

REVIEW FOR ACCREDITATION
OF THE
MPH PROGRAM
AT THE
MEDICAL UNIVERSITY OF SOUTH CAROLINA

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

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CRITERIA:

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

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INTRODUCTION

The Medical University of South Carolina (MUSC) was founded in 1824 and is the oldest medical school in the South. The university includes six colleges: dental medicine; graduate studies; health professions; medicine; nursing; and pharmacy. MUSC offers mostly graduate degrees, but has bachelor’s degrees in healthcare studies and nursing. The university offers nine master’s degrees and 24 doctoral or specialized degrees specific to each medical profession. The university has more than 3,000 students and over 700 residents for various graduate health professions. As of fall 2021, there are 1,618 faculty members, including 1,276 full-time and 342 part-time. MUSC responds to 10 specialized accrediting bodies, and the university holds accreditation from the Southern Association of Colleges and Schools Commission on Colleges.

The public health program is part of the Department of Public Health Sciences (DPHS) in the College of Medicine (COM). The DPHS evolved from the Department of Biostatistics, Bioinformatics, and Epidemiology, which was founded in 1968. In 2012, the Department of Biostatistics, Bioinformatics, and Epidemiology was renamed the DPHS and the program started offering a master of public health degree. The MPH program is the only program in the department. The department is led by the department chair who reports to the COM dean. There are 36 students enrolled in the MPH degree program; 4 in the biostatistics concentration; 20 in the epidemiology concentration; and 12 in the health behavior and health promotion concentration. The program also offers three 4+1 accelerated degrees in each MPH concentration with students receiving their bachelor’s degree from Clemson University. All degrees in the program are only offered in the campus-based modality. This is the program’s first review for CEPH accreditation.

Instructional Matrix - Degrees and Concentrations			
			Campus based
Master's Degrees		Professional	
Biostatistics		MPH	X
Epidemiology		MPH	X
Health Behavior and Health Promotion		MPH	X
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		Professional	
2nd Degree Area	Public Health Concentration		
4+1 BS to MPH	Any concentration	BS/MPH	X

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The program's organization and administrative processes are effective and sufficient. The program sits within the Department of Public Health Sciences (DPHS) in the College of Medicine (COM). There is an assistant academic program director and three graduate training directors, one for each concentration. The assistant academic program director, graduate training directors, MPH program coordinator, and the vice chair for academic programs serve on the MPH Program Committee. The MPH Program Committee is responsible for degree requirements, approval of course modifications, and oversight of the MPH program.	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 		The MPH Executive Committee includes the department chair, department vice chair for academic programs, and the assistant academic program director. The committee meets monthly and discusses finances; strategic planning; faculty needs; and outreach to the COM, provost, and community partners.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The MPH Accreditation Steering Committee includes the vice chair of academic programs, the assistant academic program director, MPH program coordinator, the three graduate training directors, and representatives from the College of Medicine and university. This committee discusses overall evaluation and metrics of the MPH program.		

		<p>Curriculum design is handled in a multi-step process. The MPH Program Committee reviews CEPH requirements and develops competencies for each concentration area. The graduate training director for each concentration meets with instructors to develop course content and learning objectives that are relevant to the competencies. The MPH Program Committee identifies strengths and weaknesses within the curricula and makes changes to courses based on the competencies. Primary faculty adapt courses to meet the needs of the competencies.</p> <p>The MPH Curriculum Committee includes the vice chair of academic programs, the assistant academic program director, graduate training directors, and MPH faculty from each concentration. There are three subcommittees, one for each concentration, that review course curricula to develop and implement course competencies. During the site visit, committee members noted that they meet each semester to review syllabi and ensure currency of the curriculum.</p> <p>Degree requirements beyond those mandated for accreditation are proposed by the MPH Program Committee, and each concentration-specific curriculum subcommittee is responsible for addressing degree requirements. The creation of courses is approved by the concentration curriculum subcommittees. Course modifications or substitutions to any degree requirement must be presented to the Curriculum Committee and approved by the MPH Program Committee. Any changes to degree requirements must be presented to the Program Committee for reporting and modification of the curriculum grids.</p>		
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		<p>Policies and processes regarding student assessment and processes are based on the university's policies, which communicate course requirements; grading; grade interpretation; and procedures when students do not meet the standard requirements.</p> <p>Admissions policies for the MPH are approved by the MPH Curriculum and Program Committees, with input from the faculty. The MPH Admissions Committee is made up of the vice chair for academic programs, the assistant academic program director, and the three graduate training directors and sets admissions requirements. Each of the three MPH concentrations has a concentration-specific admissions subcommittee. Each subcommittee is chaired by the graduate training director and includes MPH faculty. Subcommittees review applications to the MPH program and make admissions decisions.</p> <p>Faculty recruitment and promotion is conducted at the department level by the Faculty Appointment, Promotion and Tenure (APT) Committee. This committee votes and makes recommendations to the department chair regarding promotion and tenure of DPHS faculty and faculty candidates. For promotion from the rank of instructor to assistant professor (modified or tenure track), all APT committee members are eligible to vote. Similarly, for promotion from the rank of assistant to associate professor (modified or tenure track), all APT committee members at the rank of associate or full professor (modified or tenure track) are eligible to vote. For promotion from the rank of associate to full professor (modified or tenure track), all APT committee members at the rank of full professor (modified or tenure track) are</p>		
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		<p>eligible to vote; and for tenure decisions, all tenured APT committee members are eligible to vote.</p> <p>Individual faculty members make decisions about the types of research and service activities they would like to pursue in alignment with the DPHS strategic plan. Each faculty member submits documentation of annual efforts to the department chair for use in annual performance evaluations. The chair provides recommendations and feedback during the annual review about the degree to which the faculty member's research and service meet the expectations related to the program and to promotion and tenure. The chair provides advice and recommendations to the dean of COM, who then makes salary and work continuance decisions.</p> <p>Faculty are engaged in university activities through participation in committees and task forces. Faculty serve as members of the university Faculty Senate; the COM Faculty Council; and the Entrepreneurial Taskforce.</p> <p>All full-time faculty attend monthly faculty meetings where most faculty-driven decisions are made. All part-time faculty are invited to attend faculty meetings. During the site visit, faculty discussed various processes within each concentration that are designed to incorporate part-time faculty feedback such as providing part-time faculty with faculty meeting minutes if they are unable to attend.</p>		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students have formal methods to participate in policy and decision making.	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate		Each year the student body elects a class president to lead student activities; engage students; and communicate between faculty and students. Additionally, the assistant academic program director and class president meet with the study body once per month to discuss student concerns and program activities. The graduate student organization, the Public Health Student Council, represents all three concentrations and serves as a vehicle through which student representatives can communicate to the larger student body. The council also provides additional perspectives that inform decision-making. Students are welcomed and encouraged to informally share feedback with the assistant academic program director and faculty. In addition, students learn about feedback opportunities via email; in advising; and during classroom activities. During the site visit, students discussed their appreciation for the variety of		

		opportunities for involvement and input into the program. Students described faculty as accessible and responsive to feedback.		
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The program’s mission is to “educate a diverse public health workforce that is competent to conduct innovative research, provide leadership, and advocate for improved and equitable population and community health across South Carolina and beyond.” Its vision is “cultivating a healthier tomorrow through academic excellence, health	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				

<p>Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success</p>		<p>innovation, and practice for the advancement of health equity in South Carolina and beyond.”</p>		
<p>Guiding statements reflect aspirations & respond to needs of intended service area(s)</p>		<p>The program has four goals that speak to research, teaching, outreach, and workforce development. Taken as a whole, the statements define program plans to advance the field of public health and to promote student success.</p>		
<p>Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes</p>		<p>The program has five stated values: collaboration with local and global communities; innovation to improve education, research, and public health practice; diversity; excellence in education, research, and public health practice; and integrity.</p> <p>The development of the vision, mission, and goals was a collaborative effort among the faculty and Steering Committee. Members of the Community Advisory Board (CAB) provided feedback on the goals. This process reflects program aspirations and responds to the needs of the intended service areas.</p> <p>The statements are sufficiently specific to allocate resources and guide decision-making. During the site visit, stakeholders noted that they provided feedback to create the goal statements and remarked on the program’s positive outcomes in each of the four goal areas.</p>		

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 reports MPH graduation rates that exceed or are on target to exceed the threshold. Students have a maximum of two years to complete the MPH degree.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		<p>The cohort of MPH students that entered in 2016 reports an 88% graduation rate. Subsequent cohorts from 2017 to 2020 have graduation rates of 83%, 93%, 91%, and 94%. These rates represent starting cohorts between 11 and 24 students.</p> <p>The program notes that graduation rates have improved significantly since the start of the program due to improvements in recruitment and advising strategies. The program plans to continue improving its recruitment, advising, and support strategies to maintain high MPH graduation rates.</p> <p>During the site visit, reviewers learned that the first two students to be part of the 4+1 BS/MPH program enrolled in spring 2021. These students are from Clemson University. The program has two more students who are expected to start the 4+1 program in AY 2021-22. The program plans to continue to collaborate with undergraduate public health programs, such as Clemson University and Charleston Southern University, as pipelines to improve recruitment.</p>		

B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
Met				
Collects, analyzes & presents data on graduates’ employment or enrollment in further education post-graduation for each public health degree offered		The program reports post-graduation outcomes that exceed this criterion’s threshold, with few reported unknown outcomes. The program uses an alumni survey to collect post-graduation data. This survey is distributed to alumni six to nine months post-graduation. The program supplements these data with methods such as LinkedIn and an email listserv.	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes		The program presents four years of post-graduation outcome data, with low rates of unknown outcomes (zero to two students for each cohort). The program reports the following positive outcome rates: 90% (2016), 87% (2017), 100% (2018 and 2019).		
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		The self-study reports that the program plans to continue outreach to MPH alumni and is formulating an MPH alumni group to promote continued engagement. During the site visit, program faculty reported that they started the alumni group page on LinkedIn in October 2021 and believe this will be an effective way to maintain contact with graduates.		

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 perceptions of competency attainment through the alumni survey, as well as the graduation survey that students complete after all coursework and other requirements. The graduation survey assesses graduates’ overall experience with the MPH program and their preparedness for the workforce. In spring 2020, the program added questions regarding graduates’ satisfaction with the education they received and their proficiency with competencies. The alumni survey collects data regarding how well the program prepared students for employment; skills acquired through the program; and training suggestions now that alumni are in the field.</p> <p>The self-study presents data from the 2020-21 graduation survey, which asked if graduates felt the curriculum helped prepare them for their future career choice and if the program made them feel confident in their understanding of foundational competency areas. The survey results reflect students’ perceptions immediately before graduation. Eighty-one percent of respondents agreed that the curriculum prepared them for their future career choice. Regarding how confident graduates’ felt in their understanding of competency areas, most felt confident with agreement of 78% for environmental health; 94% for epidemiology; 82% for health policy; and 83% for social behavioral sciences. The lowest perceptions of preparedness were associated with biostatistics: 56% of</p>	<p>Click here to enter text.</p>	
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>respondents reported feeling confident in their preparation in this area.</p> <p>The program collected additional data from alumni through the alumni survey in fall 2019. The survey was sent to all alumni and asked them to rate the extent to which the program prepared graduates for their next steps (i.e., employment, training, continued education), 86% of alumni reported being extremely or moderately prepared.</p> <p>The program also conducts focus groups of multiple cohorts of graduates to ask about the extent to which the program prepared them and helped them become proficient in the foundational competencies. So far there have been two focus groups of graduates from 2017-2020 and 2019-2020. Alumni reported strengths of the program as the variety of research and volunteer opportunities; the progression of courses in each concentration; training to work on interdisciplinary teams; and the variety of students from different disciplines. Alumni highlighted that the program could improve on increasing the number of electives offered; career development; and health equity principles.</p> <p>During the site visit, program faculty reported that they plan to hold alumni focus groups on an annual basis.</p> <p>Alumni who met with site visitors reported feeling very well prepared in leadership and analytical skills. Alumni also reported that they felt comfortable teaching others how to perform statistical tests due to their strong foundation in these concepts. Other alumni commented on how well the program prepared them for CPH and CHES</p>		
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		<p>certification, so they could pass these exams without much additional preparation.</p> <p>Faculty who met with site visitors reported that the information they are collecting is useful for program improvement and provided additional examples of alumni suggestions that have been implemented into the program. For example, based on alumni feedback, the program created career day to better prepare students to work in the field. Program faculty also reported that they are continuously looking for trends in the identified needs of students and updating the alumni survey, as needed, to include what students identify as most important once they are in the field.</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			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		The program has defined evaluation measures to assess program effectiveness. The evaluation plan is ongoing, systematic, and well-documented. Goals reflect collaboration by engaging all faculty, external advisors, and students. Processes have clearly defined responsible parties and cycles for review. For example, one metric associated with the education goal is student satisfaction with instructional quality. This metric is assessed through course evaluations at the end of each semester. The assistant academic program director compiles a report of student responses to discuss at the MPH Program Committee meeting. Results are also shared with the	Click here to enter text.	
Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes				

<p>have clearly defined responsible parties & cycles for review</p>		<p>department chair for faculty annual performance evaluations.</p> <p>The indicators in the evaluation plan align with the program’s mission and goals. They cover research; education; outreach; and workforce development. The chosen indicators aim to track progress in achieving goals; assessing progress in advancing the field of public health; and promoting student success. They are meaningful to determine whether the program is meeting its goals and mission.</p> <p>The evaluation goals were created along with the program’s vision, mission, and values. Through outreach with MPH faculty, the Steering Committee, and the CAB, the program defined its identity through practice and students. For example, the outreach goal, which is to “collaborate with community and governmental organizations to enhance public health in disadvantaged communities,” includes a variety of measures including the following: the number of community partners that work with disadvantaged communities affiliated with the program; building a network of community partners; and student participation in collaborative projects with community and government organizations. A variety of program leaders are involved in assessing the results and working with each of the stakeholders to continue a process of community outreach and engagement.</p> <p>Minutes of MPH Program Committee and CAB meetings show evidence that the program is implementing measures, collecting data, and engaging in consistent review by persons with clear, designated responsibility.</p>		
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B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		The program engages in regular, substantive review of all evaluation findings, including strategic discussions about the implications of evaluation findings.	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.)		<p>The MPH Program Committee, through a strategic array of efforts, implements the evaluation plan and translates evaluation of actionable data into concrete programmatic changes that advance the field and assure student success.</p> <p>The self-study describes explicit processes for translating evaluation findings into programmatic plans and changes. For example, after the review of student feedback regarding the MPH seminar course, the program added additional coverage of public health leadership skills. The program also altered the course topic and activities so students are introduced to public health leadership at the beginning of the program, and throughout their time enrolled. The decision to alter the course was made by the MPH Program Committee and was executed in fall 2019.</p> <p>Another example is related to redesigning the ILE planning course, a course that students take prior to completion of the capstone and internship. Based on student feedback that they could use additional guidance prior to and during the internship, the course now includes weekly lectures that provide students with guidance on how to identify and secure internship opportunities. Additionally, the MPH program coordinator created an internship directory</p>		

		<p>to further assist students in connecting with suitable internship sites. Finally, the program created a new internship and capstone manual and a presentation on writing the capstone paper to provide additional guidance for students.</p> <p>During the site visit, program leaders discussed their existing evaluation processes and their commitment to responding to feedback through formal and informal mechanisms.</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		Information gained during the site visit demonstrated that the program has sufficient financial resources. Although the self-study indicated that expenditures are greater than revenue, the program provided an updated financial table during the visit that demonstrates that program revenue exceeds expenditures.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		Tuition and fees are the program's main source of revenue. During site visit interviews, the department chair provided evidence of an additional \$5 million in funding from the COM, of which \$2 million is dedicated to the MPH degree to support growth and enrollment. Additional documentation provided on site further clarified the general funding streams for FY22 to include state appropriations, tuition, indirect cost returns, and the dean's tax to support general operations.		

		<p>The program's budget is part of the overall COM budget. When site visitors met with the dean of the college, he indicated that the college is committed to ensuring that the program continues to have adequate funding to cover all expenses and grow in enrollment.</p> <p>Tuition revenue collected by the COM covers overhead assessments directly related to the MPH program, such as public safety, student health, student counseling services, and the library. The remainder of the tuition revenue covers direct program expenses such as faculty and staff salaries and faculty development expenses.</p> <p>All faculty have base salaries that are set based on appointment type. Tenured and tenure-track faculty can be additionally compensated based on their productivity, such as funds allocated to cover faculty efforts for university service. The DPHS annual budget includes a basic science compensation plan for all tenure and tenure-track faculty in the program with a base annual salary of less than \$204,000. The annual salary coverage is based on the following formula: faculty salary is equal to salary base plus (salary base multiplied by percentage of total salary coverage) and cannot exceed 15% of the annual increase. If a base salary is greater than what the compensation plan allows, it must be approved by the dean of the COM. Graduate training directors receive a flat \$18,000 in compensation for their educational roles.</p> <p>Operational costs are defined as ongoing expenses to support the day-to-day operations and activities of faculty, staff, and students.</p>		
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		<p>Although the self-study did not specifically delineate faculty development funds, faculty who met with site visitors provided evidence of multiple options for their professional development. Program leaders also provided evidence of resources available through the university and online. For example, the university has clinical translational science award center grants to deliver professional development workshops that cover topics such as grant writing and health equity. MUSC faculty are allowed to attend these workshops for free. Additionally, the Provost's Office and Faculty Senate put on numerous professional training events each year that are accessible to program faculty and staff. Program faculty provided additional examples of trainings that they have attended, such as Apple Tree seminars, a university-wide series of workshops and mentoring sessions to enhance innovation, improve teaching skills, and learn about appointment, promotion, and tenure-track activities. The workshops and seminars cover a wide range of topics, but program faculty have attended weekly trainings on flipped classrooms and short courses on epidemiology presentations and research. The site team also received the FY22 basic science funding model that lists funding support for faculty activities, including research.</p> <p>The program receives 3% of indirect costs related to grants and contracts, split evenly among the program and the individual faculty members.</p> <p>The program supports one student activity each year for public health week. A new scholarship program started in fall 2021 for underrepresented minority students. The program has awarded two students funding to assist with tuition costs. To incentivize growth within the program,</p>		
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		<p>the DPHS retains all tuition revenue generated from the program, other than a 5% tax which goes towards the college and associated university costs.</p> <p>In the case that there is surplus revenue, it is split 50/50 with the DPHS for future education investments. Recruitment and accreditation costs and any revenue shortfalls are covered by the college and the university. Those requests are made through the budget submission process each year. Requests for additional faculty are submitted to HR as needed throughout the year, but must first be approved by the chair followed by the review and approval of the business manager before the position is posted.</p>		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The program has adequate faculty resources to support its degree offerings. The program has 11 PIF and six non-PIF, which surpasses this criterion's minimum requirements. The program has the appropriate number of faculty per concentration and degree level.	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		Each of the three MPH concentrations has a full-time graduate training director. Graduate training directors meet with the vice chair for academic programs and the assistant academic program director bi-monthly to discuss student progress and any issues within the program.		
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable	N/A			

Ratios for general advising & career counseling are appropriate for degree level & type		<p>Faculty who teach a foundational and/or concentration-specific course, perform academic advising or serve on MPH committee(s), and engage in extramural service are allocated to the program at 0.5 FTE. Graduate training directors are all 1.0 FTE and teach, provide academic advising, and serve on multiple MPH committees, in addition to providing oversight for their divisions. Non-PIF are faculty who teach an elective, foundational, or concentration-specific course, but do not provide academic advisement for students. FTE is calculated for non-PIFs with a 0.3 base plus 0.15 for teaching for a total of 0.45 FTE.</p> <p>For general advising and career counseling, faculty have, on average, three MPH students, with a minimum of two and a maximum of four. For the MPH ILE, faculty advise an average of three students, with a minimum of two and a maximum of four.</p> <p>The program collects quantitative data on class size and faculty availability in the graduation survey. In AY 2019-20 (n=20), 95% reported being very satisfied or satisfied with class sizes in relation to learning. Students were also satisfied with the availability of faculty with 85% reporting being very satisfied or satisfied.</p> <p>The program also collects qualitative data using alumni focus groups. Regarding class sizes, alumni reported that “the small class size was the reason for choosing this MPH program” and another stated that “the small class sizes allowed for students to get to know each other on a personal level.” When asked about the availability of faculty, alumni reported positive experiences with faculty,</p>		
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor’s cumulative or experiential activity are appropriate, if applicable	N/A			
Ratios for mentoring on doctoral students’ integrative project are appropriate, if applicable	N/A			
Students’ perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)				

		<p>particularly with their responsiveness to emails and general attentiveness.</p> <p>Students who met with site visitors commented on the responsiveness and support provided by program faculty. Students noted that faculty are easy to reach and if they do not have an immediate answer, they find a way to get the answer in a timely manner. Students also appreciated class sizes, which are small and allow for students to connect with each other and have personal relationships with faculty. Alumni who met with site visitors added that they still maintain contact with faculty even years after graduation because faculty know them personally.</p> <p>During interviews with university leaders, they affirmed their commitment to develop and grow the program. There is currently an updated benefit compensation package, as well as allocation of addition funding to grow the program through 2030.</p>		
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C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The MPH program is adequately staffed to fulfill current needs. The program employs two full-time staff to support the overall operations and student activities: the assistant academic program director and the MPH program coordinator. The assistant academic program director serves as the main liaison between students, faculty, staff, and the Dean’s Office and oversees recruiting students to the program.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable		<p>The program recognized the need for additional staff support to coordinate student internship placements and recruitment efforts. Therefore, in spring 2021 the program hired the MPH program coordinator to identify internship opportunities with community partners and other outside entities; establish MOUs with internship sights; arrange interviews; and review internship program evaluations. The program coordinator also provides administrative support for the recruitment and admission of students.</p> <p>MPH students who met with site visitors reported that program staff are always receptive and quick to respond to their needs. Students noted that the assistant academic program director and MPH program coordinator are very helpful in directing students to appropriate resources and networks both within and outside of MUSC. Student phone calls and emails are always returned or responded to in a timely manner.</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 physical resources to fulfill its mission and instructional programs. Office space is managed by the COM's space planning process. One office space and one large cubicle are dedicated spaces for the two full-time MPH staff. Faculty offices are also located in the DPHS building. There is one dedicated classroom with a seating capacity of 31 for the MPH program, and it is adjacent to the offices of the primary instructional faculty members. There are dedicated study carrels in the Colbert Library located in the COM and collaborative seating and study areas for up to 25 students in the DPHS building.	Click here to enter text.	
Physical resources appear sufficiently stable		The current physical space is adequate for the existing program size. However, the program anticipates future growth. As a result, more dedicated spaces for classrooms and faculty offices will be needed. Students who met with site visitors reported satisfaction with the dedicated student work spaces and classroom sizes.		

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		<p>The Colbert Education Library provides adequate resources, including personnel to support student and faculty information needs. The library has gone through a major renovation to enhance study areas, as well as group study rooms and pods. The library has dedicated quiet spaces for students and is accessible 24 hours a day. Two smaller libraries on campus provide additional study space.</p> <p>The Colbert Education Library employs 13 librarians, all with master's degrees in library and information science from programs accredited by the American Library Association. In addition, 26 faculty and staff members support staff and students in all programs. The library has a vast database of online resources, including electronic journals and books. One librarian is specifically assigned to the DPHS to provide support to its programs. Faculty and students have access to an interlibrary loan program with other academic libraries in South Carolina.</p> <p>The library is in the Education Center and Library building. It occupies over three floors in the building and seats up to 727 people. There are 185 dual-platform computers and 152 study carrels, 25 of which are reserved exclusively for MPH students. There are five computer labs with 115 computers that faculty can reserve for training, instruction, and online testing. Additionally, 70 computer workstations are available with software and internet access for general use. Wifi is available throughout the building. There is a technology lending program for students to check out</p>	<p>Click here to enter text.</p>	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable				

		<p>equipment such as laptops, tablets, digital cameras, and portable wireless coverage.</p> <p>MPH students are provided with software and hardware support to meet their needs. Software products such as MS Office 360 and SPSS, are available through university licenses and can be obtained through the Office of Information Security using their student NetID. Students and faculty also have access to campus-wide applications such as Brightspace; Blackboard Collaborate; Panopto; Microsoft Teams; and Campus Labs under the university licenses. Additional library resources include assisting faculty with library instruction sessions and tailored course content.</p> <p>The DPHS provides all faculty and staff with full versions of SAS licenses. The department employs two full-time IT personnel to assist students and faculty with software upload and laptop issues. The university also provides digital accessibility training to help faculty develop accessible content for students with disabilities.</p> <p>All staff, faculty, and students receive accessible technology for productivity, teaching, and learning. IT support is provided, as well as data analysis tools for data collection and research projects. MPH students who met with site visitors felt that IT resources were adequate and readily accessible to them</p>		
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>All MPH students are grounded in foundational public health knowledge. The program maps the 12 knowledge areas to four courses: Introduction to Public Health; Epidemiology I; Social and Behavioral Sciences; and Principles of Environmental Health Sciences.</p> <p>The majority of the foundational public health knowledge is covered in PHGEN 706: Introduction to Public Health, which is taken during the first semester of the program. Social and Behavioral Sciences and Epidemiology I are also both taken in the first semester, while Principles of Environmental Health Sciences is offered during the second semester.</p> <p>The team was able to verify didactic coverage of the learning objectives, as shown in the D1 worksheet, through review of the course syllabi and on-site discussion.</p>	Click here to enter text.	

D1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes

8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The program ensures coverage and assessment of the 22 foundational competencies in eight required courses including the four mentioned in Criterion D1 in addition to Introduction to Clinical Biostatistics Methods 1; Introduction to Health Systems and Policy; MPH Seminar; Interprofessional Foundations.</p> <p>Reviewers were able to verify didactic coverage and assessment opportunities for all competencies, as shown in the D2 worksheet.</p> <p>Site visit discussions clarified how the program provides didactic coverage for competency 21. Program faculty provided additional documentation that demonstrated how students work on interprofessional teams with other health professions students at the university to address a public health crisis. Students are given a scenario in a fictitious U.S. state with an excessive diabetes problem. Students are put on interdisciplinary teams made up of a public health student, nursing student, and social work student. Each team is given a different patient case within</p>	Click here to enter text.	

		the state that they must work together to solve. The team learns about 15 other health professions and must select the five most appropriate healthcare providers/professions to meet the needs of each case. Participants then receive feedback on their efficacy, safety, clinical outcomes, and patient satisfaction.		
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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 at least five distinct competencies for each concentration. The team's assessment of the competency statements and students' opportunity to learn and demonstrate each competency is presented in the D4 worksheet.	Click here to enter text.	
Assesses all students at least once on their ability to demonstrate each concentration competency		The program ensures didactic coverage and assessment through four required courses for its MPH in biostatistics, and three courses for the MPH in epidemiology and MPH in health behavior and health promotion.		
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	N/A	Additional documentation provided by the program to supplement the self-study resolved reviewers' concerns regarding health behavior and health promotion concentration competencies 2 and 5. Competency 2 is "demonstrate processes to build, engage, and support diverse teams in the needs assessment, planning, and evaluation phases of public health interventions." The assignment requires students to identify and justify key stakeholders and then describe		

		<p>strategies for engaging stakeholders. Additional narrative provided on site demonstrated the second portion of the competency. Students have a written assignment where they discuss how to engage and support the team, they have created across different phases of public health interventions.</p> <p>Additional documentation also resolved reviewers' concern regarding health behavior and health promotion concentration competency 5, since the program provided additional evidence on how students are graded on the group assignment individually.</p>		
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D4 Worksheet

MPH in Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply common probability distributions, univariate and multivariate statistical methods for inference in public health data.	Yes	Yes
2. Apply data management skills to prepare data for analyses using statistical software (e.g., SAS, R, SPSS)	Yes	Yes
3. Develop data science skills to extract important patterns and information from biomedical data	Yes	Yes
4. Apply longitudinal and mixed effects methods for categorical and continuous data	Yes	Yes
5. Communicate commonly used statistical ideas, methods and analyses results in non-technical terms to public health professionals	Yes	Yes

MPH in Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Evaluate rigor and appropriateness of common epidemiologic data sources for use in public health practice.	Yes	Yes
2. Use appropriate analytic techniques to model quantitative data for use in public health practice	Yes	Yes
3. Draw appropriate inferences and assess causality from exposure, medical, and health data	Yes	Yes
4. Evaluate and design a surveillance system to identify and characterize public health problems.	Yes	Yes
5. Design epidemiological studies and appraise the methodologic rigor of studies.	Yes	Yes
6. Communicate and explain epidemiologic findings to health care professionals, public health workers and the lay public.	Yes	Yes

MPH in Health Behavior and Health Promotion Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply theory to planning, implementation, and evaluation of health promotion programs.	Yes	Yes
2. Demonstrate processes to build, engage and support diverse teams in the needs assessment, planning and evaluation phases of public health interventions.	Yes	Yes
3. Develop a theory-based conceptual model of change targeting change in a public health problem at multiple levels.	Yes	Yes
4. Evaluate strengths, weaknesses, and opportunities for improvements for program evaluation using peer reviewed literature.	Yes	Yes
5. Develop a comprehensive health promotion evaluation plan including design, measures, and implementation.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		The program has well-established processes to ensure that all students complete supervised applied practice experiences (APE) at sites that allow them to gain public health experience and apply skills learned in the classroom. The program provides clear written guidelines that govern selection and approval of the site and a supervisor and guide students to identify the scope of work, learning objectives, and competencies to be demonstrated. Students must complete 180 hours of APE during their final semester. Preceptors complete student evaluations at the mid-point and end of the experience, and students submit an evaluation of the site and preceptor at the end of the internship. The APE is done in conjunction with the capstone (integrated learning experience). Student internships may	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least five competencies, at least three of which are foundational				

		<p>take place in a public health department or non-governmental agency that provides a public health service. In consultation with the MPH program coordinator, the faculty advisor, and internship preceptor, students can stretch their internships over the semester or complete them within a shorter timeframe.</p> <p>Students must select at least five competencies that they want to address with at least three being foundational. The remaining two can be concentration-specific or foundational competencies. Students work with their internship preceptors and faculty advisors to discuss their interests and select two deliverables that are meaningful to the internship site.</p> <p>The MPH program coordinator helps students find appropriate internship sites. Students are then responsible for identifying a preceptor. The MPH program provides guidance on resources and topics based on the student's interest, education, and career goals. The internship capstone manual serves as a guide throughout experience.</p> <p>MPH students must take a planning course, PHGEN 770: ILE Planning during the semester prior to the internship. The program redesigned the course in fall 2021 to ensure that students select and plan their activities before the internship starts. The course requires students to meet with the faculty advisor, identify the preceptor, and plan the internship activities. Students are required to submit an internship proposal that outlines the learning objectives, competencies, tasks, and deliverables. Additionally, students must attend an internship overview session with the MPH program manager.</p>		
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		<p>All required documents for the internship, including a checklist, are part of the MPH internship capstone manual. Site visitors reviewed samples of student work and validated that students demonstrate at least five competencies and two deliverables that are useful to the practice partner.</p> <p>Students have completed their internships at sites such as The Center for Telehealth at MUSC; Roper St. Francis (a federally qualified health center); OneWorld Health (a non-profit); Synergy Health Tech (a small startup service organization); and AccessHealth Tri-County Network. Students produced deliverables such as PowerPoint presentations, infographics, needs assessments, promotional materials, and surveys.</p> <p>The MPH program recognizes that there are varying internship advising strategies used by different faculty and plans to include online training modules for APE advisement that will be featured at the annual faculty retreat. The program also plans to develop a preceptor training workshop to launch in 2022.</p> <p>Students and alumni who met with site visitors reflected on the opportunities that their internships provided in building on their foundational and concentration competency knowledge and preparing them to work in the public health field.</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 ILE is a three-credit-hour experience conducted near the end of the program. Students complete a one-credit-hour seminar course and a two-credit pass/fail ILE project. To enroll in the ILE seminar and begin the project, students must have successfully completed the APE, all core courses, and at least half of the concentration coursework. In the ILE seminar, students are exposed to resources and expectations for the ILE. For the ILE project, students select at least two faculty members from two different departments in the COM to serve as an ILE Project Advisory Committee. The chair of the committee is the faculty member who has supervised the most ILEs. There is also a capstone advisor who is a faculty member, matched with the student based on shared academic and professional interests.</p> <p>In consultation with the capstone advisor, students identify competencies in the proposal stage. The ILE project plan must be approved by the ILE Project Advisory Committee chair and the capstone advisor. The plan</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>outlines the activities, competencies, and proposed product that will be completed.</p> <p>Students complete a high-quality written project, called the capstone paper, and a capstone poster that is explicitly designed to demonstrate synthesis of foundational and concentration competencies. The capstone paper is a research paper where students choose a total of at least five competencies to address, with at least three being foundational; the remaining two can be concentration-specific or foundational competencies. The program gives students the flexibility in selecting the five competencies they would like to address.</p> <p>Students submit their capstone paper reflecting on their ability to integrate and apply core public health competencies to a public health problem. The capstone advisor and two faculty members use a rubric, populated with the student's chosen competencies, to assess students' abilities to integrate and synthesize the competencies.</p> <p>Competency assessment guidelines and rubrics guide qualified faculty to review and assess students' demonstration and synthesis of competencies.</p> <p>Site visitors reviewed samples of student work which demonstrate that students carry out high-quality work in their projects. For example, one student conducted a content analysis to determine the success of a YouTube channel of a sexual and reproductive health centered health education program. Another student conducted a descriptive analysis on the Hollings Cancer Center's tobacco treatment program.</p>		
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		During the site visit, students remarked on their appreciation of the faculty support throughout the capstone experience.		
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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
	Not Applicable			

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

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
	Not Applicable			

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
	Not Applicable			

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		MPH students must successfully complete a minimum of 45 credit hours to earn the degree. One credit equals 15 contact hours for 15 weeks. A three-credit course is 45 contact hours for 15 weeks. Most courses in the degree program are three credits.	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
	Not Applicable			

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		Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar. The program lists 14 primary instructional faculty and six non-primary faculty. All members of the faculty hold doctoral degrees, and in some cases, also have master's-level training in public health such as degrees in epidemiology or health behavior and health education.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		Faculty hold degrees in a variety of disciplines including: biostatistics; health behavior and health promotion; epidemiology; psychology; geography; social work; and economics. Faculty education and experience is appropriate for the degree level and role with research, practice, and instruction. During the site visit, students, and alumni remarked on the education and rich experience of faculty, who are well-versed in a variety of areas.		

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		<p>The program has strong faculty linkages to public health practice. Faculty are encouraged to maintain ongoing practice links with local state and public health agencies. A number of primary faculty have career experience in public health practice outside of academia. For example, one primary faculty member worked for two years with the North Carolina State Health Planning and Development Agency as a health planner; two years with the South Carolina Department of Health and Environmental Control (DHEC) as director of maternal and child health planning; and two years as assistant deputy commissioner for health services at DHEC. She also worked for 12 years for the division of reproductive health at the Centers for Disease Prevention and Control (CDC), serving 10 years as the chief of the program services and development branch in the division of reproductive health.</p> <p>Another primary faculty member has more than 20 years of experience working in the Department of Veterans Affairs (VA). He has been involved in the implementation of evidence-based programs for the prevention and control of chronic diseases, including the VA weight management program and the United States diabetes prevention program. He is currently representing the VA and South Carolina in outreach initiatives for the</p>	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

		<p>implementation of the WHO decade for healthy aging initiatives.</p> <p>Primary faculty also maintain strong, current practice linkages. Three faculty members are health scientists at the Health Equity and Rural Outreach Innovation Center (HEROIC) at the Charleston Veteran’s Affairs Office are founding members of HEROIC and members of the center’s Executive Committee and leadership.</p> <p>The program integrates perspectives from the field regularly through the interaction and collaboration with public health practitioners. Public health practitioners are frequently invited as guest lecturers. For example, courses such as PHGEN750: MPH Seminar, have guest speakers present on topics such as public health leadership, effective communications, and budgeting.</p> <p>MPH students have opportunities through faculty to be involved in the public health projects such as HEROIC. The program sees its strength in integrating public health practice within the classroom and plans to continue working with its CAB to grow its relationship with local partners.</p>		
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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		Various systems are in place to document that all faculty are current in their areas of instructional responsibility. All MPH faculty, including primary instructional and non-	Click here to enter text.	

Systems in place to document that all faculty are current in pedagogical methods		primary instructional faculty, are encouraged to participate in professional development opportunities to improve their instructional effectiveness. The program		
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction		finances the cost of APHA annual membership for the vice chair of academic programs and the assistant academic program director to remain up to date with the field. Additionally, faculty are responsible for maintaining		
Supports professional development & advancement in instructional effectiveness for all faculty		<p>currency in their fields for their own licensures and memberships, where appropriate, through continuing education. Examples of memberships include the American Public Health Association; American Society of Preventive Oncology; American Association for Cancer Research; American Statistical Association; American Diabetes Association; Society for Epidemiologic Research; and more.</p> <p>Review of faculty instruction is conducted primarily through student evaluations of courses and faculty. The department chair and academic program directors review these materials each semester. At the end of each year, the dean of the COM receives an overall report that shows faculty scores on a Likert scale (ranging from 0-5.0, with 5.0 being the best). Faculty scoring below an annual mean score of 4.0 are required to develop a plan, in consultation with the department chair, to improve teaching effectiveness.</p> <p>Course evaluations are part of faculty members' academic requirements for the department and contributes to annual evaluations. Course evaluations completed by students serve multiple purposes: to highlight the effectiveness of teaching; guide the department to make informed decisions regarding tenure and promotion; and</p>		

		<p>allow the MPH program to improve curriculum, policies, and procedures.</p> <p>All MPH faculty are required to remain current within the field of public health for their field of research and areas of instructional responsibility. The program and university provide opportunities and support for continuous improvement in faculty's instructional roles. These opportunities include participation at state/national meetings; Apple Tree seminars and workshops; the annual foundations of teaching and learning educational series; and instructional technology training provided by the Office of Instructional Technology and Faculty Resources.</p> <p>The program's three self-defined indicators include peer/internal review of syllabi/curricula for currency; student satisfaction with instructional quality; and courses that integrate technology in innovative ways to enhance learning. Faculty currency is assessed through peer/internal review and through annual reviews. Syllabi and curricula are evaluated by the Curriculum Committee, and the concentration subcommittees. The MPH Program Committee then reviews and approves each new course. For ongoing courses, the Curriculum Committee conducts quarterly internal reviews with an emphasis on content and currency.</p> <p>The program also assesses faculty instructional technique through a graduation survey. Students are asked questions regarding their satisfaction with faculty in terms of instructional quality and relevancy of knowledge. The graduation survey asks students to rate the quality of instruction received in the MPH program as appropriate</p>		
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		<p>or inadequate for biostatistics, environmental sciences, epidemiology, health policy and management, and social and behavioral sciences. Students reported overall satisfaction with the quality of instruction with 65% of students (n=11) rating the instructional quality as appropriate for biostatistics, 94% (n=16) for environmental health sciences, 88% (n=15) for epidemiology, 94% (n=16) for health policy and management, and 94% (n=16) for social and behavioral sciences.</p> <p>Regarding integration of technology in courses, the program asks students to rate whether the educational technology used in the program was helpful. Examples of educational technology used over the last three years include: Brightspace/D2L; built-in quizzes and poll activities Microsoft Teams; Zoom; Webex for virtual meetings; PubMed (search engine); and SCOPUS (database) for comprehensive coverage of health-related scientific publications; RedCap for survey development and data management; and iClickers and Poll Everywhere for in-class, interactive assessments. Over the last three years, when asked if the educational technology was helpful, 78% of students agreed (n=18).</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		Policies and practices are in place to support faculty involvement in scholarly activities. The program's expectation is of excellence and commitment to research	Click here to enter text.	

Faculty are involved in research & scholarly activity, whether funded or unfunded		and scholarship in the concentration areas. At the department and college levels, tenured and tenure-track faculty are expected to maintain an active research program as evidenced by publications, presentations, and funding. Expectations for faculty research and scholarly activity are outlined in the department bylaws.		
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities		Support for faculty involvement in scholarly activities comes from the Office of Research Development; Office of Research and Sponsored Programs; and the Office of Research Integrity. These offices support faculty in applying for grants, processing awards, and conducting research activities. The university is also home to the South Carolina Clinical and Translational Research Institute (SCTR), an NIH-funded resource, which provides support to varying levels of investigators from getting started in research to intramural funding to collecting pilot data. Additionally, faculty can meet with experts from the MUSC Writing Center to discuss writing projects from papers for publication to grant proposals and curriculum vitae.		
Students have opportunities for involvement in faculty research & scholarly activities		<p>The university and program view research as a vital contribution for each faculty member, regardless of tenure-track designation, to the fulfillment of the college's educational goals. The COM's promotion criteria include "direct involvement in research" as a required criterion for promotion for all faculty.</p> <p>The self-study provides a range of examples of the scholarly work faculty participate in and how they incorporate it into their teaching. For example, a health behavior and health promotion faculty member has a research study that involves collection of primary data to</p>		

		<p>evaluate the impact of an opt-out tobacco treatment program at an academic university cancer center. For the health psychology course (PHGEN 718), he discusses the scientific methods used for clinical trials and the appropriate study designs.</p> <p>Additionally, an epidemiology faculty member who leads the Charleston Community Air Monitoring Network, a community-academic research partnership that involves monitoring and assessment of air quality, teaches students how to conduct air monitoring in the environmental health sciences course (PHGEN 708). He uses his work as a real-world example of how community-university partnerships can be built to address local environmental concerns. Students have conducted air monitoring campaigns across the MUSC campus using the knowledge learned from this course.</p> <p>Students are frequently involved in faculty research. For example, MPH students have been involved in one faculty member's research on mother-child pairs to examine environmental exposures on childhood outcomes. Students have conducted the study coordination, including scheduling study visits; consenting participants; collecting survey data; collecting urine samples; and administering NIH toolbox assessments of children who participated in the research study. Other MPH students have been involved in the tobacco treatment program study by extracting patient contact data, conducting phone surveys, and entering data into RedCap.</p> <p>The program has selected three indicators that capture faculty research and scholarship. The indicators include number of peer-reviewed articles; presentations at</p>		
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		<p>professional meetings; and total research funding. The program has generally performed above its defined targets on all these measures other than the number of published articles for 2020. The program has set a target of 100, which was exceeded in 2018 and 2019 (120 and 114), but in 2020 fell just below at 96 published articles.</p> <p>During the site visit, faculty and leaders expressed agreement that these indicators are meaningful to the program and demonstrate its success in research and scholarly activity. Faculty remarked on various supports for their research and scholarly activity including seed grant funding, supports from the SCTR, and the grants incentive plan.</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 DPHS defines expectations of faculty participation in activities that are beneficial to the profession, the university, and the community at large. Examples of such activities include participating in international, national, university, community, and local committees. For example, many of the MPH faculty serve as standing members of NIH, DOD, and Veteran's Affairs study sections; journal editors; leaders of professional associations; and members of community boards.</p> <p>The university and program recognize the importance of extramural activities and provide paid administrative leave and support for faculty participating in extramural</p>	<p>Click here to enter text.</p>	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means				

		<p>service activities. Extramural activities account for 5-10% of faculty members' time and are taken into consideration for raises, promotion, and tenure. The self-study notes that the program plans to find additional ways to incentivize faculty and provide opportunities for MPH students' involvement in faculty research and extramural services. In addition, faculty members receive recognition for excellence at the university's annual award ceremonies. The university's SCTR Center offers consultation services to clinical and translational researchers and community members on approaches to community input; assessment of partnership readiness; community engagement study design methods; systematic reviews using community engagement principles; and budget preparation for community engagement.</p> <p>The self-study provides several examples of faculty members' integration of service into their instruction. For example, one faculty member has collaborated on numerous health initiatives in the community and uses these examples in her health behavior theory course (PHHBP 704). Another faculty member used his COVID-19 response work to develop a GIS workflow that allows the MUSC hospital analytics team to geocode, map, and assign neighborhood social conditions to patients in the MUSC network. This project is introduced as part of the environmental health course (PHGEN 708) to show how geographic information can be critical to a public health response. Finally, another faculty member, who is conducting a community-based randomized study in Uganda, uses this project as an example in his epidemiology II (BMTRY 747) course when discussing</p>		
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		<p>public health concepts such as study design and data collection and management.</p> <p>The program has multiple service projects that allow students to be engaged in faculty extramural service. Every five years, MPH students have the opportunity to work with the South Carolina Cancer Alliance, to develop a five-year cancer plan for the state. Students help develop seminar series, conference materials, and educational content for the website. Other students have been involved with the contact tracing response at the community-level, statewide sampling of COVID-19 antibody testing, and diagnostic testing under faculty guidance. Another MPH student is working with faculty on the Veteran’s Affairs HEROIC project, investigating the relationship between population characteristics and health disparities in the veteran community.</p> <p>The program lists three indicators related to service. Outcome measures for the three years (2018–2021) include percentage of faculty participating in extramural services; number of faculty-student collaborations; number of community-based service projects. For each of the measures, targets were exceeded in each year.</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.		The program uses its CAB as a formal structure for constituent input. The board was formed in September 2019 and comprises faculty, alumni, and external	Click here to enter text.	

Does not exclusively use data from supervisors of student practice experiences		stakeholders from state health departments, local non-profit organizations, other universities, and the CDC. The CAB meets twice per year and addresses issues related to curricula, guiding statements, community engagement, the self-study, and other accreditation activities.		
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 		The program surveys CAB members to understand the needs of public health employers and the skills they look for in graduates. CAB members who employ or have employed MPH graduates share their experiences of what students need coming out of the program and the changing needs of the field. Additionally, the program surveys internship preceptors to obtain feedback on the professionalism of students and their competency-based performance. For example, the feedback collected from internship preceptor surveys have been used to develop content for professional development seminars during public health career day.		
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback		<p>Preceptors suggested including public health practitioners from the federal sector in career day activities; therefore, during the spring 2021 career day, a CAB member, who is an epidemiologist at the CDC, presented on opportunities available with the CDC. Additionally, during the fall 2021 career day the program invited a branch chief for a corporate recruitment unit at NIH to meet with students to discuss internship opportunities available with NIH, as well as how to navigate the usajobs.gov portal.</p> <p>In creating the program's guiding statements, the program sought input from the CAB and the MPH Accreditation Steering Committee. The two groups provided feedback to define the niche of the statements</p>		

		<p>within South Carolina and modified evaluation metrics to better measure program goals.</p> <p>While the program has been unsuccessful in getting permission from most MPH graduates to contact their employers, the program has asked CAB members who have employed graduates to complete the employer survey. Employers are asked how well the program prepares graduates to join the public health workforce. Results presented in the self-study indicate that most employers (76%) who responded (n=14) perceive graduates as well or very well prepared. Most employers also believe that graduates are prepared to address today's public health challenges, with 99% rating students' preparedness as excellent or good. Employers are also asked about their perceived importance of different public health skills. Employers rated data visualization; population approaches to public program monitoring and evaluation; and health education methods as most important and global health and air pollution assessments least important.</p> <p>Employers stated that students coming out of the program have strong research skills and program students and graduates are among the best employees they have had. One employer noted that she was impressed with the literature search skills of one student and another commented on the strong emphasis of health behavior and health promotion throughout the program.</p>		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		Students in the MPH program are introduced to service during orientation. Faculty discuss their own projects and make students aware of how they can get involved. MPH students are also introduced to service by the assistant academic program director who meets with students monthly to discuss professional development opportunities, as well as community service opportunities. Additionally, the program encourages students to participate in community and professional service through meetings, emails, calendar invitations, department newsletters, and Instagram posts.	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		<p>At the time of the site visit, the program was in the process of activating a new student organization called the Public Health Society. The purpose of the organization is to have a group of MPH students engaging and informing the community about public health, hosting forums, holding public health fairs, and providing community service. During the site visit, program faculty reported that the Public Health Society was formalized in September 2021 as a recognized student group on campus. Program faculty noted that students in the society will work on activities such as meeting with prospective students and holding student and faculty question panels to provide insight on the program.</p> <p>MPH students volunteered with the South Carolina Adolescent Immunization Task Force fall 2019 mini-</p>		

		<p>conference. Students assisted attendees with recording PSAs, photovoice, and providing educational materials to attendees. MPH students also coordinated a virtual donation drive for the Homeless Period Project to collect feminine products for homeless women in underserved communities in the area. Students were in charge of soliciting donations and packing supplies for 450 women and girls. Finally, every year for National Public Health week, MPH students coordinate activities to bring awareness to certain public health issues. Students have done presentations regarding global health, HIV, the flu, pandemics, maternal mortality, gun violence in South Carolina, mental health, and environmental health.</p> <p>Students who met with site visitors reported that program faculty, and particularly the program manager, constantly send emails for job and volunteer opportunities. Students noted that they began receiving opportunities via email before the program even started. Students provided additional examples of service activities they have been involved in including volunteering at the Joseph Floyd Manor, doing a t-shirt fundraiser for public health week, and conducting an arts and healing program for pediatric cancer patients.</p>		
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F3. ASSESSMENT OF THE COMMUNITY’S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Periodically assesses, formally and/or informally, the professional development needs of individuals in priority community or communities		<p>The program’s professional community of interest includes public health and other health professions that collaborate with the program to provide education to students and serve medically underserved populations. This includes the state health department, local non-profit organizations, other universities, MPH alumni, and MUSC employees.</p> <p>The program is part of the Region IV Public Health Training Center and is the community-based training center for South Carolina. The South Carolina Public Health Training Center and Region IV Public Health Training Center work together to assess public health training needs, identify training priorities, develop and implement trainings, and evaluate their efforts.</p> <p>In spring 2021, the program conducted a needs assessment survey with the South Carolina public health workforce to determine what skills are most important to their positions. The most important skills were communicating effectively to inform and educate people and strengthening, supporting, and mobilizing communities to improve public health, with 77% and 72% reporting these areas are extremely important. Respondents identified using legal and regulatory actions to improve the public’s health and building and supporting a diverse workforce as less important, with 37% and 19% reporting these areas as not at all important or somewhat</p>		

		<p>important. The program plans to conduct this needs assessment on an annual basis.</p> <p>The program notes it is also able to obtain information regarding professional development needs from CAB members.</p> <p>Community members who met with site visitors reported that the program sends a survey to solicit their requests for professional development and they are in consistent communication with the MPH program manager.</p>		
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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 uses multiple methods for developing and implementing the professional development opportunities referenced in Criterion F3.</p> <p>Based on the feedback received in 2019, the program began offering virtual lunch-and-learn trainings and webinar series to best fit professional schedules. The program asks participants to evaluate its trainings to see where it can improve moving forward.</p> <p>Program faculty have also been involved in trainings related to the COVID-19 pandemic. In summer 2020, the program hosted a COVID-19 mini-series. The department chair provided a training on containment and mitigation, resilience, and interventions to build resilience. Participants reviewed ongoing challenges with the</p>	Click here to enter text.	

		<p>pandemic; healthcare and public health responses; and the need to address vulnerable populations. Other faculty members provided trainings on the relationship between COVID-19 and health disparities in the U.S. and the effect of COVID-19 on different racial/ethnic groups in the state. There were 57 participants from the South Carolina public health workforce including rural workers, state health department employees, and clinical care.</p> <p>The program has also hosted a series of webinar trainings related to maternal mortality among African American women, HIV/AIDS in South Carolina, and cultural humility in public health practice. Speakers included faculty members, CAB members, and alumni, and over 120 people attended.</p> <p>The self-study notes that the program has formed a collaboration with the South Carolina Area Health Education Center to provide an online platform to house on-demand webinars and provide a certificate of completion for participants.</p> <p>During the site visit, community members stated that they are satisfied with the program's responsiveness and impressed with how helpful the program has been to their organization to provide professional needs trainings. Community members provided additional examples of professional development trainings that the program has organized including a diversity, equity, and inclusion training; bias training; a training on how to obtain a fellowship; and other continuing education events with partners such as the Trident United Way.</p>		
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		The self-study notes future plans for the program to continue to understand and offer professional development to the community. The program plans to develop and implement a certification program for population health by AY 2023-24. Additionally, the program plans to provide continuing education credits and become a CHES provider with NCHEC for AY 2023-24.		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		<p>The program has identified priority populations for both students and faculty. The priority populations include Hispanic/Latinx and Black/ African American. The program chose its priority populations to address the historic underrepresentation in the public health workforce and to improve health equity by diversifying the workforce. The program also focused on these populations because of the low numbers of Hispanic/Latinx and Black/ African American faculty and students in the program.</p> <p>The program has four stated goals related to advancing diversity and cultural competency. These goals include increasing the recruitment of new students from underrepresented populations; supporting the retention of students from underrepresented populations; providing opportunities for students to engage in community-based practice and reflection; and increasing recruitment of faculty from underrepresented populations.</p>	Click here to enter text.	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
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)				

<p>Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies</p>		<p>The program lists multiple strategies to achieve the program’s diversity goals such as building relationships with Historically Black Colleges and Universities. The assistant academic program director is also involved with an initiative at one of the local undergraduate public health programs aimed at recruiting and retaining minority students in public health. She meets with students monthly to discuss the field of public health, career planning, goals setting, and mentorship. The program envisions this connection to become a pipeline for minority students to the MPH program. Additionally, the university requires students and faculty to complete four hours of diversity and inclusion training through the Office of Diversity, Inclusion, and Equity. Finally, the department has established the Diversity and Inclusion Faculty Committee to develop strategies to continuously engage students and faculty in diversity.</p>		
<p>Perceptions of climate regarding diversity & cultural competence are positive</p>		<p>The program articulates its commitment to cultural competence through a combination of university, college, and departmental strategies. Actions and strategies to promote such a climate include exposing MPH students to community agencies and community engagement activities where students interact with and serve their community such as the Homeless Period Project, American Heart Association, and Food Recovery Network. Additionally, students are provided the opportunity to interact with mentors that are reflective of their diversity including guest lecturers speaking on diversity and cultural humility. Additionally, for curriculum planning, program faculty follow the guidance of the university’s Office of Diversity, Equity, and Inclusion for diversity and cultural competency within courses. Program committees actively</p>		

		<p>address and build competencies with diversity and cultural considerations.</p> <p>During the site visit, the program provided documentation that confirmed existing university, college, and departmental plans and practices that support recruitment, retention, and promotion of faculty, with attention to African-American/Black and Hispanic/Latinx faculty priority populations. University leaders who met with site visitors discussed the role of the associate dean of diversity and inclusion and the requirements for all departments to have strategic diversity plans. The department has a designated faculty member who is working with the program director to implement the department-level diversity strategic plan.</p> <p>The self-study reports a weakness of the program is its inability over the past few years to recruit students and faculty to increase representation in the priority underrepresented populations. The program notes it plans to continue to build relationship with state HBCUs to recruit and mentor students and create a pipeline for underrepresented populations.</p> <p>Faculty and student perceptions of the program's climate regarding diversity and cultural competency were captured in quantitative and qualitative data collection. The program collected quantitative data via the MPH graduation survey. When asked if the MPH program values diversity in people and ideas, 100% of MPH graduates either agreed or strongly agreed. Qualitative data highlighted that students and faculty perceived a strong commitment to diversity and cultural competence in the MPH program and a strong emphasis on these topics in</p>		
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		<p>courses throughout the curriculum. The program holds specific focus groups related to diversity. Suggestions from these focus groups included a greater focus on diversity and cultural competence in all courses. Specific examples included coverage of unconscious bias, adding a peer mentoring program among first- and second-year students to advance exposure to different types of students, and an increased focus on diversity and cultural competence in orientation and the internship.</p> <p>During the site visit, students and alumni cited recent efforts of the program to increase the representation of diverse faculty and students. Students of the priority populations discussed how they enjoy seeing faculty who represent them and their communities.</p>		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		<p>Students have access to academic advisors starting with the application process until completion of the degree. Students accepted into the program first meet with the graduate training director of their concentrations to discuss academic goals and interests. The graduate training director pairs students with an MPH faculty member within the concentration based on the students' career and research interests. Faculty advisors provide students with structured advising meetings each semester and more frequently during the capstone and internship.</p>	<p>Click here to enter text.</p>	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		<p>Faculty are oriented to their roles during yearly faculty retreats. Faculty advisors receive a concentration-specific curriculum grid for their assigned students and the graduate training director goes over internship expectations and capstone requirements. Changes to a student's curriculum grid must be approved by both the advisor and graduate training director.</p> <p>The self-study reports course evaluation data that show that 97% of MPH students over the last two years were satisfied or very satisfied with academic advising. Similarly, for students who responded to the graduation survey over last two years, 80% reported being satisfied or very satisfied with academic advising. Narrative comments provided through focus groups indicate positive impressions regarding access to faculty members for academic advising.</p>		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		The program offers a public health career day during the fall and spring semesters to provide career advising services and expose MPH students to a wide range of public health practitioners. Career day covers professional development and career planning initiatives including resume writing, presentation and interview skills, career planning, public health career opportunities, how to network, and how to transition from a student to a professional. In addition to career day, students receive career advising from their assigned academic advisors,	In addition to the improvements listed, the MPH Program has developed a LinkedIn professional page to network with alumni and students as a way of promoting professional development, departmental events/activities, and research opportunities. The Department has recently purchased a Zoom license with both meeting	The Council appreciates the program's response regarding its efforts to increase student and alumni participation in events focused on professional and career development.
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		<p>who is also their career advisor, during their regularly scheduled meetings. Students who met with site visitors expressed that they found it helpful that their academic advisor also serves as their career advisor.</p> <p>In addition to career day and an assigned career advisor, the program invites public health practitioners from the community to present on public health career opportunities. Speakers are selected through various sources such as public health conferences, guest lectures, and faculty networks. Informally, the assistant academic program director and program faculty provide career advising to students after class or by appointment.</p> <p>During the site visit, students provided an additional example of career advising conducted by the university HR department. Students explained resume writing and interviewing skill workshops provided by the HR department, which helped prepare them for job interviews.</p> <p>The program has held three public health career days between spring 2020 and spring 2021. The 2020 spring and fall events were attended by seven and 13 MPH students, respectively, and no alumni. The spring 2021 event had an attendance of 13 MPH students and three alumni.</p> <p>The commentary is that the career day events hosted for students and alumni do not appear to be well attended. Although attendance has increased over the past two years, there are still low number of students and zero to three alumni who have attended. While alumni who met with site visitors remain in contact with faculty, site</p>	<p>and seminar capabilities so that career day events can be hosted as webinars and recorded for any alumni or student unable to attend. Currently, career day activities have taken place during working hours; we will offer professional development seminars during evening hours throughout the year so all students and alumni who are working will have the opportunity to attend. The MPH program has created a listserv with email addresses of alumni to receive ongoing communications regarding the program, department, and events. The MPH program will continue to include our alumni in our community advisory boards as well as other departmental committees.</p>	
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		<p>visitors note that the program could be more proactive about engaging alumni in the career day events.</p> <p>The program provides data on student satisfaction with career advising for each of the last three years through its public health career day evaluation. When asked if public health career day increased their awareness of skills to use in a job/career, 87% agreed or strongly agreed (n=16). All respondents also either agreed or strongly agreed that career day was valuable to their learning experience (100%). Satisfaction surveys capture data about each public health career day, and the information is used to make improvements each year. Improvement plans include career fairs and better engagement with alumni for future career days. The program plans to make recordings of sessions accessible for students who cannot attend the in-person events.</p> <p>Alumni who met with site visitors cited ongoing relationships with their advisors. Many continue to seek reference letters as well as career advising even years after graduation. Some students and alumni commented on their reliance on faculty networks for job positions. For example, one graduate is now an associate professor at Johns Hopkins and attributes the position in part to networking opportunities through his advisor.</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 has a defined set of policies and procedures governing formal student complaints and grievances that are included in the MPH student handbook.	Click here to enter text.	
Procedures are clearly articulated & communicated to students		Students with a complaint or grievance are encouraged to first speak to the graduate training director. If the issue cannot be resolved, students may file a complaint to the vice chair of academic programs, or if deemed appropriate, the chair of the DPHS. If the matter is still not resolved, they may appeal to the dean of the COM.		
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints		The program cites one incident over the past three years in which an MPH student repeatedly failed two courses over three semesters. Due to chronic absenteeism and failure to submit course assignments, the student was dismissed from the MPH program. In 2019, the student appealed the decision to the dean of the COM, but after a thorough review of the documents the appeal was denied.		
All complaints are processed & documented				

H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers</p>		<p>The program has recruitment policies designed to locate qualified students. The program engages in various recruitment activities such as recruitment fairs; campus tours; virtual meetings; email listservs; and website inquiries. The program also participates in out-of-state graduate recruitment fairs in Georgia and North Carolina.</p>	<p>Click here to enter text.</p>	
<p>Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers</p>		<p>Prospective students can submit an inquiry form on the program website and the assistant academic program director responds within 24-48 hours. Prospective students can also meet with the assistant academic program director and graduate training directors from each concentration to ask questions and arrange campus tours.</p> <p>All applications for MUSC admissions must be submitted using the CollegeNet system, and all application materials, regardless of program of interest, must first go through the Office of Enrollment Management. Completed application packets then go to the assistant academic program director. Each MPH program concentration has a review team made up of two faculty members who score applicants using the applicant evaluation form and the graduate training director makes the final decision. All accepted students into the program must meet the admission criteria. Site visitors reviewed the applicant evaluation form and admissions criteria and determined</p>		

		<p>that they are useful for the program to recruit a successful student body.</p> <p>To be admitted to the program, students must have a baccalaureate degree from an accredited college or university with a preferred minimum GPA of 3.0; three letters of reference; a strong math background; personal statement essay; and TOEFL requirements for applicants where the primary language is not English. The GRE is no longer required, but applicants are strongly encouraged to submit official scores, if they have them.</p> <p>The program presents data on one outcome measure: the program aims to have 20% of incoming students from underrepresented minorities. The program met its target in 2018 and 2019 (21% and 20%), but fell below the target in 2020 with 12%. When asked during the site visit, program faculty reported that they are actively recruiting from HBCUs nationally; working with pipeline programs for minorities students in Charleston; and have a dedicated scholarship fund for minorities that started with the 2020-21 cohort.</p>		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The program has clear and publicly available information on academic calendars, grading policies, academic integrity standards, and degree completion requirements	Click here to enter text.	

Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		for the MPH degree program. Information is available through the College of Medicine website and through program-specific student handbooks. Information is accurate and up to date.		
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

Sunday, October 17, 2021

4:00 pm **Site Visit Team Executive Session 1**

Monday, October 18, 2021

8:30 am **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
Dr. Hermes Florez, MD, PhD, MPH- Department Chair Mulugeta Gebregziabher, PhD- Vice Chair of Academic Programs Jacketta R. Cobbs, PhD, MPH- MPH Program Manager Kelly Hunt, PhD- Graduate Training Director, Epidemiology Katie Sterba, PhD, MPH- Graduate Training Director, Health Behavior and Health Promotion Viswanathan Ramakrishnan, PhD- Graduate Training Director, Biostatistics Hannah Silvia- MPH Program Coordinator	<i>Guiding statements – process of development and review?</i> <i>Evaluation processes – how does program collect and use input/data?</i> <i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i> <i>Budget – who develops and makes decisions?</i>
Total participants: 7	

9:30 am **Break**

9:45 am **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
Mulugeta Gebregziabher, PhD- Vice Chair of Academic Programs Kelly Hunt, PhD- Graduate Training Director, Epidemiology Katie Sterba, PhD, MPH- Graduate Training Director, Health Behavior and Health Promotion Jacketta R. Cobbs, PhD, MPH-MPH Program Manager Paul Nietert, PhD- Professor, Biostatistics Alana Rojewski, PhD- Assistant Professor, Health Behavior and Health Promotion Dulaney Wilson, PhD- Assistant Professor, Epidemiology John Pearce, PhD- Assistant Professor, Environmental Health Edith Williams, PhD- Associate Professor, Epidemiology Julie Marshall, PhD- Assistant Professor, Health Policy	<i>Foundational knowledge</i> <i>Foundational competencies – didactic coverage and assessment</i> <i>Concentration competencies – development, didactic coverage, and assessment</i>

Renee Martin, PhD- Professor, Biostatistics Jeff Korte, PhD- Associate Professor, Epidemiology Marvella Ford, PhD- Professor, Health Behavior and Health Promotion Joni Nelson, PhD- Professor, Health Behavior and Health Promotion Brian Neelon, PhD- Assistant Professor, Biostatistics	
Total participants: 15	

11:00 am **Break**

11:15 am **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
Mulugeta Gebregziabher, PhD- Vice Chair of Academic Programs JacKetta R. Cobbs, PhD, MPH- MPH Program Manager Kelly Hunt, PhD- Graduate Training Director, Epidemiology Katie Sterba, PhD, MPH- Graduate Training Director, Health Behavior and Health Promotion Viswanathan Ramakrishnan, PhD- Graduate Training Director, Biostatistics Hannah Silvia- MPH Program Coordinator Benjamin Toll, PhD- Professor, Health Behavior and Health Promotion Angela Malek, Assistant PhD- Professor, Epidemiology Jeff Korte, PhD- Associate Professor, Epidemiology Marvella Ford, PhD- Professor, Health Behavior and Health Promotion Kristin Wallace, PhD- Associate Professor, Epidemiology	<i>Applied practice experiences</i> <i>Integrative learning experiences</i>
Total participants: 11	

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

1:00 pm **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
Mulugeta Gebregziabher, PhD- Vice Chair of Academic Programs JacKetta R. Cobbs, PhD, MPH- MPH Program Manager Kelly Hunt, PhD- Graduate Training Director, Epidemiology Katie Sterba, PhD, MPH- Graduate Training Director, Health Behavior and Health Promotion Viswanathan Ramakrishnan, PhD- Graduate Training Director, Biostatistics Marvella Ford, PhD- Professor, Health Behavior and Health Promotion Jeff Korte, PhD- Associate Professor, Epidemiology	<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>Professional development of community</i>

John Pearce, PhD- Assistant Professor, Environmental Health Paul Nietert, PhD- Professor, Biostatistics Benjamin Toll, PhD- Professor, Health Behavior and Health Promotion	
Total participants: 10	

2:00 pm **Break**

2:15 pm **Transport to Hotel**

3:00 pm **Students**
Zoom Meeting

Participants	Topics on which participants are prepared to answer team questions
Jacob Williams- 2 nd Yr MPH Biostatistics Audrey Wimberly- 2 nd Yr MPH Biostatistics Abigail Ault- 1 st Yr MPH Biostatistics Meghan Smith- 2 nd Yr MPH Epidemiology Alexandria Cousart- 2 nd Yr MPH Epidemiology Lauren Fanning, 2 nd Yr MPH Epidemiology Majayla Page, 1 st Yr MPH Epidemiology Marion Campbell, 1 st Yr MPH Epidemiology Aubree Johnson, 1 st Yr MPH Epidemiology Jakarri Godbolt, 1 st Yr MPH Epidemiology Conor James, 1 st Yr MPH Epidemiology Garrett Stang, 1 st Yr MPH Epidemiology Ashley Hatch, 1 st Yr MPH Epidemiology Sydnee Pearson- 2 nd Yr MPH Health Behavior & Health Promotion Zachary Harley- 2 nd Yr Health Behavior & Health Promotion Madison Webb- 2 nd Yr Health Behavior & Health Promotion Matthew Thomas- 2 nd Yr Health Behavior & Health Promotion Bria Sanders- 1 st Yr MPH Health Behavior & Health Promotion Hannah Kinder, 1 st Yr MPH Health Behavior & Health Promotion Shivani Patel, 1 st Yr MPH Epidemiology	<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: 20	

4:00 pm **Break**

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

Participants	Topics on which participants are prepared to answer team questions
Grant Brazeal- MPH Epidemiology Alumni	<i>Involvement in program evaluation & assessment</i>
Kelleen Van Cleef- MPH Epidemiology Alumni	<i>Perceptions of current students & program graduates</i>
Carlin Nelson- MPH Epidemiology Alumni	<i>Perceptions of curricular effectiveness</i>
Carly Fecio- MPH Health Behavior and Health Promotion Alumni	<i>Applied practice experiences</i>
Kelssy Ambrosio- MPH Health Behavior and Health Promotion Alumni	<i>Integration of practice perspectives</i>
Ronnie Chatterjee- Alumni & Community Advisory Board Member	<i>Program delivery of professional development opportunities</i>
Aaron Stroud- Community Advisory Board Member & Internship Preceptor	
Diane Mathews-Community Advisory Board Member	
Laurie Elam-Evans, PhD- Community Advisory Board Member	
Amanda Davis-Internship Preceptor	
Emily Brennan- Internship Preceptor	
Tara Tsehlana- Internship Preceptor	
Total participants: 12	

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

6:00 pm **Adjourn**

Tuesday, October 19, 2021

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

Participants	Topics on which participants are prepared to answer team questions
<i>Dr. Suzanne Thomas- Associate Provost for Education</i>	<i>Program's position within larger institution</i>
<i>Dr. Raymond DuBois, MD- College of Medicine Dean</i>	
<i>Dr. Donna Kern- Associate Dean, COM</i>	
Total participants: 3	

9:00 am **Break & Check Out of Hotel**

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

10:00 am	Site Visit Team Executive Session 4
12:00 pm	Site Visit Team Working Lunch
1:00 pm	Exit Briefing