Sponsored Programs supports faculty to pursue external funding and provides support for developing and submitting proposals, negotiating contracts, accepting awards, and administering awards. The University-Funded Scholarship (UFS) Grant Program offers competitive mini-grants up to \$3,000 to support scholarly activities when resource needs are modest and external funding is limited. The UFS also funds major project awards up to \$10,000 for seed grants that target preparing applications for an external funding agency. The Dissemination Support Program awards up to \$500 in matching funds for faculty who have received UFS funding in the preceding two years to present at a conference or to prepare a paper to disseminate their work. Finally, the university's research enhancement grants program provides competitive support for faculty who previously have received external awards so that they can obtain additional awards. The Board of Regents supports up to five innovative and entrepreneurial solutions that address significant problems and can generate a return on investment.</p> <p>Public health program faculty have been the recipients of several of these awards and use their research to inform teaching. For example, the program director received a UFS major project award to examine airborne exposure to multi-drug resistant bacteria associated with livestock animals. He has incorporated this work into his EHS 860:</p>		
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		<p>Air Quality Assessment course and has students expanding on his research in their ILEs.</p> <p>Three other faculty members received funding from the Kentucky Population Health Institute to support the evaluation of Kentucky's Environmental Public Health Tracking Network, EnviroHealthLink. This award used the CDC's Evaluation Framework, and this research is now used in HEA 490: Introduction to Evaluation class to illustrate the CDC Framework.</p> <p>In addition to faculty integrating their scholarship into courses, they engage students in their scholarship. One faculty member engaged three MPH students in her University of Kentucky Research Foundation-funded evaluation of the KYLEADS (Lung Cancer, Educational Awareness, Detection, and Survivorship) project. The students participated in phone interviews, took interview notes, and coded the data for theme analysis. Three other faculty members conducted a community health assessment and designed a community health improvement plan for the Madison County Health Department. Three MPH and two BSPH students participated in the work for their APEx or BSPH capstone experiences. Students were involved in developing the survey, creating infographics to promote the survey, promoting the survey at community events and via social media, collecting and analyzing data, briefing the team and health department, gathering secondary data, and drafting the final report.</p> <p>Site visitors learned from students and alumni that the faculty have helped them disseminate their research experiences through peer-reviewed presentations at</p>		
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		<p>university, state, and national meetings. Site visitors learned that a number of students have won awards for their presentations and have developed manuscripts that have been accepted for publication and have helped launch their careers.</p> <p>The program uses four measures to assess success in research and scholarly activities: the percentage of faculty participating in research activities; the number of faculty engaged in community-based research projects; the number of faculty presentations at professional meetings; and the number of student presentations at professional or scholarly meetings. The program has met most targets over the last four years. The program has consistently exceeded its 80% target for percentage of faculty participating in research activities; for the past four years, 91% of the faculty have participated. For the second indicator, the target for number of faculty engaged in community-based research projects is five; for three of the past four years, this target has been achieved. The program target for number of faculty presentations at professional meetings is 15; for each of the past three years, faculty have given 15-31 presentations. Finally, the program target for student presentations at professional or scholarly meetings is 30; for each of the past four years, students have presented 18 to 36 times.</p>		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		<p>The program expects faculty to engage in service through contributions to support professional, scholarly, or disciplinary organizations and associations. Although there are no program-specific extramural service requirements, all faculty are expected to contribute to extramural service and aim for 20% effort or the capacity appropriate to their job roles.</p>	<p>Click here to enter text.</p>	
<p>Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means</p>		<p>The program provides support for extramural service activities by allowing faculty to carry out professional activities up to the equivalent of one workday a week. Faculty set service goals in their professional development plans, which are reviewed by the department chair annually. In addition, financial resources are available to support professional activities such as board service. As the program resides within a teaching institution, time release is not available for extramural service activities unless the activity is supported by extramural funding.</p>		

		<p>members as guest lecturers. Another faculty member collaborates with the public information director of a local health department to develop radio public service announcements and integrates this experience into an assignment in HEA 320: Introduction to Human Behavior Change, in which students must create a theory informed radio public service announcement for an assigned topic. Two other faculty members serve as members of the Kentucky Behavioral Risk Factor Surveillance System Advisory Board and integrate information about decision making regarding the data, data limitations, challenges of collecting the data, and validity of the data into HEA 455: Introduction to Epidemiology and MPH 855: Principles of Epidemiology.</p> <p>During the site visit one faculty member shared that “service is a huge part of what we do.” Faculty noted that students have noticeable representation at KPHA conferences, participate in field trips to facilities, and present at local and national conferences.</p> <p>Students have opportunities to participate in faculty service. For example, two students assisted a faculty member with data collection, data entry, facilitation of community forums, and identification of the top health issues related to the faculty member’s role as a member of the Steering Committee for Rockcastle Regional Hospital’s Community Health Assessment during the fall 2019 and spring 2020 semesters. Two other students assisted a faculty member in completing an assessment of the county’s health impacts from climate change for a local health department by helping the faculty member build an instrument to identify potential health issues. Many current and former students commented that</p>		
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		<p>faculty regularly provided them with opportunities and connections to service, and that these opportunities often led to volunteer positions, internships, and paid employment.</p> <p>Faculty service is required and considered for promotion and tenure within the program. The program defines service requirements for each tier of promotion from instructor through to the rank of professor. The program assesses faculty every three years for service activities using department approved standards.</p> <p>The program measures service through three indicators, percent of total faculty participating in extramural service activities, number of faculty-student service collaborations, and number of community-based service projects. The program set an internal target of 80% for the first indicator and five for both the second and third indicators. The program exceeded the first target for 2017-2020 at 91% and increased from three to eight for both other indicators from 2017-2020.</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 engages an external Advisory Board annually to provide feedback about the program's curriculum, guiding statements, workforce training needs, applied practice experiences, and community service and research needs. The board is made up of 27 community members, alumni, and current students. Community	Click here to enter text.	

<p>Ensures that constituents provide regular feedback on all of these:</p> <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 		<p>members are employed in organizations such as the Southern KY Area Education Center, Clark County Health Department, and National Institute for Occupational Safety and Health. Almost all community stakeholders are APEx field supervisors and employers of program graduates. All members of the board must be from program-defined priority professional communities. Department faculty invite community members, alumni, and students to serve on the Advisory Board.</p>		
<p>Defines methods designed to provide useful information & regularly examines methods</p>		<p>Department faculty invite community members, alumni, and students to serve on the Advisory Board.</p>		
<p>Regularly reviews findings from constituent feedback</p>		<p>In addition to feedback from the Advisory Board members who employ graduates, the program supplements information with feedback from alumni and APEx field supervisors. The program asks both the Advisory Board members and APEx field supervisors for feedback on alumni competency attainment and skills that alumni need but did not learn in the program. Alumni and field supervisors not on the Advisory Board were also solicited for feedback regarding guiding statements, the APEx process, and the self-study document.</p> <p>The program analyzes the data and feedback that the Advisory Board provides at the first fall Program Committee meeting. The Program Committee then makes decisions about changes with the respective departments deciding on concentration changes based on Advisory Board feedback.</p> <p>One example of a programmatic change based on community member feedback includes members of the Advisory Board providing feedback about the importance of climate change and health. As a result, the environmental health sciences department integrated</p>		

		<p>climate change case studies into concentration courses in September 2019.</p> <p>Another example relates to feedback from an Advisory Board member suggesting more partnerships between the program and local health departments. As a result, faculty met with several local health departments and teamed up with Madison County Health Department to create a climate change adaption plan during the 2020-21 academic year. The program also received feedback from stakeholders about the need for permit reading as part of the environmental/occupational health and sustainability concentration and improved communication skills in both programs and concentrations. As a result, the program integrated added instruction and assessments into required classes.</p> <p>Finally, alumni and field supervisors told the program that students needed additional professional development preparation, particularly with interviewing and resume writing as mentioned in Criterion B6. The program has since incorporated career readiness skills into courses and has invited a representative from the Office of Academic and Career Services to courses to assist students with resume writing, interviewing, and networking skills.</p> <p>The site visit team validated that the program solicits the community for feedback through a review of meeting minutes and site visit discussions. Members of the Advisory Board told reviewers that the meetings have been very collaborative and felt that the program wanted and valued their feedback.</p>		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The program introduces students to service, community engagement, and professional development opportunities through coursework and involvement in student associations. Opportunities are infused into BSPH coursework such as HEA 290, in which students delivered sessions at a health fair, and HEA 320, in which students created a theory informed radio advertisement for a local health department. Additional examples of service activities include staffing a table at CityFest to promote health promotion and healthy behaviors and tables at the Latino Health Fair in Lexington.	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		Students have opportunities to join three student associations, the Student Environmental Health Association (SEHA), American Industrial Hygiene Association (AIHA), and Eta Sigma Gamma. These organizations complete service-learning projects in the Madison county and central Kentucky area. In addition to service, these organizations also professional development programs for students and local public health professionals. For example, SEHA and AIHA host monthly discussion groups reviewing trends in public health and host an annual symposium. All three organizations also raise money for different issues, for example via a putt-putt tournament to purchase measles vaccinations for children. Student associations meet multiple times a semester and elect fellow students to leadership positions.		

		<p>Finally, students are encouraged to join public health professional organizations such as the American Public Health Association, Kentucky Public Health Association, Kentucky Environmental Health Association, American Industrial Hygiene Association, and National Environmental Health Association and attend conferences. More than 25 students attend both the Kentucky Public Health Association and Kentucky Environmental Health Association conferences each year.</p> <p>Students are exposed to a variety of contexts where public health work is performed and learn about the importance of contributing to professional advancement of the field through the available opportunities.</p>		
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F3. ASSESSMENT OF THE COMMUNITY’S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Periodically assesses the professional development needs of individuals in priority community or communities		The program has chosen two professional development communities of interest, and it was clear to the site visit team that the program solicits these groups for their professional development needs.	Click here to enter text.	
		<p>The program has identified the following professional development communities of interest:</p> <ul style="list-style-type: none"> Public health professionals working in EKU’s service region counties (i.e. Bell, Boyle, Casey, Clay, Estill, Garrard, Harlan, Jackson, Knox, Laurel, Lee, Leslie, Lincoln, McCreary, Madison, Owsley, 		

		<p>Perry, Powell, Pulaski, Rockcastle, Wayne, and Whitley); and</p> <ul style="list-style-type: none"> • Members of concentration-specific professional organizations (i.e. Kentucky Environmental Health Association, Kentucky Public Health Association, American Industrial Hygiene Association – Ohio Valley Section, Kentucky Certification Board for Prevention Professionals, Kentucky Health Department Association, and Kentucky Department of Public Health) <p>These communities are of interest to the program based on faculty expertise in the concentrations offered and proximity to the university.</p> <p>The program assesses the needs of these priority populations through discussions with the Advisory Board and through faculty members’ involvement in professional boards. The Advisory Board provides feedback annually about professional development needs. As referenced in Criterion F1, all board members are members of these two priority populations. Faculty collect feedback through their memberships on professional boards such as the Kentucky Environmental Health Association and the Kentucky Public Health Association. Faculty have informal conversations with fellow board members to determine professional development needs.</p> <p>Examples of identified needs include institutional health and healthy housing training from members of the Kentucky Environmental Health Association; substance abuse training from employees of the Kentucky Department of Behavioral Health, Developmental, and Intellectual Disabilities; ventilation training from the</p>		
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		Kentucky Department of Public Health and the Kentucky Department of Education; and hazardous waste training from an automotive manufacturer with connections with the American Industrial Hygiene Association – Ohio Valley Section.		
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F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		<p>The program demonstrates that in addition to collecting data regarding professional development needs, the program provides training related to that feedback.</p> <p>The Program Committee reviews feedback regarding professional development needs at the first fall meeting every year. Faculty create materials and trainings and involve associated student organizations, when appropriate, in offering professional development activities. In addition, the Kentucky Environmental Health Association and the Kentucky Public Health Association advertise these opportunities to their members.</p> <p>Each of the two departments is working to create a professional development needs survey for organizations in its disciplinary area; they plan to disseminate the surveys in spring 2021 and will review the data during the annual Advisory Board meeting in May 2021 and determine future trainings during the fall 2021 Program Committee meeting.</p>	Click here to enter text.	

		<p>One example of a professional development training that the program offered was a symposium in March 2019 focused on healthy housing and institutions. This training was conducted based on feedback from the Kentucky Environmental Health Association, and 20 external stakeholders attended. Examples from summer 2020 include a ventilation training open to all trained environmentalists throughout the state's health departments and the executive leadership of the Kentucky Department of Education, for a total of about 300 people. Faculty also delivered a hazardous waste training for about 25 employees of an automotive manufacturer.</p> <p>The program planned to facilitate in-person substance abuse training in spring and summer 2020 based on the need identified by an Advisory Board member who works for the Kentucky Department of Behavioral Health, Developmental, and Intellectual Disabilities, but those plans have been put on hold due to COVID-19 and will occur once it is safe to host in-person trainings.</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)		While the majority of the state's population is white, the program strives to be more racially and ethnically diverse than the commonwealth to meet its mission of preparing culturally competent, skilled public health practitioners who are engaged in community-focused service and scholarship for the commonwealth and beyond. The program's articulated priority underrepresented	The Public Health Program at Eastern Kentucky University appreciates the commentary provided by the review team. The Public Health Program will continue to collect data in accordance with the program's assessment plan.	The Council reviewed the self-study, team's report, and program's response. Based on all available information, the Council concluded that the program has demonstrated compliance with this criterion and
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		populations for students, faculty, and staff include underrepresented minorities as defined by the Kentucky Council on Post-Secondary Education (Hispanic or Latino, American Indian or Alaskan Native, Black or African American, Native Hawaii or other Pacific Islander, two or more races), Asian or Asian American individuals, and males. Site visitors learned that the program also prioritizes first generation students and students from low socio-economic backgrounds in the region.	The Diversity & Inclusivity Committee will work with the Assessment Committee to identify opportunities to make meaningful change based on data collected through surveys and focus groups with current students, alumni, community stakeholders, and our advisory board.	acted to change the team's finding of partially met to a finding of met.
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)		The program's goals are to increase the minority student enrollment to 20% of the BSPH and 35% of the MPH population by 2025 and to maintain the male enrollment at 15% in the BSPH and 35% in the MPH program. The BSPH program has achieved its goal for underrepresented minorities since 2016-17 (23%, 30%, 24%, 25%, and 27%) and for male students in all but AY 2020-21 (15%, 17%, 15%, 17%, and 14%). The MPH program has exceeded its goal for underrepresented minorities in 2019-20 and 2020-21 (36% and 37%) and nearly achieved its goal for male students since 2015-16, with the exception of 2018-19.		
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive		The program participates in on-campus career and graduate education fairs and regional recruiting events and runs social media recruitment ads to achieve its student enrollment targets. Site visitors learned that the BSPH program recruits at high schools within the region and urban high schools outside of the region with more diverse populations than those in the local area. The BSPH program participates in a unique college preparation camp for rising high school juniors and seniors and incoming EKU freshmen who identify as Latinx or Hispanic that exposes them to resources for successful transition to EKU and fosters relationships with current students, faculty, and		

		<p>staff. This program, as well as shared initiatives with the ECU Spanish Department, serve as important recruitment strategies for the BSPH.</p> <p>Site visitors learned that the MPH program also recruits at smaller regional colleges with more diverse populations and historically black colleges and has formed a relationship with Kentucky State University. In addition to ads, both the BSPH and MPH programs maintain an active social media presence that focuses on the diversity of the student body and aids in recruitment.</p> <p>The program goals for faculty and staff are to increase underrepresented minorities to 16% by 2025. In 2020, the program recruited an African American faculty member, and, of the 16 faculty and staff, the percentage of underrepresented minorities is now 6.25%.</p> <p>Increasing the diversity of the faculty and staff is complex, dependent on available positions and requests for new lines. All postings include verbiage that acknowledge ECU as an equal opportunity employer, and the university requires departments to advertise job openings in publications that reach diverse applicants. Departments work with Human Resources to determine the best places to advertise. The university hired a chief diversity officer and director of faculty recruitment and retention who will assist departments with hiring diverse faculty and staff as lines become available. University leaders also told site visitors that the university is in the process of developing a tool kit for faculty search committees to help identify a diverse pool of applicants.</p>		
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		<p>Numerous program actions and strategies create and foster a culturally competent environment. In addition to required course work and the APE and ILE, MPH students have had the opportunity to participate in an international program that focuses on environmental health in Jamaica. BSPH students participate in campus and community-based projects that include health fairs and programs for National Public Health Week or National Health Education Week that highlight cultural competency and diverse populations as part of their required course work. Student organizations have provided input into professional development opportunities such as “Public Health Awakened” and “A Day in the Life” to include speakers who address social equity, cultural competence, and diversity.</p> <p>The university requires all faculty and staff to complete the ECU Human Resource Department’s diversity and cultural competency training. The departments host a “spotlight series” of campus speakers that focus on inclusivity, cultural competence, and diversity. The program established a Diversity and Inclusion Committee in December 2019, the first at ECU, to identify underrepresented student and faculty populations, establish goals for increasing the representation and supporting the ongoing success of the program’s underrepresented minority populations, and implementing actions and strategies for achieving its goals. The program now offers at least one faculty and staff development opportunity each year that focuses on diversity and inclusion; this year it held one program featuring Green Dot and Accommodation training and another diversity and inclusion training conducted by ECU’s chief diversity officer.</p>		
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		<p>The program collects data regarding student perceptions of diversity and cultural competence through the exit survey. Data from academic year 2019-20 was very positive with over 90% of both MPH and BSPH graduates agreeing or strongly agreeing that faculty were sensitive to diversity and cultural issues and 89% of MPH and 97% of BSPH graduates agreeing or strongly agreeing that multicultural topics were addressed in the curriculum. Ninety seven percent of MPH graduates also agreed or strongly agreed that they developed skills to be a culturally competent public health professional.</p> <p>These data were validated during the site visit. Students reported that cultural competency is at the forefront of each class; they learn to develop programs for, communicate with, and present to diverse individuals, groups, and populations.</p> <p>In spring 2020 the program administered its first short faculty survey to assess perceptions about diversity, inclusion, and cultural competence. Eighty percent of respondents agreed or strongly agreed that the public health program fosters cultural competence and respectful engagement to advance equity. Seventy percent of respondents agreed or strongly agreed that the public health program fosters a supportive climate for diverse communities and perspectives.</p> <p>Faculty also provided anecdotal comments to support their responses. One noted that some faculty have made inappropriate comments to other faculty and students in an attempt to be funny but were interpreted as insensitive. The program has taken this comment very seriously. The information was presented to the Diversity and Inclusion</p>		
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		<p>Committee and in response scheduled the diversity and inclusion training conducted by EKU's chief diversity officer.</p> <p>The concern relates to the program not regularly collecting and reviewing data to make programmatic changes. The program's limited data were all collected in 2020. The program would benefit from continuing to collect and review data to implement meaningful change and assure ongoing diversity and inclusion trainings and events for students, faculty, and staff. Reviewers recognize that the program has plans for diversity and cultural competence training and created the Diversity and Inclusion Committee in late 2019. Faculty and administrators are enthusiastic about the evolving plans for expanding diversity and inclusion initiatives across the campus.</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		The program assigns an academic advisor to all BSPH and MPH students. The program assigns BSPH students an advisor when they declare the major and assigns MPH students when they enter the program. BSPH students have access to a university advisor prior to declaring the major. Advisors are faculty members in either department and are assigned based on the student's concentration. The program director and department chairs monitor the number of advisees each advisor to ensure equal distribution. BSPH students meet with their advisors at least once a semester to plan coursework and applied	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				

<p>Orientation, including written guidance, is provided to all entering students</p>		<p>practice experiences and can schedule additional appointments as needed. MPH students can meet with their advisors at least once a semester or opt out.</p> <p>All BSPH faculty can advise, and five MPH faculty serve as advisors. The university advising office provides advisors with training and additional advising resources, which include instructions and request forms. The university provides two systems for scheduling and planned programs of study, and faculty receive training on both before advising students. Faculty monitor student progress using the ECU Degree Works system, which has a program planner that allows them to review course completion, grades, and overall progress to identify students experiencing difficulty progressing.</p> <p>BSPH and MPH students are oriented to their programs of study differently. Undergraduate students attend orientation through the Office of Admissions, and attendance is required for all new incoming freshmen. Orientation is optional for students over 21 or those transferring in more than 24 credit hours. Students learn more about financial aid, housing, dining, textbooks, and student life. Students also meet with a university academic advisor to create a schedule. They are oriented to the program by their academic advisor once they have declared the major.</p> <p>MPH students are invited to a new student orientation at the beginning of each semester. The program director organizes and facilitates this orientation. Students introduce themselves, meet and converse with faculty, and learn about program requirements. Students also receive a copy of the student handbook and are</p>		
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		<p>encouraged to become involved in the student chapter of the Kentucky Public Health Association.</p> <p>The program collects advising data through annual exit interviews. Results showed that 82% of MPH and 96% of BSPH students were either satisfied, more than satisfied, or very satisfied with the academic advising they received. Additionally, feedback from the surveys informs program improvements. As mentioned in Criterion B6, survey data showed a need for an additional environmental/occupational health and sustainability advisor.</p> <p>During the site visit, students spoke positively about their advisors and reported high levels of satisfaction with academic advising, noting that advisors are accessible and responsive to their questions, concerns, and life challenges. Students and alumni shared that advisors were knowledgeable and supportive while providing guidance and mentorship.</p>		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		Both the university and program provide students with career counseling services. At the program level, faculty advisors provide career counseling. Faculty connect students with professionals through their networks and through the applied practice experience. Health promotion faculty maintain a listserv and regularly send job and continuing education opportunities to both MPH	Click here to enter text.	
Variety of resources & services are available to current students				

<p>Variety of resources & services are available to alumni</p>		<p>and BSPH students and alumni. Environmental and occupational health sciences faculty email a list of job opportunities to students in their concentration one to two times per week. The program provides career advising to alumni in an individualized manner, through direct contact with faculty members.</p> <p>At the university level, students can access career counseling services through the Office of Academic and Career Services. This office assists with resume writing, job searching, and interviewing skills.</p> <p>Faculty who provide career counseling have work histories that align with students' future aspirations. Additionally, trusted relationships with faculty also facilitate informal mentorship and career counseling. Typically, the course instructor for the applied practice experience determines the student's career interest and pairs the student with faculty and field supervisors that align with the student's interest. The course instructors attend advising training to ensure that they are current with program requirements, career advising, and applied practice experiences.</p> <p>Examples of career advising that students have participated in include two sessions in 2018 for public health majors that the Office of Academic and Career Services hosted. Sessions covered internship/job searching, resume assistance, and interviewing skills. Twelve students attended in April, and 15 students attended in October. In 2019, the program hosted a public health career advice session through the Office of Academic and Career Services, and both students and alumni attended. This event focused on interviewing tips,</p>		
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		<p>resume building, applied practice experiences, and securing public health jobs.</p> <p>Examples of career advising received by alumni include graduates who reached out to a faculty member to seek assistance with finding a new position and researching doctoral programs. Stakeholders, including employers, who met with site visitors indicated that students appear well-prepared for interviews and the public health workforce.</p> <p>The program collects career counseling satisfaction data through the alumni survey each spring. Of the respondents, 80% of MPH alumni and 93% of BSPH alumni were either satisfied, more than satisfied, or very satisfied with the career advising they received.</p> <p>During site visit discussions, students and alumni recounted multiple experiences of using faculty mentoring and connections to facilitate career connections. Students and alumni appreciated the support they received from faculty, including resume writing tips and reviews, as well as assistance with job searches.</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 formal student complaints & grievances		The program introduces students to grievance procedures through the student handbook and during orientation. The grievance processes are clear, and the program	Click here to enter text.	

Procedures are clearly articulated & communicated to students		ensures that students are made aware of them. Grievances and complaints are categorized in two ways, equity, inclusion, and Title IX complaints; and academic grievances.		
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel		For equity, inclusion, and Title IX complaints, students and/or faculty report discrimination, harassment, and/or retaliation to the director/Title IX coordinator in the Office of Equity and Inclusion. The office will then reach out to the potential complainant for an intake meeting to better understand the reported conduct and how best to proceed. The office then makes an initial determination if the reported conduct violates university policy. If the conduct does not violate policy or the complainant wants to pursue conflict resolution appropriate to the situation, the office will not investigate. If the office decides to investigate, it will notify all parties in writing. All communication is confidential.		
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented		For academic grievances, the procedures instruct students to consult with the instructor. If the student is not satisfied with the instructor's explanation, the student may appeal the course grade in writing to the department chair within 30 calendar days after the beginning of the following semester. If the instructor is the department chair, the appeal will go to the chair of the department's Academic Practices Committee. The department chair will provide the appeal and additional documentation to the instructor who then provides a written response to the appeal with supporting documentation within 10 calendar days. If the grievance remains unresolved, the appeal is referred to the department's Academic Practices Committee, who holds a meeting with all parties. The committee considers all the evidence and makes a binding		

		<p>decision, which it communicates within 10 calendar days of the meeting. Students may only appeal this decision on procedural grounds; such appeals are referred to the dean and provost, who make the final decision.</p> <p>Site visitors verified that complaint policies and procedures are in place and are communicated to students during orientation and in the program handbook. Faculty promote an open-door culture and students are encouraged to communicate their concerns to program faculty and the program director. During the site visit, students shared that they were knowledgeable about the grievance process and had access to information about how to file complaints through Blackboard and flyers throughout the building.</p> <p>The program has not had any formal complaints within the last three years.</p>		
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H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The program recruits students in several ways. The MPH director works with the two departments to appoint concentration-specific recruiters for MPH students. The program director and faculty meet with prospective students at professional meetings and conferences and advertise via social media and websites. Program faculty give informational presentations at targeted high schools, community colleges, and four-year colleges. Additionally, the program advertises through recruitment videos and	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking				

<p>advantage of program of study & developing competence for public health careers</p>		<p>produces materials that are disseminated at public health conferences, professional meetings, and community activities.</p> <p>The admissions requirements for the MPH include a bachelor's degree from an accredited institution with a minimum of 2.5 GPA, a combined score of 291 on the GRE, and a TOEFL score of at least 580 for international students. Students apply through the Graduate School, and the program coordinators and MPH director review applications and make final admissions decisions.</p> <p>For the BSPH, students may declare the public health major if they have a minimum high school GPA of 2.5 and meet ACT or SAT thresholds.</p> <p>The program measures its ability to recruit and enroll a qualified student body through average GPA for matriculated MPH and BSPH students, which aligns with the program's mission to prepare skilled practitioners. The program set a target of 3.0 for MPH and 2.5 for BSPH. The program has exceeded the target for both degrees for the last three academic years, with a range of 3.27 to 3.54. Between data from the program's chosen indicators and the positive graduation rates and post-graduation outcomes, site visitors validated that the program recruits and enrolls a qualified student body.</p> <p>Preceptors and community members noted that faculty and alumni represent the program well and attract qualified applicants.</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		<p>The program posts the academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements on the university website and via the student handbooks, which are publicly available. The site visit team verified that all information is accurate.</p> <p>The site visit team also reviewed sample promotional and recruitment materials and validated their accuracy.</p>	<p>Click here to enter text.</p>	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

**Council on Education for Public Health Site Visit
Eastern Kentucky University Public Health Program**

Sunday, November 15, 2020

5:00 pm EDT
Site Visit Team Executive Session 1

Monday, November 16, 2020

8:45 am EDT
Site Visit Team Executive Session 2

9:15 am EDT
Program Evaluation

Participants	Topics on which participants are prepared to answer team questions
<i>Clint Pinion, DrPH – MPH Program Director Michelyn Bhandari, DrPH – Chair, Department of Health Promotion & Administration Laurel Schwartz, DrPH – Undergraduate Coordinator, BSPH, 3+2, and Pre-Professional Program Jamie Hisel, MPH – EOHS Recruiter & EHS Undergraduate Advisor Phyllis Bryden, DrPH – Faculty Julie Lasslo, PhD – Faculty</i>	<i>Guiding statements – process of development and review?</i>
<i>Clint Pinion, DrPH – MPH Program Director Michelyn Bhandari, DrPH – Chair, Department of Health Promotion & Administration</i>	<i>Evaluation processes – how does program collect and use input/data?</i>

<p><i>Laurel Schwartz, DrPH – Undergraduate Coordinator, BSPH, 3+2, and Pre-Professional Program</i></p> <p><i>Molly McKinney, PhD – Graduate Coordinator, MPH-HP Concentration</i></p> <p><i>Phyllis Bryden, DrPH – Faculty</i></p> <p><i>Vonia Grabeel, MPH – Faculty</i></p>	
<p><i>Clint Pinion, DrPH – MPH Program Director</i></p> <p><i>Michelyn Bhandari, DrPH – Chair, Department of Health Promotion & Administration</i></p>	<p><i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i></p>
<p><i>Clint Pinion, DrPH – MPH Program Director</i></p> <p><i>Michelyn Bhandari, DrPH – Chair, Department of Health Promotion & Administration</i></p>	<p><i>Budget – who develops and makes decisions?</i></p>
<p>Total participants: 8</p>	

10:15 am EDT
Break

<p>10:30 am EDT</p> <p>Curriculum 1</p>	
<p>Participants</p>	<p>Topics on which participants are prepared to answer team questions</p>
<p><i>Clint Pinion, DrPH – MPH Program Director</i></p> <p><i>Michelyn Bhandari, DrPH – Chair, Department of Health Promotion & Administration</i></p> <p><i>Laurie Larkin, PhD – Faculty</i></p> <p><i>Julie Lasslo, PhD – Faculty</i></p> <p><i>Vonia Grabeel, PhD – Faculty</i></p>	<p><i>Foundational knowledge</i></p>
<p><i>Clint Pinion, DrPH – MPH Program Director</i></p> <p><i>Michelyn Bhandari, DrPH – Chair, Department of Health Promotion & Administration</i></p> <p><i>Laurie Larkin, PhD – Faculty</i></p>	<p><i>Foundational competencies – didactic coverage and assessment</i></p>

<i>Julie Lasslo, PhD – Faculty</i> <i>Vonia Grabeel, PhD – Faculty</i> <i>Phyllis Bryden, DrPH – Faculty</i> <i>Laurel Schwartz, DrPH – Undergraduate Coordinator, BSPH, 3+2, and Pre-Professional Program</i>	
<i>Clint Pinion, DrPH – MPH Program Director</i> <i>Michelyn Bhandari, DrPH – Chair, Department of Health Promotion & Administration</i> <i>Laurie Larkin, PhD – Faculty</i> <i>Julie Lasslo, PhD – Faculty</i> <i>Vonia Grabeel, PhD – Faculty</i>	<i>Concentration competencies – development, didactic coverage, and assessment</i>
Total participants: 7	

11:45 am EDT
Break

12:30 pm EDT	
Students	
Participants	Topics on which participants are prepared to answer team questions
<i>Bryden Allen – BSPH 3+2 Pre Professional Student (Spring 2021)</i> <i>Summer Amador – MPH – HP Student (Spring 2021)</i> <i>Camara Cannady – BSPH HP Student (Spring 2021)</i> <i>Naomi Cheek – MPH HP Student (Spring 2022)</i> <i>Rachael Corrone – MPH – HP Student (Spring 2022)</i> <i>Alexander Demunbrun – MPH - EOHS Student (Fall 2021)</i> <i>Terone Nish – MPH – EOHS Student (Spring 2022)</i> <i>Dani Rowe – BSPH 3+2 HP Student (Spring 2021)</i> <i>Ashton Whitney – BSPH HP Student (Fall 2020)</i>	<i>Student engagement in program operations</i> <i>Curriculum</i> <i>Resources (physical, faculty/staff, IT)</i> <i>Involvement in scholarship and service</i> <i>Academic and career advising</i> <i>Diversity and cultural competence</i> <i>Complaint procedures</i>
Total participants: 9	

1:30 pm EDT
Break

1:45 pm EDT
Curriculum 2

Participants	Topics on which participants are prepared to answer team questions
<i>Jamie Hisel, MPH – Faculty Michelyn Bhandari, DrPH – Chair, Department of Health Laurel Schwartz, DrPH – Undergraduate Coordinator, BSPH, 3+2, and Pre-Professional Program</i>	<i>Applied practice experiences</i>
<i>Laurie Larkin, PhD – Integrated Learning Experience Instructor Gary Brown, DrPH - Integrated Learning Experience Instructor Clint Pinion, DrPH – MPH 895 Capstone Course Instructor</i>	<i>Integrative learning experiences</i>
<i>Michelyn Bhandari, DrPH – Chair, Department of Health Promotion & Administration Laurel Schwartz, DrPH – Undergraduate Coordinator, BSPH, 3+2, and Pre-Professional Program Molly McKinney, PhD – Graduate Coordinator, MPH-HP Concentration Phyllis Bryden, DrPH – Faculty Julie Lasslo, PhD – Faculty Monica Mundy, MPH – HP Faculty</i>	<i>Public health bachelor’s degrees</i>
Total participants: 10	

2:45 pm EDT
Break

3:00 pm EDT
Instructional Effectiveness

Participants	Topics on which participants are prepared to answer team questions
<i>Clint Pinion, DrPH – MPH Program Director Michelyn Bhandari, DrPH – Chair, Department of Health Promotion & Administration Laurie Larkin, PhD – Faculty</i>	<i>Currency in areas of instruction & pedagogical methods</i>
	<i>Scholarship and integration in instruction</i>
	<i>Extramural service and integration in instruction</i>
	<i>Integration of practice perspectives</i>

<i>Julie Lasslo, PhD – Faculty</i> <i>Vonia Grabeel, PhD – Faculty</i> <i>Molly McKinney, PhD – Graduate Coordinator, MPH-HP Concentration</i>	<i>Professional development of community</i>
Total participants: 6	

4:00 pm EDT
Break

4:15 pm EDT Stakeholder/ Alumni Feedback/Input	
Participants	Topics on which participants are prepared to answer team questions
<i>Derek Bocard, MPH, CIH, CSP, University of Kentucky Department of Environmental Health and Safety, Senior Industrial Hygienist</i> <i>Kenny Cole, Estill County (KY) Health Department, Environmental Health Director</i> <i>Patti Clark, EdD , Kentucky Cabinet for Health & Family Services, Department for Behavioral Health, Developmental & Intellectual Disabilities</i> <i>Nancy Crewe, MPH, Madison County (KY) Health Department, Director</i> <i>Shelby Fiske, PHN Alumna</i> <i>Thomas Gerding, EOHS Alumnus</i> <i>Jennifer Gulley, MPH, Clark County (KY) Health Department, Nurse Administrator</i> <i>Jonathan Vorbeck, MPH, Jessamine County (KY) Health Department, Deputy Director</i> <i>Kelly Owens, MPH, CHES Center Director Southern KY Area Health Education Center</i>	<i>Involvement in program evaluation & assessment</i>
	<i>Perceptions of current students & program graduates</i>
	<i>Perceptions of curricular effectiveness</i>
	<i>Applied practice experiences</i>
	<i>Integration of practice perspectives</i>
	<i>Program delivery of professional development opportunities</i>
Total participants: 9	

5:15 pm EDT
Site Visit Team Executive Session 3

5:45 pm EDT **Adjourn**

Tuesday, November 17, 2020

8:30 am EDT University Leaders	
Participants	Topics on which participants are prepared to answer team questions
Colleen Scheneck, PhD – Interim Dean, College of Health Sciences Jerry J. Pogatshnik, PhD – Provost, Eastern Kentucky University David McFaddin, EdD, MBA – Interim President, Eastern Kentucky University	<i>Program’s position within larger institution</i>
Colleen Scheneck, PhD – Interim Dean, College of Health Sciences Michael Ballard, EdD – Interim Associate Dean, College of Health Sciences	<i>Provision of program-level resources</i>
Colleen Scheneck, PhD – Interim Dean, College of Health Sciences Jerry J. Pogatshnik, PhD – Provost, Eastern Kentucky University	<i>Institutional priorities</i>
Total participants: 4	

9:00 am EDT
Break

9:15 am EDT
Site Visit Team Executive Session 4

1:00 pm EDT
Exit Briefing