

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

**Southern Illinois University Edwardsville
Bachelor of Science in Public Health and
Master of Public Health Programs**

SUBMITTED TO THE
COUNCIL ON EDUCATION FOR PUBLIC HEALTH

for consideration as a

Public Health Program

on behalf of the

Department of Applied Health
School of Education, Health and Human Behavior
Southern Illinois University Edwardsville

May 2022



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Abbreviations and Acronyms

AH	Applied Health (Department)
BSPH	Bachelor of Science in Public Health (Program)
ESG	Eta Sigma Gamma—Gamma Delta Chapter
MPH	Master of Public Health (Program)
PBHE	Public Health Program course abbreviation
SEHHB	School of Education, Health and Human Behavior
SIUE	Southern Illinois University Edwardsville
The Department	The Department of Applied Health
The Program	The Public Health Program
The University	Southern Illinois University Edwardsville

Introduction

1) Describe the institutional environment, which includes the following:

a. year institution was established and its type (eg, private, public, land-grant, etc.)

Southern Illinois University Edwardsville (SIUE) was established in 1957. SIUE is a public institution. SIUE was recently classified as a doctoral/professional institution in the Carnegie Classifications of Institutions of Higher Education system and is listed for the fifteenth consecutive year among the best Regional Universities Midwest by *U.S. News & World Report*. Additionally, the University has received the 2018 Higher Education Excellence in Diversity (HEED) award from *INSIGHT Into Diversity* magazine for the fifth consecutive year.

In 1957, SIU opened two residence centers in Alton and East St. Louis. In 1958, the Council began a highly successful private fundraising campaign to purchase land for a new campus. By 1959 enrollment had increased to 3,800 greatly exceeding the temporary facilities and available services. A planning team investigated permanent sites in the Metro-East counties and selected a location near Edwardsville. Groundbreaking for SIU Edwardsville was held in 1963.

Today, fulfilling the dreams of the Council, SIUE is a premier Metropolitan University, offering a broad choice of degrees and programs ranging from liberal arts to professional studies. Undergraduate and graduate degrees are offered in the arts and sciences, business, education, engineering, and nursing. Professional degrees are available in dental medicine and pharmacy.

SIUE has maintained its historic ties to the communities of Alton and East St. Louis. The School of Dental Medicine maintains its campus in Alton, using many of the same buildings that housed its first students in 1957. The East St. Louis Center remains dedicated to improving the lives of individuals and families in East St. Louis and surrounding urban areas.

Since economic growth today is inescapably knowledge-based, through its skilled graduates, its faculty expertise in consulting and grants, and its multi-million dollar expenditures, SIUE contributes substantially to the economic vigor of our metropolitan region. SIUE is one of the largest employers in Madison County. More than 60% of SIUE alumni live within 50 miles of campus. Our graduates become part of a highly educated, skilled workforce, enriching the communities in which they live.

b. number of schools and colleges at the institution and the number of degrees offered by the institution at each level (bachelor's, master's, doctoral and professional preparation degrees)

Situated on 2,660 acres of beautiful woodland atop the bluffs overlooking the natural beauty of the Mississippi River's rich bottom land and only a short drive from downtown St. Louis, the SIUE campus is home to a diverse student body of nearly 13,000. SIUE awards degrees in undergraduate and graduate programs encompassing the arts, sciences, nursing, education, health, human behavior, business and engineering. The Schools of Dental Medicine and Pharmacy award first-professional doctoral degrees in dental medicine (DMD) and pharmacy (PharmD). Doctoral programs are available in nursing practice and educational leadership. Cooperative PhD programs in history, environmental resources and policy, engineering science, and computer science are offered with SIU Carbondale.

SIUE is an NCAA Division I member of the Ohio Valley Conference, as well as the Mid-American Conference (MAC) as affiliate members in the sports of men's soccer and wrestling.

SIUE is comprised of 7 schools and 1 college: College of Arts & Sciences; School of Business; School of Dental Medicine; School of Education, Health and Human Behavior; School of Engineering; School of Nursing; and School of Pharmacy.

SIUE offers 45 Bachelor's degrees, 10 Post-Baccalaureate certificates, 44 Master's degrees, 8 Post-Master's certificates, and 4 Doctoral degrees (2 professional practice, 1 research, and 1 other).

c. number of university faculty, staff and students

Currently, SIUE has 610 full-time faculty; 2,473 staff; and 13,061 students. Of these students, graduate students comprise approximately 2,400 of the total student enrollment. SIUE has 1,970 student employees (e.g., graduate assistants).

d. brief statement of distinguishing university facts and characteristics

A modern and comprehensive post-secondary educational institution, SIUE offers a broad range of academic programs that lead to associate's, baccalaureate, master's, specialist, and doctoral (including professional practice) degrees.

At SIUE, we believe that education is more than classroom learning. Campus activities present students with an ever-changing spectrum of cultural, social, service, and recreational experiences designed to complement the academic program.

The University emphasizes the instructional responsibilities of the faculty. SIUE offers a broad range of quality educational experiences at affordable tuition rates, an architecturally distinguished campus, the tranquility of rural life, and access to the excitement of a major American city. All of these factors contribute to the quality of educational opportunities at SIUE and a fulfilling student experience.

Today, SIUE is a major public university, offering a broad choice of degrees and programs ranging from career-oriented fields of study to traditional liberal arts. Students have an opportunity to interact with outstanding teachers and scholars, as well as with other students from all parts of the United States and the world. They enjoy excellent, modern facilities including extensive research laboratories, specialized equipment for professional preparation, and up-to-date classrooms. In addition, academic services provide tutoring, testing, academic and career counseling, and other services designed to help students meet the demands of university life. SIUE students find comprehensive educational opportunities and a community in which individuals support each other in their search for knowledge and individual development.

e. names of all accrediting bodies (other than CEPH) to which the institution responds. The list must include the regional accreditor for the university as well as all specialized accreditors to which any school, college or other organizational unit at the university responds

The University is accredited by the North Central Association's (NCA) Higher Learning Commission (HLC). The University maintains accreditation through the Open Pathway with HLC. The last review in March 2015 resulted in an accreditation term of 10 years.

In addition to overall accreditation of the University, many of its programs, departments, and schools are accredited by professional agencies, including the following:

- Accreditation Board for Engineering and Technology (ABET)
- Accreditation Council for Pharmacy Education (PHAR)
- Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)
- American Council for Construction Education (ACCE)
- American Dental Association Commission on Dental Accreditation (CODA)

- Association to Advance Collegiate Schools of Business-International (AACSB)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Collegiate Nursing Education (CNDNP; CNURED)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (SLP)
- Council on Accreditation of Nurse Anesthesia Educational Programs (ANEST)
- Council on Education for Public Health (PHPB)
- Council on Social Work Education (CSWE)
- National Association of Schools of Art and Design (ART)
- National Association of Schools of Music (MUS)
- Network of Schools of Public Policy, Affairs, and Administration (NASPAA)
- National Association of Schools of Theatre (THEA)
- National Council for Accreditation of Teacher Education (TED)

In addition, the American Art Therapy Association, the American Chemical Society, and the National Association of School Psychologists have formally reviewed and approved SIUE's programs as meeting their standards, and the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics has pre-accredited SIUE programs.

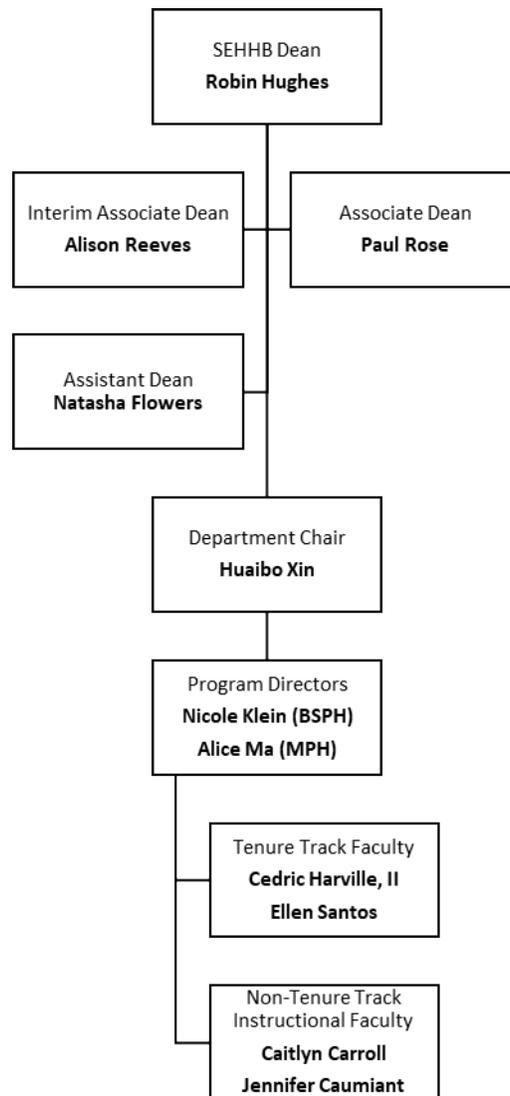
- f. **brief history and evolution of the public health program (PHP) and related organizational elements, if applicable (eg, date founded, educational focus, other degrees offered, rationale for offering public health education in unit, etc.)**

The current Public Health Program began solely as an Undergraduate Health Education Program at SIUE. In 2016, the Undergraduate Health Education Program officially became an Undergraduate Public Health Program to broaden the scope of the old Health Education Program and address students' general needs in public health. The degree offered is a Bachelor of Science in Public Health (BSPH). In October 2017, the BSPH Program was accredited by CEPH as a Standalone Baccalaureate Program for a five-year term. In Fall 2019, the Graduate Public Health Program was officially established and welcomed its first cohort of students. The degree offered is a Master of Public Health (MPH). In December 2019, CEPH formally approved our request to transition in accredited status from a Standalone Baccalaureate Program (SBP) to a Public Health Program (PHP) that encompasses both our Undergraduate and Graduate programs.

Copies of the 2017 SBP accreditation letter and the 2019 transition approval to a PHP are located in *ERF 1. Introduction—1f. 2017 SBP Accreditation Letter* and *1f. 2019 Transition Approval to PHP*.

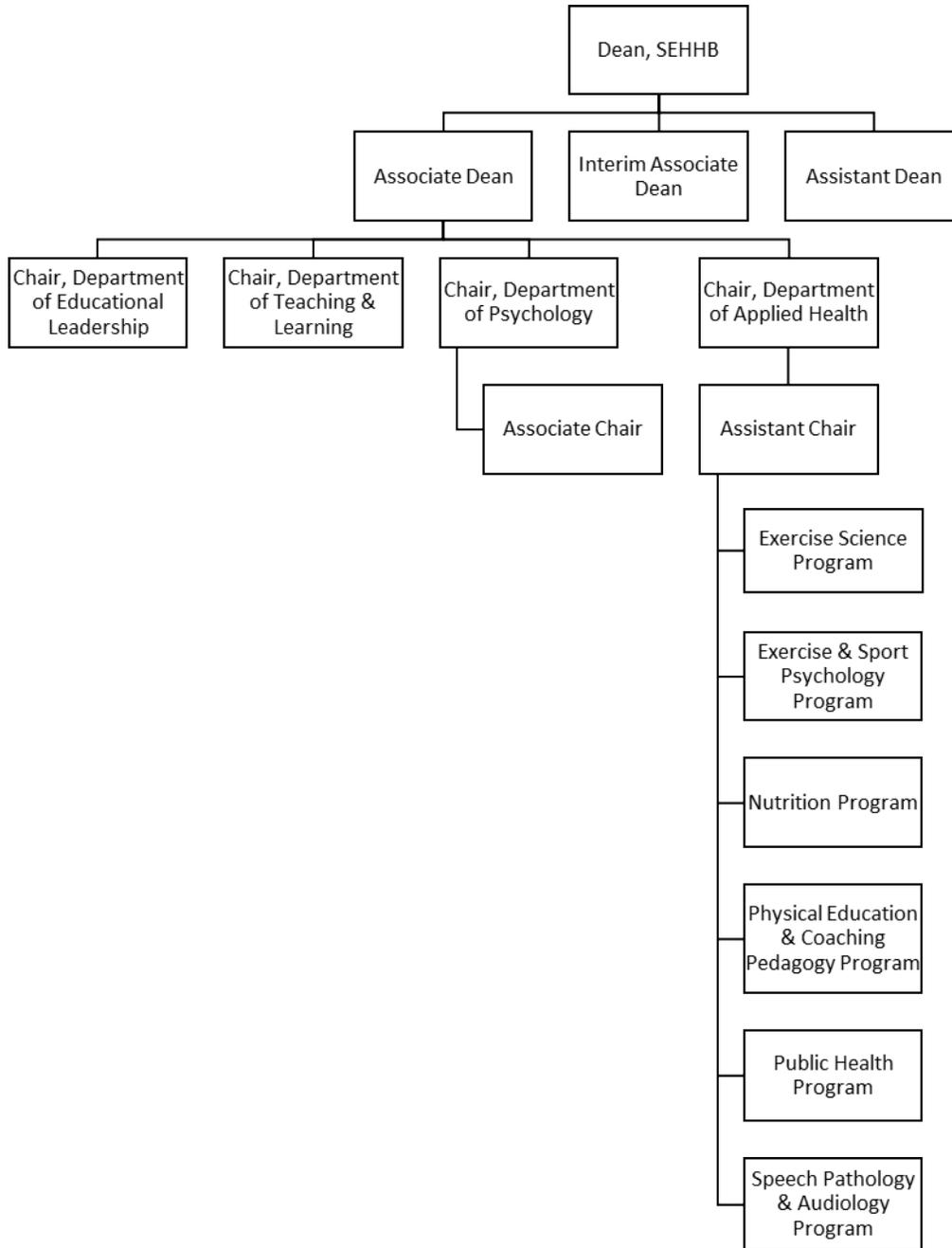
2) Organizational charts that clearly depict the following related to the program:

a. the program's internal organization, including the reporting lines to the dean/director



A copy of the organizational chart is located in *ERF 1. Introduction—2a. Organizational Chart - Program*.

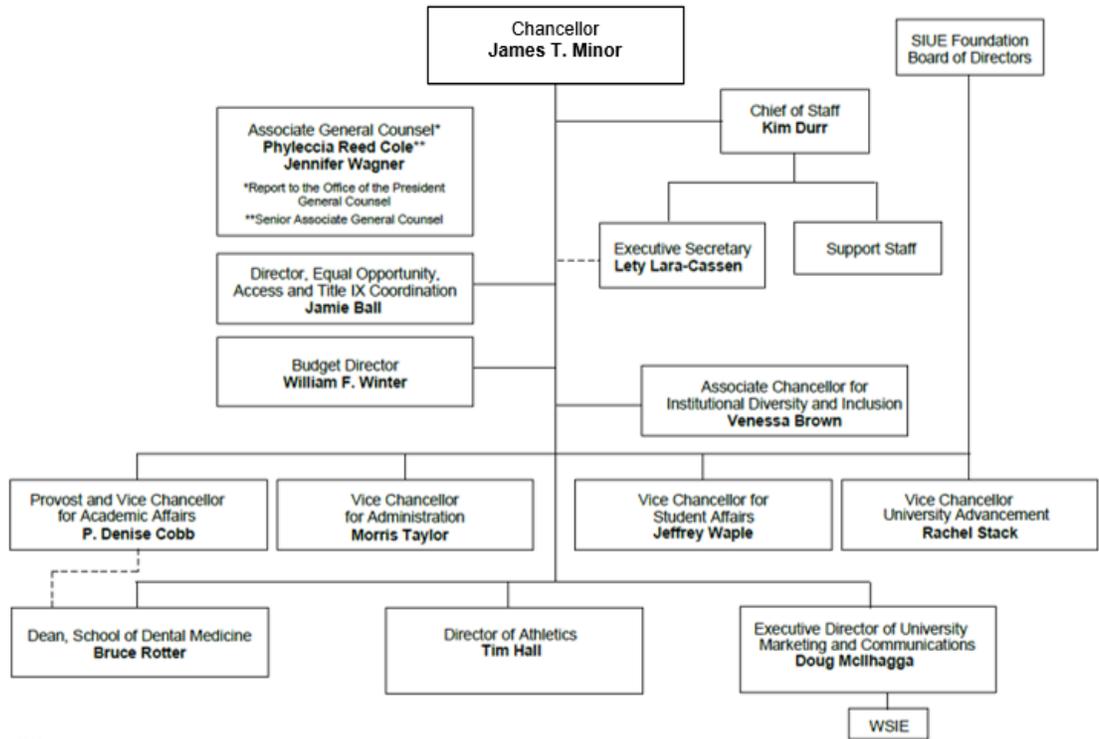
- b. the relationship between program and other academic units within the institution. Ensure that the chart depicts all other academic offerings housed in the same organizational unit as the program. Organizational charts may include committee structure organization and reporting lines



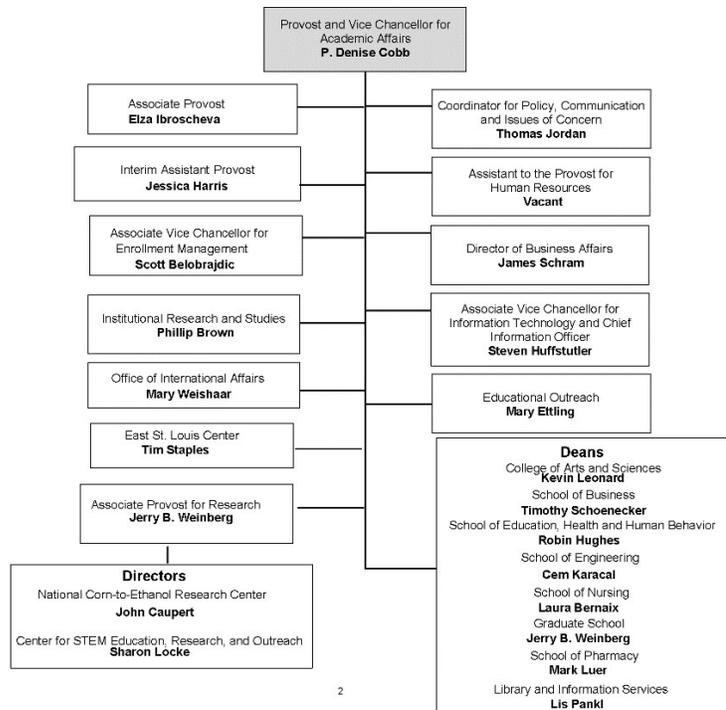
A copy of the organizational chart is located in *ERF 1. Introduction—2b. Organizational Chart - SEHHB*.

- c. the lines of authority from the program's leader to the institution's chief executive officer (president, chancellor, etc.), including intermediate levels (eg, reporting to the president through the provost)

Southern Illinois University Edwardsville Organizational Chart



Rev 10/1/2020



A copy of the organizational chart is located in *ERF 1. Introduction—2c. Organizational Chart - SIUE*.

- d. for multi-partner programs (as defined in Criterion A2), organizational charts must depict all participating institutions

Not Applicable.

- 3) An instructional matrix presenting all of the program's degree programs and concentrations including bachelor's, master's and doctoral degrees, as appropriate. Present data in the format of Template Intro-1.

Instructional Matrix - Degrees and Concentrations							
		Categorized as public health*		Campus based	Executive	Distance based	
Bachelor's Degrees							
<i>Community Health</i>		<i>BS</i>		X	BS		
Master's Degrees		Academic	Professional				
<i>Generalist</i>		-	<i>MPH</i>	X	MPH		
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		Academic	Professional				
2nd Degree Area	Public Health Concentration						
<i>Pharmacy*</i>	<i>Existing (Generalist)</i>	-	<i>MPH-PharmD</i>	X	MPH, PharmD		
<i>Business*</i>	<i>Existing (Generalist)</i>	-	<i>MPH-MBA</i>	X	MPH		MBA

*The MPH-PharmD and MPH-MBA joint degree programs were approved by the University on November 19, 2021. An IAS amendment form for the joint degrees was submitted to CEPH on November 29, 2021.

- 4) Enrollment data for all of the program's degree programs, including bachelor's, master's and doctoral degrees, in the format of Template Intro-2.

Degree		Current Enrollment
Master's		
	MPH	32
Bachelor's		
	BS in Public Health	71

A1. Organization and Administrative Processes

The program demonstrates effective administrative processes that are sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation.

The program establishes appropriate decision-making structures for all significant functions and designates appropriate committees or individuals for decision making and implementation.

The program ensures that faculty (including full-time and part-time faculty) regularly interact with their colleagues and are engaged in ways that benefit the instructional program (eg, participating in instructional workshops, engaging in program specific curriculum development and oversight).

- 1) List the program's standing and significant ad hoc committees. For each, indicate the formula for membership (eg, two appointed faculty members from each concentration) and list the current members.**

Our Program does not have standing committees. On the Program level, the Undergraduate (Dr. Nicole Klein) and Graduate (Dr. Alice Ma) Program Directors make most decisions, in consultation with Program faculty, as appropriate and needed. These interactions are typically conducted via email and/or during monthly Program meetings with Program faculty, including tenure track, non-tenure track, and adjunct instructors. For instance, the Program Directors bring forth questions and concerns regarding curriculum and academic affairs to discuss with faculty during Program meetings by listing them as agenda items (e.g., Program development). Our Program uses ad hoc committees (e.g., search committees) to evaluate and recommend for hire of non-tenure track instructional faculty and tenure track faculty positions. The Program faculty appoint a tenure track faculty member as chair of the search committee. All tenure track faculty serve on the search committees for non-tenure track and tenure track faculty positions; non-tenure track faculty are invited to be part of the search committees for non-tenure track faculty positions.

All graduate faculty are part of MPH students' Capstone Advisory Committees for both Capstone Project and Capstone Thesis students; 3 graduate faculty typically comprise each student's Capstone Advisory Committee. The Graduate Program Director serves as the Advisor of students' Capstone Projects, whereas Capstone Thesis students can select their Advisor, in agreement with the faculty member. The Graduate Program Director typically appoints the graduate faculty members to serve on students' Advisory Committees based on mutual interest areas and expertise, so that faculty advisory commitments are equitably distributed across faculty members.

- 2) Briefly describe which committee(s) or other responsible parties make decisions on each of the following areas and how the decisions are made:**

- a. degree requirements**

Both Undergraduate and Graduate Program Directors, in consultation with Program faculty, make decisions on degree requirements. Program Directors review the degree requirements annually, and any changes are brought to the Program faculty for discussion during the monthly Program meetings and/or via email. The Program Directors send any changes to the Department Chair, and then forwards to the SEHNB Dean. The SEHNB Dean approves and forwards to SIUE Academic Affairs, which is then forwarded to the Provost for final approval.

- b. curriculum design**

Both Undergraduate and Graduate Program Directors, along with Program faculty, make decisions on curriculum design. Program Directors review the curricula annually, and any recommendations are brought to the Program faculty for discussion during the monthly Program meetings and/or via email. The Program Directors send these recommendations to

the Department Chair, and then forwards to the SEHHB Dean. The SEHHB Dean approves and forwards to SIUE Academic Affairs, which is then forwarded to the Provost for final approval.

c. student assessment policies and processes

Both Undergraduate and Graduate Program Directors, along with Program faculty, make decisions on student assessment policies and processes formally at least once per year and on an as-needed basis throughout the year. Depending on the nature of the changes, Program Directors and/or Program faculty can provide recommendations on changes to assessment policies and processes, which are then discussed during the monthly Program meetings and/or via email. The Program Directors send these recommendations to the Department Chair, and then forwards to the SEHHB Dean. The SEHHB Dean approves and forwards to SIUE Academic Affairs, which is then forwarded to the Provost for final approval. Assessment plans are reviewed in the spirit of shared governance by the Committee on Assessment that is part of the Faculty Senate Curriculum Council and by the Graduate Committee on Assessment, which is part of the structure of the Graduate Council.

d. admissions policies and/or decisions

Both Undergraduate and Graduate Program Directors, in consultation with Program faculty, make decisions on admissions policies and decisions. Program Directors review the admissions policies and decisions annually, and any changes are brought to the Program faculty for discussion during the monthly Program meetings and/or via email. The Program Directors send any changes to the Department Chair, and then forwards to the SEHHB Dean. The SEHHB Dean approves and forwards to SIUE Academic Affairs, which is then forwarded to the Provost for final approval. Changes to admission criteria and degree requirements are reviewed and approved in the spirit of shared governance by the Faculty Senate Curriculum Council and the Graduate Council Programs Committee.

e. faculty recruitment and promotion

Program faculty form their own faculty search committees, when needed, and a search committee is identified before the search starts. Program faculty appoint the search committee chair, typically a tenure track faculty member. All tenure track faculty are part of the search committees for non-tenure track and tenure track faculty positions; the search committee chair invites non-tenure track faculty to be part of the search committees for non-tenure track faculty positions. The Program adheres to the policy of equal employment opportunity without regard to race, color, creed or religion, age, sex, national origin, or disability. The Program follows the University's hiring procedures, including developing the search committee, writing the position description, developing the recruitment plan, assembling the appropriate forms, and forwarding them to the SEHHB Associate Dean for approval from the Department Chairperson. Adjunct and other faculty may be recruited through referrals from primary faculty in the Program and hired based on the selection criteria, and the primary decision is made by the search committee chair.

For faculty promotion, procedures outlined by the University (SIUE Tenure Policy and Guidelines here: <https://www.siu.edu/provost/fhb/7-16.shtml>) and guided by the Department (through the Operating Papers and Tenure and Promotion Criteria) are followed. Typically, faculty compile and submit dossiers that consist of appropriate documentation materials for consideration of promotion. For tenure track faculty, promotion and tenure is reviewed and evaluated by the Department Promotion and Tenure Committee, the Department Chair, the SEHHB Dean, the Provost, the Chancellor, and the Board of Trustees. At the end of the decision-making process at each level, the written recommendation of each level is made available to the faculty member.

f. research and service activities

Research and service activities are guided by the Department operating paper, as well as the SIUE Faculty Association's collective bargaining agreement. On the Department level, faculty provide recommendations on research and service activities required for annual reviews and promotion and tenure expectations to the Operating Papers Committee. Our Department Operating Papers Committee review the research and service activity expectations annually, and any changes are brought to the Department faculty for discussion and approval during the monthly Department meetings and/or via email. The Chair of the Operating Papers Committee sends any changes to the Department Chair for review and approval, and then forwards to the SEHHB Dean for review and final approval.

3) A copy of the bylaws or other policy documents that determine the rights and obligations of administrators, faculty and students in governance of the program.

Copies of the Department operating paper and the SIUE Faculty Association's Collective Bargaining Agreement (CBA) are located in *ERF A1. Organization and Administrative Processes — 3. Department Operating Paper* and *3. SIUE CBA 2018-2022*.

4) Briefly describe how faculty contribute to decision-making activities in the broader institutional setting, including a sample of faculty memberships and/or leadership positions on committees external to the unit of accreditation.

Our Public Health Program is housed in the Department of Applied in the School of Education, Health and Human Behavior (SEHHB). The Program Directors assume primary administrative responsibility for the Program. On the Department level, all tenure track faculty serve on departmental standing committees as guided by both Department and School operating papers. Tenure track faculty may also serve on School level committees, if they so desire and if positions are available (e.g., Dr. Ellen Santos on the Diversity Committee; Dr. Cedric Harville, II, on the Teaching Excellence Awards Committee and as a Faculty Senate representative). One Program representative typically serves on each Departmental standing committee, including Academic Affairs (Dr. Alice Ma), Operating Papers (Dr. Nicole Klein), Personnel (Dr. Ellen Santos), Promotion and Tenure (all tenured faculty), and Strategic Planning (Dr. Cedric Harville, II). Tenured faculty typically are involved in more service activities and leadership positions than tenure track faculty. For instance, Dr. Huaibo Xin currently serves as Chair of the Department of Applied Health, and Dr. Nicole Klein serves as Faculty Ombuds for the University.

5) Describe how full-time and part-time faculty regularly interact with their colleagues (self-study document) and provide documentation of recent interactions, which may include minutes, attendee lists, etc.

On the Program level, all Program faculty attend regular Program meetings during the academic year. Program meetings are held once or twice a month, and alternately lead by the Program Directors. Meeting minutes are composed by a tenure-track faculty member (Drs. Cedric Harville, II, and Ellen Santos), alternating composing the meeting minutes for each meeting. SEHHB Academic Advisors (Mr. TJ Riggs and Ms. Dawn Aldrich) also attend our Program meetings, along with adjunct instructors. Program meetings are held in-person or online (Zoom or Teams) at a time when most faculty are able to attend (i.e., no teaching conflicts). Our Program has a Teams page for all Program faculty to schedule meetings, discuss, and post questions and requests.

Informally, Program faculty interact with each other regularly via email, Teams, Zoom, and phone calls/texting. We are committed to addressing and supporting all Program faculty's needs and concerns beyond our Program meetings, as needed (e.g., student questions, pedagogy concerns, sharing teaching and research tools and resources). For instance, tenure track faculty provide peer course evaluations for each other; the Undergraduate Program Director (Dr. Nicole Klein) meets with our non-tenure track faculty (Mss. Jennifer Caumiant and Caitlyn Carroll) to ensure progression on their Instructor Advancement Process (similar to tenure track faculty's Promotion/Tenure process). The Department Chair (Dr. Huaibo Xin) meets with all non-tenure

track and tenure track faculty annually to discuss their annual reviews, progression, and professional development needs. Both Undergraduate and Graduate Directors also interact and work together regularly with each other and with the Department Chair for curriculum development, admissions standards, faculty selection and retention, and fiscal planning throughout the academic year.

On the Department level, all faculty attend monthly Department meetings during the academic year. All members of the faculty, including tenured and tenure track, are expected to attend and participate in the regular monthly Department meetings. Full-time instructors and adjunct faculty are invited to attend the meetings, although they are not required to attend. The Department Chair also hosts teaching development workshops and social events annually to promote professional development, fellowship, and collegiality among Department faculty. Although faculty are not required to attend these events, the Chair encourages participation.

Copies of Program meeting minutes and Department meeting minutes are located in *ERF A1. Organization and Administrative Processes — 5. PBHE Program Meeting Minutes February 17 2021* and *5. Department Meeting Minutes March 2021*.

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not Applicable.

A2. Multi-Partner Programs (applicable ONLY if functioning as a “collaborative unit” as defined in CEPH procedures)

Not Applicable.

A3. Student Engagement

Students have formal methods to participate in policy making and decision making within the program, and the program engages students as members on decision-making bodies whenever appropriate.

- 1) Describe student participation in policy making and decision making at the program level, including identification of all student members of program committees over the last three years, and student organizations involved in program governance.**

Our Public Health Program has a Public Health Advisory Board that is comprised of Program faculty, advisors, SEHNB administrators, students, alumni, employers, and community and university partners. Formally, one Undergraduate (BSPH) student, one Graduate (MPH) student, and one Alumnus (from either/both Programs) are invited to be part of our Public Health Advisory Board annually. Some Board members represent multiple roles (e.g., alumnus and community partner, undergraduate alumnus and graduate representative). For our inaugural Public Health Advisory Board meeting in 2019, Tatyana Curtis served as our Undergraduate student representative. In 2020, Tatyana Curtis continued to serve as our Undergraduate student representative and Arne' Burns served as our first Graduate student representative (our MPH Program began in Fall 2019); Arne' also served as our Undergraduate Alumna. In 2021, Taylor Jeans served as our Undergraduate student representative; both Tatyana and Arne' dually served as our Graduate student representatives and Undergraduate Alumni to provide multiple perspectives. One item of feedback that was provided by the students at the 2021 Public Health Advisory Board meeting was that some MPH students may need increased guidance on additional elective options and may not be aware of additional electives beyond the limited information provided in the MPH Student Handbook. As a result of this feedback, the Graduate Program Director (Dr. Alice Ma) updated the electives list in the MPH Student Handbook (Summer 2021) to provide information on additional options for future MPH students beginning with the Fall 2021 cohort. Student Board members provide guidance on improvements to Program policies, curriculum, and professional needs.

Dr. Cedric Harville, II, serves as the current Faculty Advisor for Eta Sigma Gamma (ESG)—Gamma Delta Chapter, the health education honorary. Both Undergraduate and Graduate students can be student members of ESG. Although student members are not directly involved in Program governance, ESG is an important part of our Program in providing students with additional opportunities, and identifying these opportunities, for professional development through experiential learning. Students are encouraged to explore, identify, and share volunteer opportunities that can be used for their professional development; opportunities are often shared between the ESG Board members and faculty to support their ESG service hours, which can also support service-learning requirements for courses (e.g., PBHE 305), lead to potential internships and Capstone opportunities, and enhance students' networking. In addition, ESG members often use what they learn in the classroom through ESG volunteer experiences. Because our Program students are also ESG members, Program concerns and improvements can be expressed by students during ESG meetings. These concerns and improvements are shared with the Faculty Advisor, who then share these discussions during Program meetings and/or via email.

Overall, we are committed to supporting a student-centered culture that engages students to lend their voices in shaping the future of our Program through both formal and informal avenues. For instance, we also engage with our students in meetings and office hours, emails, postings through our Program Facebook page, informal chats after class, and Zoom gatherings. Although these student interactions do not directly contribute to Program governance, they often provide important and useful information on students' experiences in the Program for our faculty.

- 2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

A4. Autonomy for Schools of Public Health

Not Applicable.

A5. Degree Offerings in Schools of Public Health

Not Applicable.

B1. Guiding Statements

The program defines a *vision* that describes how the community/world will be different if the program achieves its aims.

The program defines a *mission statement* that identifies what the program will accomplish operationally in its instructional, community engagement and scholarly activities. The mission may also define the program's setting or community and priority population(s).

The program defines *goals* that describe strategies to accomplish the defined mission.

The program defines a statement of *values* that informs stakeholders about its core principles, beliefs and priorities.

- 1) **A one- to three-page document that, at a minimum, presents the program's vision, mission, goals and values.**

Vision: The SIUE Public Health Program's vision is equitable health and social justice regionally and globally through education, research, service, and advocacy.

Mission: The SIUE Public Health Program's mission is to develop leaders to work with diverse communities and promote health equity via an engaging and innovative teaching and learning environment grounded in student-centered culture and excellence.

Goals and Values: The SIUE Public Health Program's goals relate to our institutional and programmatic values that promote diversity and emphasize high quality education and research. We seek to fulfill our mission through the following 4 goals:

1. **Instructional Goal:** To provide foundational knowledge and skills to improve community health through real-world applications that are taught by qualified faculty.
2. **Research Goal:** To engage in research and scholarly activities that address health disparities and the health of diverse populations, locally and globally.
3. **Service Goal:** To engage in service experiences that improve health and access for diverse populations in Illinois, Missouri, and other communities.
4. **Diversity Goal:** To support an inclusive climate and diversity among the students and faculty.

- 2) **If applicable, a program-specific strategic plan or other comparable document.**

A copy of our guiding statements is located in *ERF B1. Guiding Statements — 2. Public Health Program--Guiding Statements 2021*.

- 3) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

B2. Graduation Rates

The program collects and analyzes graduation rate data for each degree offered (eg, BS, MPH, MS, PhD, DrPH).

The program achieves graduation rates of 70% or greater for bachelor's and master's degrees and 60% or greater for doctoral degrees.

- 1) Graduation rate data for each degree in unit of accreditation. See Template B2-1.

Students in Public Health Bachelor's Degree, by Cohorts Entering Between 2012-13 and 2018-19								
*Maximum Time to Graduate: 7 years								
	Cohort of Students	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
2012-13	# Students entered	65						
	# Students withdrew, dropped, etc.	0						
	# Students graduated	0						
	Cumulative graduation rate	0%						
2013-14	# Students continuing at beginning of this school year (or # entering for newest cohort)	37	46					
	# Students withdrew, dropped, etc.	15	0					
	# Students	13	0					

	graduate d							
	Cumulati ve graduati on rate	26%	0%					
2014-15	# Students continuin g at beginnin g of this school year (or # entering for newest cohort)	6	23	49				
	# Students withdrew , dropped, etc.	0	9	0				
	# Students graduate d	37	14	0				
	Cumulati ve graduati on rate	74%	38%	0%				
2015-16	# Students continuin g at beginnin g of this school year (or # entering for newest cohort)	2	5	31	84			
	# Students withdrew , dropped, etc.	0	0	6	0			
	# Students	39	27	12	0			

	graduate d							
	Cumulati ve graduati on rate	78%	73%	28%	0%			
2016-17	# Students continuin g at beginnin g of this school year (or # entering for newest cohort)	0	5	8	47	64		
	# Students withdrew , dropped, etc.	0	0	0	13	0		
	# Students graduate d	40	27	30	24	0		
	Cumulati ve graduati on rate	80%	73%	70%	34%	0%		
2017-18	# Students continuin g at beginnin g of this school year (or # entering for newest cohort)	0	1	3	12	38		
	# Students withdrew , dropped, etc.	0	0	0	0	11	0	
	# Students	40	28	33	51	15	0	

	graduate d							
	Cumulati ve graduati on rate	80%	76%	77%	72%	28%	0%	
2018-19	# Students continuin g at beginnin g of this school year (or # entering for newest cohort)	0	0	0	5	7	19	39
	# Students withdrew , dropped, etc.	0	0	0	0	0	6	0
	# Students graduate d	40	28	34	57	41	13	0
	Cumulati ve graduati on rate	80%	76%	79%	80%	77%	41%	0

Students in Master of Public Health Degree, by Cohorts Entering Between 2019-20 and 2025-26								
*Maximum Time to Graduate: 5 years								
	Cohort of Students	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
2019-20	# Students entered	11						
	# Students withdrew , dropped, etc.	2						
	# Students graduate d	0						

	Cumulative graduation rate	0%						
2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)	9	13					
	# Students withdrew, dropped, etc.	0	1					
	# Students graduated	7	0					
	Cumulative graduation rate	77.8%	0%					
2021-22	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	12	10				
	# Students withdrew, dropped, etc.	0	0	0				
	# Students graduated	---	---	0				

	Cumulative graduation rate	---	---	0%				
2022-23	# Students continuing at beginning of this school year (or # entering for newest cohort)	---	---	---	---			
	# Students withdrew, dropped, etc.	---	---	---	---			
	# Students graduated	---	---	---	---			
	Cumulative graduation rate	---	---	---	---			
2023-24	# Students continuing at beginning of this school year (or # entering for newest cohort)	---	---	---	---	---		
	# Students withdrew, dropped, etc.	---	---	---	---	---		
	# Students graduated	---	---	---	---	---		

	Cumulative graduation rate	---	---	---	---	---	---	---
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2) Data on doctoral student progression in the format of Template B2-2.

Not Applicable.

3) Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

In the Undergraduate Bachelor of Science in Public Health (BSPH) Program, our maximum time to graduate is 7 years. Although our graduation rate varies from year to year, we have met the >70% graduation target each year, and we anticipate continuing to meet this target. Typically, our Undergraduate students are divided somewhat evenly between juniors and seniors, with some sophomores in our Program. Seniors may graduate in the Spring, Summer, or Fall semesters. The majority of our seniors complete all necessary coursework to graduate in the Spring or Summer, with a handful completing their coursework and graduating in the Fall. The majority of our students are full-time.

In the Graduate Master of Public Health (MPH) Program, our maximum time to graduate is 5 years. Our inaugural cohort of 11 students began their academic tenure in Fall 2019. From this cohort, we have had 2 students withdraw/drop. Of the 9 students in the inaugural cohort, 8 students are full-time and 7 graduated in Spring or Summer 2021, resulting in a 77.8% cumulative graduation rate thus far. Our Fall 2020 cohort includes 13 students, 11 of whom are full-time. We anticipate that approximately 12 students will graduate in Spring or Summer 2022. Our current Fall 2021 cohort includes 10 students, and the majority are anticipated to graduate in Spring or Summer 2023. The majority of our students are full-time, with a few who are part-time students. We offer graduation for the Spring and Summer semesters; we do not currently offer graduation in the Fall. We anticipate meeting the >70% graduation target each year.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not Applicable.

B3. Post-Graduation Outcomes

The program collects and analyzes data on graduates' employment or enrollment in further education post-graduation, for each degree offered (eg, BS, MPH, MS, PhD, DrPH).

The program achieves rates of 80% or greater employment or enrollment in further education within the defined time period for each degree.

- 1) Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B3-1.

Post-Graduation Outcomes - BSPH	2018 Number and percentage	2019 Number and percentage	2020 Number and percentage
Employed	16 (40%)	20 (43.5%)	25 (59.5%)
Continuing education/training (not employed)	5 (12.5%)	6 (13%)	12 (28.5%)
Not seeking employment or not seeking additional education by choice	0 (0%)	1 (2%)	0 (0%)
Actively seeking employment or enrollment in further education	2 (5%)	3 (6.5%)	1 (2.5%)
Unknown	17 (42.5%)	16 (35%)	4 (9.5%)
Total graduates (known + unknown)	40 (100%)	46 (100%)	42 (100%)

Post-Graduation Outcomes - MPH	2022 Number and percentage
Employed	3 (preliminary; 43%)
Continuing education/training (not employed)	1 (preliminary; 14%)
Not seeking employment or not seeking additional education by choice	0 (preliminary; 0%)
Actively seeking employment or enrollment in further education	2 (preliminary; 29%)
Unknown	1 (preliminary; 14%)
Total graduates (known + unknown)	7 (100%)

- 2) Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

Post-graduation outcomes are obtained from the Alumni Surveys that are distributed approximately a year after graduation. For the post-graduation outcomes of our Undergraduate students, on average, the majority of our Undergraduate alumni are employed, with several seeking continuing education/training. Some alumni are actively seeking employment or enrollment in further education. Few alumni tend to report not seeking employment or not seeking additional education by choice. The number of unknown post-graduation outcomes varies. The Undergraduate Program Director disseminates, assesses, and shares the results of Alumni Surveys at the annual Program Planning Retreat to identify Undergraduate alumni's post-graduation outcomes.

The post-graduation outcomes of our Graduate students are currently pending data. Given that our MPH Program began in 2019, our inaugural cohort of MPH students graduated in 2021; our first year of alumni data will be available in Summer 2022. The MPH Alumni Survey has been developed and is prepared for dissemination in Summer 2022. The Graduate Program Director will disseminate, assess, and share the results of the Alumni Survey at the annual Program Planning Retreat to identify Graduate alumni's post-graduation outcomes. Based on preliminary

data from the 2021 MPH Graduate Experience Exit Survey, we anticipate that the majority of our MPH alumni will be employed, with a few seeking continuing education/training. A few alumni were actively seeking employment or enrollment in further education at the time of the Exit Survey disseminated at the end of Spring 2021.

Copies of our 2020 BSPH Alumni Survey, 2022 MPH Alumni Survey, and the 2021 MPH Graduate Experience Exit Survey are located in *ERF B3. Post-Graduation Outcomes — 2. 2020 BSPH Alumni Survey, 2. 2022 MPH Alumni Survey, and 2. 2021 MPH Graduate Experience Exit Survey.*

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Weakness:

The number of unknown Undergraduate post-graduation outcomes has varied across the years. However, the number of unknowns has decreased, with only 4 reported in 2020.

- Plan for Improvement: We have actively worked to minimize the number of unknowns each year using a multi-pronged approach. First, the Undergraduate Program Director sends a personalized, tailored email message to each alumnus/a that requests them to complete the Alumni Survey. The Program Director then continually follows up with the alumni via email with reminders to complete the Alumni Survey. The Program Director also posts a reminder message on our Program Facebook page. This process is continued until a sufficient response rate is achieved on the Alumni Survey. Thus far, this process has achieved a stronger response rate, and we will continue to utilize this process for both the BSPH and MPH Alumni Surveys going forward.

B4. Alumni Perceptions of Curricular Effectiveness

For each degree offered, the program collects information on alumni perceptions of their own success in achieving defined competencies and of their ability to apply these competencies in their post-graduation placements.

The program defines qualitative and/or quantitative methods designed to maximize response rates and provide useful information. Data from recent graduates within the last five years are typically most useful, as distal graduates may not have completed the curriculum that is currently offered.

1) Summarize the findings of alumni self-assessment of success in achieving competencies and ability to apply competencies after graduation.

Our BSPH and MPH Program alumni share their recommendations for Program improvements through the Alumni Surveys. A mixture of closed- and open-ended questions are provided to assess their success in achieving competencies and understand their post-graduation experiences. Open-ended questions are provided in both surveys for alumni to share Program improvements and other recommendations, so that Program faculty can identify strategies to improve the Program and support future students.

Our Undergraduate Alumni Surveys include a mixture of 4-point Likert scale questions that assess alumni's preparation in essential Public Health competencies and skills, open-ended questions that allow further elaboration on their response choices, optional demographic questions, and other questions related to their post-graduation outcomes (e.g., employment site, graduate school applications). The Undergraduate Program Director typically disseminates and assesses the results from the Alumni Surveys each year to share with faculty during the Program Planning Retreat.

In the past 3 years (57.5% response rate in 2018; 65.2% response rate in 2019; and 90.5% response rate in 2020), the results of our Undergraduate Alumni Survey have indicated that the majority of our alumni are prepared to obtain and analyze credible data, use data to assess needs, evaluate and interpret results, describe effects of policies/programs/services at multiple levels of the social-ecological model, plan and implement programs and services, write and speak at a professional level, and communicate with diverse audiences. Between 2018-2019, alumni reported an improvement in scores for the following competencies: obtain and analyze credible data, use data to assess needs, describe effects of policies/programs/services at multiple levels of the social-ecological model, write and speak at a professional level, and communicate with diverse audiences. Curricular changes were made to improve our biostatistical and research methods courses (PBHE 353 and PBHE 375, respectively) to enhance students' foundational knowledge of basic data analysis and methods skills by qualified faculty with quantitative expertise. Additionally, more didactic training in effective presentation skills and communicating with diverse audience – and why these skills are important – were emphasized in PBHE 370. High standards for written work and presentations continued to be maintained across the curriculum. In the 2020 Undergraduate Alumni Survey, although students indicated relatively high preparation, the two competencies that were scored comparatively lower included analyzing policies and leadership skills. We will continue to monitor these two competencies to identify whether further curricular changes are needed (e.g., in PBHE 363) to improve students'/alumni's preparation. Overall, most Undergraduate alumni are employed or continuing their education/training in some way, remain local to the area (i.e., in Illinois or Missouri), and typically remain in a Public Health-related field. The Undergraduate Program Director disseminates, assesses, and shares the results of Alumni Surveys at the annual Program Planning Retreat to identify Undergraduate alumni's level of preparation of essential Public Health competencies and skills. Alumni Surveys are re-reviewed each year by Program faculty to identify any further edits or clarifications needed to further enhance the Survey prior to dissemination to our alumni.

Similarly, our MPH Alumni Surveys include a mixture of 4-point Likert scale questions that assess alumni's preparation in essential Public Health competencies and skills, open-ended questions that allow further elaboration on their response choices, optional demographic questions, and other questions related to their post-graduation outcomes (e.g., employment site, graduate school applications). Given that our MPH Program began in 2019, our inaugural cohort of MPH students graduated in 2021; our first year of alumni data will be available in 2022. The MPH Alumni Survey has been developed and is prepared for dissemination in 2022. The Graduate Program Director will disseminate, assess, and share the results of the Alumni Surveys at the annual Program Planning Retreat to identify Graduate alumni's level of preparation of essential Public Health competencies and skills. Alumni Surveys will be re-reviewed each year by Program faculty to identify any further edits or clarifications needed to further enhance the Survey prior to dissemination.

2) Provide full documentation of the methodology and findings from alumni data collection.

Copies of our 2018-2020 BSPH Alumni Surveys and 2022 MPH Alumni Survey are located in *ERF B4. Alumni Perceptions of Curricular Effectiveness*.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not Applicable.

B5. Defining Evaluation Practices

The program defines appropriate evaluation methods and measures that allow the program to determine its effectiveness in advancing its mission and goals. The evaluation plan is ongoing, systematic and well-documented. The chosen evaluation methods and measures must track the program's progress in 1) advancing the field of public health (addressing instruction, scholarship and service) and 2) promoting student success.

- 1) Present an evaluation plan that, at a minimum, lists the program's evaluation measures, methods and parties responsible for review. See Template B5-1.

Evaluation measures	Identify data source(s) and describe how raw data are analyzed and presented for decision making*	Responsibility for review
Instructional Goal: To provide foundational public health knowledge and skills through real-world applications.		
<i>Measure 1: Student perceptions of meeting competencies in the Public Health Domains.</i>	Annual BSPH and MPH Senior Exit Surveys of knowledge and skills completed by graduating students that align with the Public Health Domains. Program Directors review survey results and provide a summary report to the full faculty.	Program Directors; full faculty at annual retreat
<i>Measure 2: Course assignments and activities integrated into the curriculum that are based on real-world questions and problems.</i>	Full faculty review and discuss curricula and syllabi available on our Teams site. Full faculty discuss improvements at the annual retreat and Program meetings, and implement these changes in subsequent semesters.	Program Directors; full faculty at annual retreat
Research Goal: To engage in research and scholarly activities that address health disparities and/or the health of diverse populations, locally and/or globally.		
<i>Measure 1: Number of faculty publications and presentations that address health disparities.</i>	Number of annual faculty publications and presentations from Department annual review documents that address health disparities and/or the health of diverse communities.	Faculty annual reviews by Department Personnel Committee and Chair (CV and Digital Measures report)
<i>Measure 2: Number of student publications and presentations that address health disparities.</i>	Number of annual student publications and presentations from Department faculty annual review documents that address health disparities and/or the health of diverse communities.	Faculty annual reviews by Department Personnel Committee and Chair (CV and Digital Measures report)

<p><i>Measure 3: Number of faculty grants submitted and received that address health disparities.</i></p>	<p>Number of annual faculty grants submitted and received (internal and external) from Department annual review documents that address health disparities or the health of diverse communities.</p>	<p>Faculty annual reviews by Department Personnel Committee and Chair (CV and Digital Measures report)</p>
<p>Service Goal: To engage in service experiences that improve health and access for diverse populations in the Illinois and/or Missouri communities.</p>		
<p><i>Measure 1: Number of courses with service-learning.</i></p>	<p>Full faculty review curricula, syllabi, internships, and capstones available on our Program Teams site. Full faculty discuss improvements at the annual retreat and Program meetings, and implement these changes in subsequent semesters.</p>	<p>Program Directors; full faculty at annual retreat</p>
<p><i>Measure 2: Faculty engagement in community-based service activities.</i></p>	<p>Number of annual faculty engagement in community-based service activities from Department annual review documents.</p>	<p>Faculty annual reviews by Department Personnel Committee and Chair (CV and Digital Measures report)</p>
<p>Diversity Goal: To support an inclusive climate and diversity among the student body and faculty.</p>		
<p><i>Measure 1: Number of enrolled BSPH and MPH students from underrepresented groups.</i></p>	<p>Data from institutional, advising sources, and the BSPH/MPH Exit and Alumni Surveys monitored for diverse representation. Program Directors track the number of enrolled students from diverse backgrounds (e.g., students of color, international students). Data shared with the full faculty at the annual retreat and Program meetings.</p>	<p>Program Directors; full faculty at annual retreat</p>
<p><i>Measure 2: Number of faculty from underrepresented groups.</i></p>	<p>Program directors track the number of faculty members from diverse backgrounds (e.g., faculty of color). Within the available applicant pool, hiring search committees note candidates from diverse backgrounds.</p>	<p>Program Directors; ad hoc hiring search committees</p>

<p><i>Measure 3: Tools and support services provided to students and faculty.</i></p>	<p>Program Directors review resources to tools and support services that the Program provides (e.g., Public Health Student Ambassadors), that the Department/SEHHB and Advising provides or supports (e.g., diversity and inclusion efforts in the AH Strategic Plan), and that is provided on our Blackboard Student Community pages (e.g., professional development). Program Directors consult with full faculty and Department Chair on the availability, appropriateness, and further needs of tools and support services.</p>	<p>Program Directors; full faculty; Department Chair</p>
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2) Briefly describe how the chosen evaluation methods and measures track the program’s progress in advancing the field of public health (including instruction, scholarship and service) and promoting student success.

Overall, our Instructional, Research, and Service Goals aim to promote the advancement of the field of public health for both students and faculty. This is accomplished by ensuring that students meet essential competencies in the Public Health Domains (*Instructional Goal—Measure 1*), that our course assignments and activities are based on real-world applications to support students’ readiness post-graduation (*Instructional Goal—Measure 2*), and that students are engaging in service learning and other experiential activities through our curriculum that applies their knowledge and skills, enhances their professional development, and promotes community service (*Service Goal—Measure 1*). We also aim to ensure that our faculty remain engaged and up-to-date on public health issues and topics by tracking the number of faculty publications and grants that address health disparities (*Research Goals—Measures 1 & 2*), as well as faculty engagement in community-based service activities (*Service Goal—Measure 2*).

Overall, our Diversity Goal aims to promote student (and faculty) success by monitoring diverse representation of students (*Diversity Goal—Measure 1*) and faculty members (*Diversity Goal—Measure 2*), particularly when enrolling students and hiring new faculty/staff, including tenure track, non-tenure track, and adjunct positions. As needs are identified, Program Directors can then provide resources to tools and support services to students (e.g., Blackboard Student Community pages, syllabi) and faculty (e.g., professional development opportunities), with consultation of Program faculty and the Department Chair (*Diversity Goal—Measure 3*).

3) Provide evidence of implementation of the plan described in Template B5-1. Evidence may include reports or data summaries prepared for review, minutes of meetings at which results were discussed, etc. Evidence must document examination of progress and impact on both public health as a field and student success.

Copies of the following documents are located in *ERF B5. Defining Evaluation Practices*:

- 3. BSPH Public Health Majors 2020
- 3. MPH Candidates 2020
- 3. PBHE Retreat Minutes Day 1_August 2021

- 3. *PBHE Retreat Minutes Day 2_August 2021*

4) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

B6. Use of Evaluation Data

The program engages in regular, substantive review of all evaluation findings, as well as strategic discussions about the implications of evaluation findings.

The program implements an explicit process for translating evaluation findings into programmatic plans and changes and provides evidence of changes implemented based on evaluation findings.

- 1) Provide two to four specific examples of programmatic changes undertaken in the last three years based on evaluation results. For each example, describe the specific evaluation finding and the groups or individuals responsible for determining the planned change, as well as identifying the change itself.

First, one of our priorities in the last few years for our Public Health Program has included addressing Undergraduate students' concern and dissatisfaction in our rotating faculty/staff and also enhancing diverse representation among Program faculty. Although we have maintained our core faculty, as our Program has grown and expanded, particularly with the development of our MPH Program (in Fall 2019), the need for more and stable faculty has been apparent and needed. We also seek to have our faculty, including adjuncts, represent diverse backgrounds (*Diversity Goal—Measure 2*). Dr. Nicole Klein first shared this concern from the 2018 Advisement Report and Exit Survey Results completed by that year's graduating Undergraduate students at the 2018 Faculty Planning Retreat. The first step in addressing this concern was hiring 2 tenure track faculty who began in Fall 2017 (Drs. Alice Ma and Georgia Luckey). From 2018-2020, a non-tenure track instructional faculty member was hired each year on a probationary basis to assess their teaching skill and alignment with the Program; in Fall 2020, Ms. Caitlyn Carroll was hired as full-time instructional faculty after serving as an adjunct in the prior semester (in Spring 2020). In Fall 2020, 2 tenure track faculty were also hired to meet Program needs, including quantitative expertise, global health, and more diverse representation (Drs. Cedric Harville, II, and Ellen Santos). The Department Chair (Dr. Huaibo Xin), as well as the Undergraduate (Dr. Nicole Klein) and Graduate (Dr. Alice Ma) Program Directors, have worked to support the needs of new faculty with transparency, regular meetings, and informal check-ins. Additionally, potential adjuncts are monitored by the Program Directors to ensure instructional quality and student satisfaction through student course evaluations and informal interactions; if these standards are met, within the available pool and availability of the adjuncts, the same adjuncts are utilized to meet any course needs (e.g., PBHE 405) to enhance continuity of students' curricular experience. Overall, core faculty teach across both the BSPH and MPH Programs, and adjuncts with the appropriate expertise and background to teach are utilized when course needs arise. The Program Directors will continue to monitor the concerns of students and faculty to minimize rotating faculty/staff.

Second, Undergraduate students expressed a lack of options and rigor amongst the electives in general that were also first shared by Dr. Nicole Klein based on the 2018 Senior Exit Survey Results. Students were not aware that electives could be taken outside of the Program. Additionally, the 2019 Senior Exit Survey shared by the Undergraduate Director at the time included students' concerns about the quality of academic advising. Overall, students identified the need for a better approach related to elective selection and enhanced support services related to advising (*Diversity Goal—Measure 3*). One of our first priorities was building stronger relationships with our Academic Advisors (Mr. TJ Riggs and Ms. Dawn Aldrich) to ensure that our Program information could be accurately and comprehensively conveyed through the Academic Advisors to prospective and current students. Although our Academic Advisors had attended some Program meetings in years prior, Academic Advisors now attend the Program meetings, are part of our Program Teams page, and often copied on Program-related emails pertaining to curricular changes, recruitment, student concerns, and new elective course offerings. In 2019, the Undergraduate Program Director (Dr. Nicole Klein) worked with the Academic Advisors to create a sample curriculum recruitment document that provides a comprehensive, though not exhaustive, list of approximately 56 elective options for students; students who express desire in taking other electives not provided on the list may do so on a case-by-case basis if it supports

their professional development related to Public Health. Although students have the option, and are encouraged, to enroll in our Program's elective offerings (e.g., PBHE 210, 220, 230), students now have the opportunity and option to enroll in electives related to geography (e.g., GEO 418), medical ethics (e.g., PHIL 321), and/or mass communications (e.g., MC 325). The Academic Advisors and Program Directors will continue to monitor the needs of students related to electives, including the Graduate students. The 2021 Public Health Advisory Board meeting indicated that some Graduate students may also need increased guidance on additional elective options; the Graduate Program Director (Dr. Alice Ma) has updated the electives list in the MPH Student Handbook (in Summer 2021) to provide information on additional options for Graduate students.

Third, Undergraduate students expressed interest in more awareness of internship sites and more varied sites that were also first shared by Dr. Nicole Klein based on the 2018 Advisement Report and Exit Survey Results. Additionally, the 2019 Senior Exit Survey shared by the Undergraduate Program Director at the time included students' concerns about Internship Coordinator issues (e.g., did not understand, or trying to change, the directions), interpretation of the manual, the number of internship hours, and some difficulties in finding an internship site. Overall, students identified the need for a better approach related to internship selection and enhanced support services related to the internship process (*Diversity Goal—Measure 3*) to engage in activities that are based on real-world questions and problems (*Instructional Goal—Measure 2*) to meet the competencies in the Public Health Domains (*Instructional Goal—Measure 1*). One of our first priorities was building a better structure for the internships. In Spring 2018, our PBHE Internship Organization page on Blackboard was developed and launched for students to store and provide internship-related resources, including the Student Internship Manual, forms, and locating potential internship sites. Our next priority was enhancing the communication of internship information and opportunities to our students. In 2018, we conducted an informal poll on our Program Facebook page that indicated students' desire for an Internship Fair in the Fall, alongside the annual informational internship meeting. In Fall 2018, the Undergraduate Director at the time coordinated the inaugural Internship Fair event for Undergraduate seniors and prospective preceptors on our campus. In Fall 2019, the Internship Coordinator hosted the Internship Fair event, along with the informational internship meeting. In Fall 2020, the new Internship Coordinator hosted a virtual informational internship meeting for the students, and the Blackboard Organization became the Public Health Undergraduates page to provide broad resources for our Undergraduate students, including internships, career information, and Public Health Week. One of our continual priorities is the stability of the Internship Coordinator (i.e., same faculty member serving in this role), as well as emphasizing general expectations that help serve the students and the faculty member serving in this role. The Undergraduate Program Director has emphasized to the Internship Coordinator the importance of being familiar with the Student Internship Manual, interpreting the information as needed, and being consistent/flexible with students. The Program Directors and Internship Coordinator will continue to monitor the internship needs of students.

One of our ongoing priorities for our Program is maintaining and enhancing student enrollment and the diversity of our student body (*Diversity Goal—Measure 1*) and developing sufficient support tools and services for our students (*Diversity Goal—Measure 3*). Our BSPH Program has continued to maintain its diversity of Undergraduate students in terms of race/ethnicity, with a steady increase of Undergraduate students who identify as male. As we continue to enhance the reputation of our Program and promote our Program, we anticipate that we will continue to have a diverse representation of races/ethnicities. Similarly, our MPH Program reflects a diversity of graduate students in terms of race/ethnicity, gender, and country of origin. As we continue to enhance the reputation of our Program, promote our Program, and increase our enrollment, we anticipate that we will have more international students and more students who identify as male in future student cohorts. The Undergraduate Program Director continues to develop innovative solutions to address student needs, including through the Public Health Student Ambassadors and peer support efforts within the Program. The Graduate Program Director continues to update the Blackboard student community page with relevant academic and professional development resources, including tools to support research activities (e.g., creating surveys in Qualtrics, professional poster templates), professional development resources (e.g., continuing education, certifications), and academic resources (e.g., statistical information, APA formatting).

2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not Applicable.

C1. Fiscal Resources

The program has financial resources adequate to fulfill its stated mission and goals. Financial support is adequate to sustain all core functions, including offering coursework and other elements necessary to support the full array of degrees and ongoing operations.

1) Describe the program's budget processes, including all sources of funding. This description addresses the following, as applicable:

a) Briefly describe how the program pays for faculty salaries. If this varies by individual or appointment type, indicate this and provide examples. If faculty salaries are paid by an entity other than the program (such as a department or college), explain.

Faculty salaries are paid by the University, budgeted to accounts in the School. Faculty salaries are paid through a mix of both state funds and student tuition and fees. The Dean sets and approves faculty salaries. The Dean regularly compares faculty salary levels (appropriate to education, experience, and hiring tenure status, for example, tenured, tenure track, instructional, or adjunct) and University benefits to local and comparable national institutions to ensure that the University is able to attract qualified faculty. Faculty are paid on an annual, salaried basis, with bi-monthly paychecks.

b) Briefly describe how the program requests and/or obtains additional faculty or staff (additional = not replacements for individuals who left). If multiple models are possible, indicate this and provide examples.

To request additional faculty, the Program submits a proposal to the Department Chair. Upon the Chair approval, it is submitted to the SEHHB Dean. Upon the Dean approval, it is submitted to the Provost for a final approval.

For selection of tenure track faculty, the Program follows the steps outlined by the University, including developing a search committee (typically, tenure track faculty), writing the position description, developing the recruitment plan, assembling appropriate forms, and forwarding to the Associate Dean of the School of Education, Health and Human Behavior for approval through the Department Chairperson. The search committee designates a chair to lead the search process (typically, a tenure track faculty member who has not chaired a search committee yet to enhance their professional development).

The search committee designates one member of all search committees as the Diversity Advocate. This member is responsible for evaluating all steps of the search process to ensure that all possible steps are taken to recruit diverse candidates, including ensuring that the committee itself is as diverse as possible in gender, race/ethnicity/orientation/disability status, and rank; the position is widely advertised; and that the search committee does not unconsciously engage in discriminatory practices.

Traditionally, during the search process, the search committee members post the employment advertisements to the following platforms: SIUE's Employment Opportunities posting list, The Chronicle of Higher Education, Illinois Job Network, Higher Ed Jobs, and Insight into Diversity. Advertisements are also shared with the search committee's personal networks, including Department Chairs and Deans from Schools/Programs of Public Health with doctoral programs. Advertisements are also shared on national and/or international listservs, including ECPN, CBPR Jobs, Spirit of 1848, HBHE Jobs, and Academic Keys. Recruiting activities are also carried out at international, national, and/or regional conferences, whenever possible (i.e., when a search committee member's conference attendance is aligned with a faculty search).

For selection of non-tenure track faculty, the Program engages in a similar process, including develop the search committee (typically, a mixture of tenure track and non-tenure track faculty), write the position description, and develop the recruitment plan. The search committee designates a chair to lead the search process. The chair submits the selection to the Dean of the School of Education, Health and Human Behavior for approval through the Department Chairperson.

For selection of adjuncts, the Program Directors lead the search process to identify the needed course coverage and appropriate adjuncts. The Program Director whose Program needs adjuncts typically leads the search process. The chair submits the selection to the Dean of the School of Education, Health and Human Behavior for approval through the Department Chairperson.

c) Describe how the program funds the following:

a. operational costs (programs define “operational” in their own contexts; definition must be included in response)

The University's operating funds come from a variety of sources. Approximately 20% of the operating budget comes from the State of Illinois' general revenues as allocated by the Illinois General Assembly biennially to the General Administration of the University System. Budget allocations are discussed in consultation with the University Planning and Budget Committee, in the spirit of shared governance. These state funds, which are based upon the State having a continuing budget and an enrollment change formula, are then allocated by the SIU General Administration to the System's two campuses: the School of Medicine in Springfield and the School of Dental Medicine in Alton. The largest portion of the University's operating funds come from tuition and fees. SIUE's portion is combined with its tuition/fees funds and distributed by the Chancellor to University divisions. The Provost and Vice Chancellor for Academic Affairs allocate funds to SIUE's eight academic Deans. The Dean of the School of Education, Health and Human Behavior then allocates funds to the Department of Applied Health.

The Department Chair administers the budget with assistance from the Department's administrative staff whose duties include budget expenditures and recordkeeping. All funds allocated to the Program are used to support the program activities. The Program's main budget is not separate from the Department's. The Department's operating budget is used to support all programs, including the Public Health program. The Program does not participate in decision-making and development of the budget, but can make recommendations on the Program's budget needs including personnel, space, equipment, and supplies.

b. student support, including scholarships, support for student conference travel, support for student activities, etc.

At the end of each academic year, an SEHNB Honors Day event is held to recognize outstanding Undergraduate and Graduate students in our School. Typically, some funding is provided for each award, depending on Departmental funds. Awards include the following: Outstanding Undergraduate Student in Public Health, Outstanding Graduate Student in Public Health, Promising Leader in Public Health, and the Public Health Alice Prince Award.

For Graduate students, the MPH Program supports two Public Health Graduate Assistant (GA) positions annually, funded through cost sharing that was approved as part of the MPH Program. GAs assist faculty with teaching responsibilities and grading in select Undergraduate and Graduate Public Health courses.

SIUE's Graduate School also provides awards and grants for graduate students, including research grants, travel/presentation grants, and other awards. The list of graduate awards and grants are provided in the following website:
<https://www.siu.edu/graduate-students/awards/index.shtml>

Annually, the Program may receive the funds from the School at the end of an academic year from winter-term teaching. As a Program, we collectively determine the expenditures of the funds based on the needs of the program identified by both primary/adjunct faculty. These needs fall into the categories of faculty/students' professional development, as well as improvement of students/faculty's learning/teaching environment. For instance, at the end of the 2021 academic year, the Program had remaining funding to provide a one-year student membership to the Illinois Public Health Association for most of our Public Health students (Undergraduate juniors and seniors; all Graduate students). We have also purchased Public Health promotional items, including professional lanyards and folios for the students.

c. faculty development expenses, including travel support. If this varies by individual or appointment type, indicate this and provide examples

For all faculty/staff conference presentations, the Graduate School (\$900), the SEHNB (\$500), and the Department (\$700) typically provides matching funding to support conference presentation travel (\$2100 total). The funds from winter-term teaching may also support conference expenses, if funds are available and if they occur prior to the end of the fiscal year.

More information about faculty/staff travel/presentation support is provided from the Graduate School on the following website: <https://www.siu.edu/funding/internal-funding/travel.shtml>

Additionally, non-tenure track faculty are provided \$500 annually for professional development that can be used for professional memberships, conferences, workshops and trainings, and other professional development needs.

d) In general terms, describe how the program requests and/or obtains additional funds for operational costs, student support and faculty development expenses.

Generally, the Program makes a request to the Department Chair to request additional funds, if needed. If the Department cannot support, the Chair brings it to the SEHNB Dean. If the School cannot support, the Dean brings it to the Provost.

To help offset the additional resources required by offering a new degree, the Master of Public Health Program was approved with cost-sharing in the budget to help support the Public Health Program and the Department. The revenue generated by the new MPH Program is used to hire two full-time GAs and part-time adjuncts, as needed. In addition, the cost-share revenue is used to hire the equivalent of a full-time office support specialist to support the administrative needs of the Public Health Program, as well as the rest of the Department (currently, Ms. Brenda Willimann).

Additionally, the Department at times has additional funding near the end of the academic year of which the Program can receive a portion. These funds may come from University operations or projects that have been discontinued, reversion money from the State, or from other sources. These funds have been used to support the Program in a variety of ways; most notably, to support travel by faculty and students for professional development, to purchase equipment to support the Program (e.g., computers, copiers), or to improve the physical workspace for students (e.g., increase the number of computer network connections

in GA offices). The funds from winter-term teaching may also support faculty and/or student needs (e.g., promotional items for the Program, professional development workshops), if funds are available and if they occur prior to the end of the fiscal year. Available funds from winter sessions are based on an agreed upon revenue share model with the Provost Office and vary from year to year.

As funding needs arise, Eta Sigma Gamma (ESG) members also engage in fundraising efforts to support ESG events and professional development activities for members (e.g., conference travel to SOPHE). In 2019, ESG members organized and hosted a Trivia Night Fundraiser that was open to the public to attend.

- e) Explain how tuition and fees paid by students are returned to the program. If the program receives a share rather than the full amount, explain, in general terms, how the share returned is determined. If the program's funding is allocated in a way that does not bear a relationship to tuition and fees generated, indicate this and explain.**

The Program's budget is not separate from the Department's budget. The Department's operating budget is used to support all AH programs, including the Public Health Program. The cost sharing from the MPH Program contributes to the overall Public Health Program budget. Providing such an estimate comes with challenges to disentangle the "Public Health budget" from the rest, as there are some instances where this will be easy and clear and others where it will not. In terms of the Department's main operating budget, the budget is based on the proportion of total faculty FTE assigned to the Public Health Program. This approach to estimating the Program budget certainly underestimates the budgetary support, since Program faculty FTE underestimates the broad faculty contributions to the program.

- f) Explain how indirect costs associated with grants and contracts are returned to the program and/or individual faculty members. If the program and its faculty do not receive funding through this mechanism, explain.**

The Department also has other sources of budget revenue. Faculty members can obtain grants and contracts that contribute to the Program's budget through salary savings and indirect cost-sharing. The Department then supports instruction with these funds, often reducing the teaching obligations of faculty members, and the residual can be used to support faculty members and students in a variety of initiatives. These initiatives often include funding to travel to professional conferences or attend continuing education programs. The funds may also be used to support faculty or student research. The indirect cost rate for federal grant applications is 44.5% of modified total direct costs for research and other sponsored agreements, and 26% of modified total direct costs for all off-campus sponsored agreements (SIUE Office of Research and Projects' grant reference information here: <https://www.siu.edu/funding/pdf/ORPQuickGrantInformationReferenceGuide.pdf>). Otherwise, the Indirect Cost Recovery (ICR) varies by grant. The University has a standard rate that is charged, but it is subject to change based on what is allowed for each grant. Regarding the Program and individual faculty members, the amount is zero because Public Health does not have any grants that receive ICR.

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the responses must make clear the financial contributions of each sponsoring university to the overall program budget. The description must explain how tuition and other income is shared, including indirect cost returns for research generated by the public health program faculty appointed at any institution.

Not Applicable.

- 2) A clearly formulated program budget statement in the format of Template C1-1, showing sources of all available funds and expenditures by major categories, for the last five years.

Sources of Funds and Expenditures by Major Category, 2015 to 2020					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Source of Funds					
Tuition & Fees	\$1,143,018	\$1,750,439	\$1,723,886	\$1,839,246	\$1,817,217
University Funds*	\$5,496	**	\$518,688	\$445,166	\$738,686
Grants/Contracts	\$0	\$0	\$0	\$0	\$0
Indirect Cost Recovery	\$0	\$0	\$0	\$0	\$0
Endowment	\$0	\$0	\$0	\$0	\$0
Gifts	\$0	\$0	\$0	\$0	\$0
Total	\$1,148,514	\$1,750,439	\$2,242,574	\$2,284,412	\$2,555,903
Expenditures^					
Faculty Salaries & Benefits	\$1,061,229	\$1,575,349	\$2,000,701	\$2,024,899	\$2,257,690
Staff Salaries & Benefits	\$31,785	\$57,514	\$58,129	\$60,104	\$86,681
Operations^^	\$35,700	\$26,750	\$81,987	\$88,653	\$94,193
Travel	\$11,550	\$3,000	\$7,788	\$12,036	\$7,781
Student Support	\$8,250	\$8,250	\$93,969	\$98,720	\$109,558
Total	\$1,148,514	\$1,670,863	\$2,242,574	\$2,284,412	\$2,555,903

*This number is the difference between total expenditures and the base budgeted amount from the state account. Throughout the year, the University transfers additional funds for various items to SEHNB, such as winter session and summer funding.

**In FY17, funding exceeded expenditures, so there is no number to report.

^The Department of Applied Health has grown and expanded in the last five years, adding in new programs and faculty, so an increase in expenditures can be observed.

^^Amounts included as operational expenses are graduate assistant stipends, student worker wages, travel for faculty, any equipment purchases, office supplies, postage, conference registration, telecommunication expenses (phone and internet), and miscellaneous costs of operate the Program/Department.

NOTE: Benefits are not allocated to the Department level. At SIUE, state appropriations and tuition revenue are put into one account that we call our "state account." The SEHNB Dean's Office does not have a break down between these two types of funding. The numbers in the table above represent the total budget and expenditures for the Department of Applied Health. The School has an individual salary account for each different program, including the Public Health Program. At the Department level, each faculty member has their designated professional development funds such as travel funds.

Additionally, the MPH budget is separate from the Department budget and our budget table is provided below:

	FY19	FY20	FY21	FY22	FY23	FY24
Revenue	Year 0 (Prep)	Year 1	Year 2	Year 3*	Year 4	Year 5

	\$	\$	\$	\$	\$	\$
Accreditation Costs (if appropriate)	-	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
Furniture/Computers/Remodel Costs (Computer needs for program)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Telecom Budget	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Total Expenses</i>	\$ -	\$ 73,968.00	\$ 89,156.00	\$ 89,156.00	\$ 89,156.00	\$ 127,936.00

	\$	\$	\$	\$	\$	\$
Net Operations	-	\$183,652.00	\$243,730.00	187,636.00	242,637.00	260,768.00

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget.

Not Applicable.

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

C2. Faculty Resources

The program has adequate faculty, including primary instructional faculty and non-primary instructional faculty, to fulfill its stated mission and goals. This support is adequate to sustain all core functions, including offering coursework and advising students. The stability of resources is a factor in evaluating resource adequacy.

Students' access to a range of intellectual perspectives and to breadth of thought in their chosen fields of study is an important component of quality, as is faculty access to colleagues with shared interests and expertise.

All identified faculty must have regular instructional responsibility in the area. Individuals who perform research in a given area but do not have some regular expectations for instruction cannot serve as one of the three to five listed members.

- 1) A table demonstrating the adequacy of the program's instructional faculty resources in the format of Template C2-1.

	FIRST DEGREE LEVEL			SECOND DEGREE LEVEL	THIRD DEGREE LEVEL	ADDITIONAL FACULTY*
CONCENTRATION	PIF 1*	PIF 2*	FACULTY 3^	PIF 4*	PIF 5*	
Generalist						
MPH	Huaibo Xin 1.0 FTE	Alice Ma 1.0 FTE	Cedric Harville, II 1.0 FTE	Ellen Santos 1.0 FTE		PIF: 0, Non-PIF: 0
Public Health						
BS	Huaibo Xin 1.0 FTE	Nicole Klein 1.0 FTE	Alice Ma 1.0 FTE	Jennifer Caumiant 1.0 FTE	Caitlyn Carroll 1.0 FTE	PIF: 2 (2.0 FTE), Non-PIF: 3

TOTALS:	Named PIF	4 (MPH); 7 (BSPH)
	Total PIF	11
	Non-PIF	0 (MPH); 3 (BSPH)

- 2) Explain the method for calculating FTE for faculty in the templates and evidence of the calculation method's implementation. Programs must present calculation methods for primary instructional and non-primary instructional faculty.

Per SIUE Faculty Association's Collective Bargaining Agreement (CBA), a 1.0 FTE is considered to be a tenured or tenure track faculty member teaching their full course load. For tenured or tenure track faculty, 1.0 FTE is considered to be teaching 6 classes per year or equivalent (e.g., administrative responsibilities may substitute for class(es)), conducting research, and engaging in service activities. For full-time non-tenure track instructors, 1.0 FTE is considered to be teaching eight classes per year or equivalent (e.g., administrative responsibilities may substitute for class(es)). For adjunct instructors, the teaching load varies per instructor and per year according to Program needs. Typically, adjunct instructors teach 1-4 course sections per academic year. For faculty contributions as PIFs and non-PIFs to the Public Health Program, we calculated FTEs

based on the average number of courses taught in the respective concentration proportional to their full course load.

3) If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.

Our Public Health Program is comprised of five full-time tenured or tenure track faculty: Drs. Huaibo Xin, Nicole Klein, Alice Ma, Cedric Harville, II, and Ellen Santos. We also have two full-time non-tenure track faculty: Mss. Jennifer Caumiant and Caitlyn Carroll. Adjunct instructors are utilized as needed based on course needs. Faculty members' overall teaching is in service to Public Health students, but some faculty members (Drs. Huaibo Xin and Ellen Santos) also alternate teaching an Epidemiology course that serves the Master of Science in Healthcare Informatics Program and does not count toward the Public Health Program.

The Program Directors devote the majority of their course load toward their respective Programs. The tenure track faculty typically teach across both Programs, and the non-tenure track faculty devote the majority of their course load toward the BSPH Program.

In terms of advising, our SEHNB Academic Advisors (Mr. TJ Riggs and Ms. Dawn Aldrich) primarily advise our Undergraduate students, splitting their efforts by alphabet (last names A-K and L-Z, respectively). The Undergraduate Program Director also provides some career and graduate school advising through PBHE 498: Senior Professional Seminar. The non-tenure track faculty member who serves as the instructor for PBHE 499: Internship in Public Health also serves as the Internship Coordinator (Ms. Caitlyn Carroll). Most Undergraduate students conduct their internships during the Spring or Summer semesters (as denoted by the maximum number); a few students conduct their internships during the Fall semesters (as denoted by the minimum number).

The Graduate Program Director primarily advises our MPH students, with some assistance from our SEHNB Academic Advisors (e.g., course registration issues). The Graduate Program Director typically serves as the primary faculty advisor for Capstone Project students; tenure track/tenured faculty can serve as the primary faculty advisor for Capstone Thesis students based on mutual agreement, if we have students interested in pursuing the Thesis option for their Capstones.

4) Data on the following for the most recent year in the format of Template C2-2. See Template C2-2 for additional definitions and parameters.

General advising & career counseling			
Degree level	Average	Min	Max
Bachelor's	68 total; 34 per advisor	65	71
Master's	14	9	19

Advising in MPH integrative experience (Capstone Project/Thesis)		
Average	Min	Max
11.5	4	19
1.5	0	3

Capstone Project
Capstone Thesis

Supervision/Advising of bachelor's cumulative or experiential activity (PBHE 499: Internship in Public Health)		
Average	Min	Max
6.5	3	10

5) Quantitative data on student perceptions of the following for the most recent year:

a. Class size and its relation to quality of learning (eg, The class size was conducive to my learning)

The 2021 BSPH Undergraduate Senior Exit Survey was administered electronically at the end of PBHE 498: Senior Professional Seminar, which is toward the end of Undergraduate Seniors' academic tenure in the BSPH Program. Twenty out of 22 Undergraduate students responded (90.9%). From the 2021 BSPH Exit Survey, 100% of Undergraduate students reported being Very Satisfied or Satisfied with the "class sizes," and 85% of students reported being Very Satisfied or Satisfied with the "class times."

The 2021 MPH Graduate Experience Exit Survey was administered electronically toward the end of Graduate students' academic tenure in the MPH Program. Five out of 8 Graduate students responded (62.5% response rate). From the 2021 MPH Exit Survey, 100% of Graduate students reported being Very Satisfied or Satisfied with the "class sizes," as well as the "class times."

b. Availability of faculty (ie, Likert scale of 1-5, with 5 as very satisfied)

The 2021 BSPH Undergraduate Senior Exit Survey was administered electronically at the end of PBHE 498: Senior Professional Seminar, which is toward the end of Undergraduate Seniors' academic tenure in the BSPH Program. Twenty out of 22 Undergraduate students responded (90.9%). From the 2021 BSPH Exit Survey, 95% of Undergraduate students reported being Very Satisfied or Satisfied with the "availability of the faculty," as well as the "quality of the faculty." One student reported being Neutral to both of these items. In addition, 80% of students reported being Very Satisfied or Satisfied with the "availability of Public Health Advisor," and 90% of students reported being Very Satisfied or Satisfied with the "helpfulness of Public Health advisor."

The 2021 MPH Graduate Experience Exit Survey was administered electronically toward the end of Graduate students' academic tenure in the MPH Program. Five out of 8 Graduate students responded (62.5% response rate). From the 2021 MPH Exit Survey, 100% of Graduate students reported being Very Satisfied with the "availability of the faculty," as well as the "quality of the faculty." In addition, 100% of students reported being Very Satisfied or

Satisfied with the “availability of Public Health Advisor” and the “helpfulness of Public Health advisor.”

6) Qualitative data on student perceptions of class size and availability of faculty.

From the 2021 BSPH Exit Survey, in regards to class size, Undergraduate students discussed these aspects under the strengths of the Program. For instance, they noted: “Good class sizes” and “Organized, great professors, good advising, good class sizes, good content.”

In regards to the availability of faculty, Undergraduate students also discussed these aspects under the strengths of the Program. For instance, one student described: “Although the past year was different for all of us given the pandemic, all of my professors I had during my time here at SIUE within the public health department have always been available for help. I felt like I could be honest about how I was feeling and know I would be given good advice for what to do next.”

Other illustrative comments are provided below:

- “I like the support from the professors, advisors and the faculty. I loved my experience with all of them!”
- “The faculty made everything possible in this program”
- “Faculty is extremely helpful and caring”
- “Accepting and welcoming family”
- “Amazing staff and support system”
- “Genuine professors who care about they’re students like their own!”

At the end of the BSPH Exit Survey, students were provided an open-ended question where they could share any other comments related to their experiences in the BSPH Program. Additional illustrative comments are provided below related to our faculty:

- “I greatly appreciate the professors I engaged with and appreciate the program. I joined the program at a time of uncertainty with my SIUE path. My general advisor was very discouraging and I was close to withdrawing from the university entirely. I joined Public Health as the last hope and am very grateful I did. The past 2 1/2 years have been wonderful. I am also proud to say that every semester since declaring Public Health, I have been on the Dean's List.”
- “It was really wonderful. I love the faculty, staff, and program in and of itself. I appreciate all the work you guys have done to create such a successful program and I can not wait to see what you guys do in the future to continue to grow and improve this program.”

From the 2021 MPH Graduate Experience Exit Survey, in regards to class (cohort) size, MPH students discussed their cohort members, which typically comprised the majority, if not all, of their classmates in each course. For instance, they noted: “I loved the size of my cohort. Not too large or too small” and “Our cohort worked really well together. We all had very similar goals and passions that we could apply to our projects and have intellectual conversations about, collaborate about, etc.” Notably, a few students also highlighted the structure of the MPH curriculum as positive: “Please keep your graduate coursework at night. That was helpful for me. The times were fair”; “Tailored to those who work 40+ hours/week”; and “I think the program was well-designed for working people or parents, which is greatly appreciated.”

In regards to the availability of faculty, MPH students discussed these aspects under the strengths of the Program. For instance, they noted: “The faculty are very helpful and knowledgeable about a variety of areas of public health”; our Program’s “Open door policy with all faculty and staff”; and “The faculty, the mission, and the direction of where this program is heading” as strengths.

Copies of the 2021 BSPH Exit Survey and 2021 MPH Graduate Experience Exit Survey are located in *ERF C2. Faculty Resources — 6. 2021 Undergraduate Exit Survey* and *6. 2021 MPH Graduate Experience Exit Survey*.

7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Weakness:

For the 2021 MPH Graduate Experience Exit Survey, although the response rate was over half (62.5%), the small size of the cohort meant that the responses would be limited, even if all MPH students responded to the survey (5 out of 8 MPH students responded).

- Plan for Improvement: In subsequent disseminations of the survey, we will have larger cohort sizes and, thus, more responses and more data for each question to better inform our MPH curriculum and the needs of the students going forward.

C3. Staff and Other Personnel Resources

The program has staff and other personnel adequate to fulfill its stated mission and goals. The stability of resources is a factor in evaluating resource adequacy.

- 1) A table defining the number of the program's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation.

Role/function	FTE
Department of Applied Health Office Administrator (Ms. Kathleen Feigl)	1
Department of Applied Health Office Support Specialist (Ms. Brenda Willimann)	1
Academic Advising, BSPH Program (Mr. TJ Riggs)	1
Academic Advising, BSPH (Ms. Dawn Aldrich)	1
MPH Graduate Assistant (Ms. Kailah Hilmes)	1
MPH Graduate Assistant (Ms. Geonel Ebali Moluba)	1

- 2) Provide a narrative description, which may be supported by data if applicable, of the contributions of other personnel.

The Department of Applied Health has several administrative staff. Ms. Kathleen Feigl is our Office Administrator who provides support for faculty in terms of administrative tasks associated with Graduate Assistant hiring and payments, faculty travel, grant-related budgeting, ordering supplies, maintaining faculty indirect costs accounts, and end-of-year accounting. Ms. Brenda Williman is our Office Support Specialist who assists with administrative support as needed.

We have two SEHNB Academic Advisors for the Department, Mr. TJ Riggs and Ms. Dawn Aldrich. Their offices are located in Founders Hall with SEHNB general advising, in proximity to our Vadalabene Center building. Together, they share advising for our Undergraduate Public Health majors and minors.

The Public Health Program supports two MPH Graduate Assistant (GA) positions annually, funded through cost-sharing that was approved as part of the MPH Program. GAs assist faculty with teaching responsibilities and grading in Undergraduate and Graduate Public Health courses (e.g., PBHE 111: Personal Health, PBHE 353: Public Health Data Analysis, PBHE 530: Epidemiology).

- 3) Provide narrative and/or data that support the assertion that the program's staff and other personnel support is sufficient or not sufficient.

Our Department Chair monitors the needs of our Program and Department to determine whether additional support staff are needed. In the past, our office support staff has consisted of an Office Manager (now an Office Administrator) with part-time student workers or part-time support staff. Although these staff provided important administrative assistance to the Department, the Office Administrator experienced some burden with retraining and rehiring new support staff on a regular basis. With this concern in mind and the development of our MPH Program, the Department Chair advocated to the Graduate Program Director to ensure that a full-time support staff member was budgeted in the MPH Program proposal and obtained approval from the SEHNB Dean to be able to hire the staff member. The hiring of a permanent, full-time Office Support Specialist through the cost-sharing agreement from our MPH Program has been critical in maintaining the stability of support staff, administrative expertise, and Departmental support knowledge for our Public Health Program, as well as our Department.

In addition, the Department Chair obtained approval from the SEHHB Dean for our MPH Program to hire 2 GAs annually. Our GAs have alleviated our faculty's overall instructional tasks (e.g., grading), while also providing beneficial professional development for the GAs (e.g., developing presentations and leading discussions for certain content in PBHE 111: Personal Health). The addition of the GAs have allowed faculty to better focus their attention on course improvement, enhancing pedagogical techniques, and student support.

The Director of Student Services in the SEHHB also monitors the general advising needs of students and faculty in our School, including the Department of Applied Health. The recent changes to dedicate academic advisors to certain Departments in our School has been essential to help provide our students and faculty with targeted attention and services from go-to academic advisors for each Department and Program. Having our 2 Academic Advisors has helped to build our relationships with them and, in turn, helped to improve students' experience and relationships with their academic advising.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not Applicable.

C4. Physical Resources

The program has physical resources adequate to fulfill its stated mission and goals and to support instructional programs. Physical resources include faculty and staff office space, classroom space, student shared space and laboratories, as applicable.

1) Briefly describe, with data as applicable, the following. (Note: square footage is not required unless specifically relevant to the program's narrative.)

- **Faculty office space**

The Department of Applied Health is located in a suite located in the Lucas Annex adjacent to the Vadalabene Center (VC 2616) at SIUE, which is a facility for students, faculty, staff, and alumni for the purposes of education, health, recreation and wellness. The suite offers adequate office space for all full-time Program faculty, staff, and graduate assistants. Every full-time faculty member has an individual office on the second floor. This suite also houses a small conference room.

- **Staff office space**

The suite offers adequate office space for all full-time Program staff, including two office spaces for our Office Administrator (Ms. Kathleen Feigl) and Office Support Specialist (Ms. Brenda Willimann) located at the front entrance of the suite (VC 2616). For part-time instructors, a shared workspace is available in the suite for instructors and students, with individual desk carrels.

- **Classrooms**

SIUE has the classroom capacity to accommodate our instructional offerings. The Vadalabene Center, where the Program classes and faculty offices are located, is equipped with state-of-the-art teaching tools, including smart classrooms. Our program has access to multiple classrooms across campus, with priority for classrooms in the Vadalabene Center. All the classrooms in the building utilized by the Public Health faculty range in size from 30-80 seats and are equipped as smart classrooms. Classroom scheduling is maintained and scheduled by campus Academic Scheduling. The majority of classes are held on the first and second floors of the Vadalabene Center; some classes may be held in proximity to the Vadalabene Center to accommodate special instructional needs (e.g., large capacity rooms for PBHE 111, computer lab for PBHE 353).

- **Shared student space**

Our students have access to several options for shared student space in the Vadalabene Center on the first and second floors for gathering, studying, and meetings that comprise of student lounges and common study areas. Desks, couches, other seating spaces, and vending machines are available throughout the Vadalabene Center for students to utilize. SIUE's campus also offers many options for shared student space; the most popular spaces with our students include the gathering spaces at Lovejoy Library and the Morris University Center, which are both in proximity to the Vadalabene Center. In addition, a shared workspace is available in the suite, with individual desk carrels; Graduate Assistants, Research Assistants, and Eta Sigma Gamma Officers may utilize this space, as needed. The Kimmel Leadership Center in the Morris University Center also offers all student organizations, such as Eta Sigma Gamma, dedicated office space.

- **Laboratories, if applicable to public health degree program offerings**

Not Applicable. No laboratory space or equipment are utilized or needed at this time.

2) Provide narrative and/or data that support the assertion that the physical space is sufficient or not sufficient.

The physical space for the Department of Applied Health and our Public Health Program is sufficient to fulfill our mission and goals, and ensure appropriate instruction and assessment. In 2009, the Vadalabene Center underwent a \$6 million renovation that increased classroom and office space. The Lukas Annex, where the Department of Applied Health is located, opened in October 2012. These renovations have been critical to ensuring appropriate and sufficient accommodations for our faculty, staff, and students.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not Applicable.

C5. Information and Technology Resources

The program has information and technology resources adequate to fulfill its stated mission and goals and to support instructional programs. Information and technology resources include library resources, student access to hardware and software (including access to specific software or other technology required for instructional programs), faculty access to hardware and software (including access to specific software required for the instructional programs offered) and technical assistance for students and faculty.

1) Briefly describe, with data if applicable, the following:

- **library resources and support available for students and faculty**

Lovejoy Library supports SIUE with a collection of more than 800,000 total volumes, over 540,000 government documents, and a vast collection of films, e-books, DVDs, video tapes, and microforms. The Library also has access to over 125 databases containing journal articles and other research materials. In addition to these collections, the Library provides computer software, maps, audio records, and music compact discs. The research databases and full-text online repositories available through the Library include a number of well-established resources relevant to the field, such as Science Direct, Wiley Online Library, Springer Link, and PubMed. The Library also holds subscriptions to over 162 public health-related journals. Students and faculty have access to I-Share, a consortium of 76 libraries throughout the state of Illinois, to access titles that are housed throughout the state. I-Share effectively expands access to the textbook and journal resources available. The Inter-Library Loan Internet Accessible Database (ILLiad) is also available as an electronic system to request an item through interlibrary loan.

- **student access to hardware and software (including access to specific software or other technology required for instructional programs)**

SIUE provides 12 computer labs available across campus for students to use, five of which are open 24 hours a day. Computer labs offer Microsoft Office, as well as a variety of other software packages for use, and printing capabilities. In addition, students may access a variety of computer software, such as SPSS and Amos, that can be downloaded or accessed remotely.

- **faculty access to hardware and software (including access to specific software or other technology required for instructional programs)**

To supply faculty members with up-to-date computers to assist in their instructional and administrative needs, computers for all full-time faculty are provided from the University. These computers are funded by information technology student fees collected and maintained by Information Technology Services (ITS). Faculty are allowed to choose a new computer once every four years. All technological support for the computers is offered through ITS, including hardware and software, security, and upgrades to hardware and software. The technology support and troubleshooting services are available for faculty, students, and staff. ITS maintains the technological equipment in the smart classrooms and the printer labs on campus. They also host trainings and workshops on various web applications and management platforms to assist faculty throughout the year. ITS manages Blackboard and Microsoft Office email services. ITS offers instructional resources for use in classrooms including clickers and media production services, including poster printing, CD and DVD duplication, and audio and video production. Faculty have access to all hardware and software needed for teaching (e.g., pedagogical tools), scholarship (e.g., statistical software), and service (e.g., Zoom) activities.

- **technical assistance available for students and faculty**

For Library assistance, students and faculty can chat with a librarian using an online portal on

the website, text a librarian and receive a response with 24 hours, schedule an appointment with a librarian, or visit the information desk. The Library is open 7 days a week (Monday-Thursday, 8am-10pm; Friday, 8am-7pm; Saturday, 11am-7pm; Sunday, 11am-10pm). For ITS assistance, support can be requested via telephone or email; calls are answered 24 hours a day. The ITS Help Desk is located in the Library (Monday-Friday, 8am-4:30pm) and the Morris University Center (Monday-Thursday, 8am-4:30pm; Friday, 8:30am-4:30pm).

Each academic department is also assigned its own librarian. Our Public Health Program is assigned to the Social Science Librarian who is available to assist faculty and students as needed. The current Social Science librarian is Mr. Matt Paris who offers assistance and training classes to assist students in finding resources; his website profile is located here: https://libguides.siu.edu/prf.php?account_id=60277

The ITS Instructional Design and Learning Technology (IDLT) team assists with teaching, learning, and technology integration at the University. They provide assistance to ensure faculty are prepared to teach online, offering consultations, resources, and training. The team is dedicated to helping faculty use technology effectively and assess student readiness for learning in an online environment. Our current designated IDLT staff member for the School of Education, Health and Human Behavior is Ms. Irma Rose.

2) Provide narrative and/or data that support the assertion that information and technology resources are sufficient or not sufficient.

The information and technology resources at SIUE for our Public Health Program is sufficient to fulfill our mission and goals, and support effective instruction. Our information and technology infrastructure strives to be both student- and faculty-centered and responsive. A variety of methods and avenues are available to address and support questions and requests from students and faculty. In partnership with SIUE students, faculty, and staff, ITS plans new and expanded information technology services, as well as the leadership necessary for the robust, reliable delivery of both academic and administrative services to the University community.

Below are the Vision and Mission statements of ITS as found on the following website: <https://www.siu.edu/its/policies/vision-mission.shtml>

Vision

Throughout Southern Illinois University Edwardsville, information technology is used for the creation and exchange of knowledge. Information Technology Services leads the University by providing a contemporary, robust, and secure technology environment in the support of teaching, learning, research, service, and decision-making.

Mission

In support of the University's mission, Information Technology Services:

- Cultivates a collegial atmosphere through transparent planning, governance, and priority setting
- Develops a highly-skilled technology staff in a collaborative work environment
- Leads the University through the creation, selection, implementation, and maintenance of high-quality technologies
- Provides innovative and effective support and solutions
- Collaborates in the process of collecting, storing, protecting, and providing access to University data

We make "IT" happen!

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not Applicable.

D1. MPH & DrPH Foundational Public Health Knowledge

The program ensures that all MPH and DrPH graduates are grounded in foundational public health knowledge.

The program validates MPH and DrPH students' foundational public health knowledge through appropriate methods.

- 1) Provide a matrix, in the format of Template D1-1, that indicates how all MPH and DrPH students are grounded in each of the defined foundational public health learning objectives (1-12). The matrix must identify all options for MPH and DrPH students used by the program.

Content Coverage for MPH (PHP)	
Content	Course number(s) & name(s) or other educational requirements
1. Explain public health history, philosophy and values	PBHE 500: Core Principles in Public Health & Public Health Leadership To ensure that all students have foundational public health knowledge, all incoming MPH students are required to complete an online module that addresses the 12 foundational learning objectives of public health from The Michigan Public Health Training Center (free and self-paced), "Foundations of Public Health Practice" by the end of the first semester in the Program: https://www.mittrainingcenter.org/courses/fphps0319noce
2. Identify the core functions of public health and the 10 Essential Services*	PBHE 500: Core Principles in Public Health & Public Health Leadership The Michigan Public Health Training Center's "Foundations of Public Health Practice" online module.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PBHE 520: Public Health Data Analysis PBHE 530: Epidemiology PBHE 550: Research and Evaluation Methods The Michigan Public Health Training Center's "Foundations of Public Health Practice" online module.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	PBHE 530: Epidemiology PBHE 570: Environmental Health The Michigan Public Health Training Center's "Foundations of Public Health Practice" online module.
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	PBHE 530: Epidemiology The Michigan Public Health Training Center's "Foundations of Public Health Practice" online module.
6. Explain the critical importance of evidence in advancing public health knowledge	PBHE 530: Epidemiology PBHE 550: Research and Evaluation Methods The Michigan Public Health Training Center's "Foundations of Public Health Practice" online module.
7. Explain effects of environmental factors on a population's health	PBHE 570: Environmental Health

	The Michigan Public Health Training Center's "Foundations of Public Health Practice" online module.
8. Explain biological and genetic factors that affect a population's health	PBHE 580: Public Health Interventions The Michigan Public Health Training Center's "Foundations of Public Health Practice" online module.
9. Explain behavioral and psychological factors that affect a population's health	PBHE 580: Public Health Interventions The Michigan Public Health Training Center's "Foundations of Public Health Practice" online module.
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	PBHE 540: Public Health Policy and Management PBHE 550: Research and Evaluation Methods The Michigan Public Health Training Center's "Foundations of Public Health Practice" online module.
11. Explain how globalization affects global burdens of disease	PBHE 570: Environmental Health The Michigan Public Health Training Center's "Foundations of Public Health Practice" online module.
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)	PBHE 570: Environmental Health The Michigan Public Health Training Center's "Foundations of Public Health Practice" online module.

- 2) **Document the methods described above. This documentation must include all referenced syllabi, samples of tests or other assessments and web links or handbook excerpts that describe admissions prerequisites, as applicable.**

Copies of all referenced syllabi and the MPH Student Handbook are located in *ERF D1. MPH & DrPH Foundational Public Health Knowledge*.

- 3) **If applicable, assessment of strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

D2. MPH Foundational Competencies

The program documents at least one specific, required assessment activity (eg, component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals (eg, preceptors) validate the student's ability to perform the competency.

Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the program must assess *all* MPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc. This requirement also applies to students completing an MPH in combination with another degree (eg, joint, dual, concurrent degrees). For combined degree students, assessment may take place in either degree program.

- 1) List the coursework and other learning experiences required for the program's MPH degrees, including the required curriculum for each concentration and combined degree option. Information may be provided in the format of Template D2-1 or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each MPH degree.

MPH degree:

Requirements for MPH degree, Generalist Concentration		
Course number	Course name*	Credits (if applicable)
PBHE 500	Core Principles in Public Health & Public Health Leadership	3
PBHE 520	Public Health Data Analysis	3
PBHE 530	Epidemiology	3
PBHE 540	Public Health Policy and Administration	3
PBHE 550	Research & Evaluation Methods	3
PBHE 560	Applied Practice Experience	3
PBHE 570	Environmental Health	3
PBHE 580	Public Health Interventions	3
PBHE 598	Grantwriting	3
PBHE 599A/B	Capstone Project/Thesis – Semesters 1 & 2 (2 semesters total)	6
	**Elective	3
	**Elective	3
	**Elective	3
		42

Sample of Approved Electives List

A sample of approved electives that could be taken to fulfill this requirement follows. The approved electives for the MPH listed below were selected from the catalog descriptions and approved by individual departments. All descriptions either explicitly describes leadership as a main component of the course or skills that public health leaders need to administer public health programs and organizations.

Approved Electives	Number	Course Name	Hours
SPC	540	Survey of Organizational Communication Research	3
SOC	431	Employment & Workplace Change	3

MBA	533	Leadership Influence & Managerial Influence	3
NURS	510	Healthcare Informatics	3
NURS	511	Social, Ethical and Legal Issues in the Information Age	3
NURS	591	Organizational and Systems Leadership	3

MPH-PharmD joint degree:

For the MPH students in the MPH-PharmD joint program, the following courses are MPH-approved electives that will be accepted as external electives towards the elective requirement of the MPH Program (9 hours). Otherwise, the curriculum and coursework for MPH joint degree students remain the same.

Requirements for MPH-PharmD degree, Generalist Concentration		
Course number	Course name	Credits (if applicable)
PHAS 716	Ethical Issues in Health Care	1 hour
PHAS 728N	Pharmacy Management I	2 hours
PHAS 709	Health Care and Financial Management	2 hours
PHAS 733N	Pharmacy Law	2 hours
PHAS 754	Pharmacy Management II	2 hours

MPH-MBA joint degree:

For the MPH students in the MPH-MBA joint program, the following courses are MPH-approved electives that will be accepted as external electives towards the elective requirement of the MPH Program (9 hours). Otherwise, the curriculum and coursework for MPH joint degree students remain the same.

Requirements for MPH-MBA degree, Generalist Concentration		
Course number	Course name	Credits (if applicable)
MBA 522	Decision Making in Organizations	3 hours
CMIS 526	Information Systems and Technology	3 hours
ECON 528	Managerial Economics	3 hours
MBA 534	Strategic Management	3 hours

- 2) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies. If the program addresses all of the listed foundational competencies in a single, common core curriculum, the program need only present a single matrix. If combined degree students do not complete the same core curriculum as students in the standalone MPH program, the program must present a separate matrix for each combined degree. If the program relies on concentration-specific courses to assess some of the foundational competencies listed above, the program must present a separate matrix for each concentration.

4. Interpret results of data analysis for public health research, policy or practice	PBHE 520: Public Health Data Analysis	PBHE 520: Each module's homework assignment, the final "mega-homework" assignment, and exams require students to perform and interpret data analysis results for public health research. Weekly homework assignments guide students through performing the statistical test learned that week (t-tests, Chi-squared, regression analyses, etc.) with a focus on checking model assumptions and interpreting the outcomes. In the final "mega-homework" students are asked to perform a variety of the statistical tests they learned throughout the semester with far less guidance than the homework assignments.
Public Health & Health Care Systems		
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	PBHE 540: Public Health Policy and Management	PBHE 540: Students discuss the US healthcare system, and are required to complete a paper based on how they would they improve the healthcare system.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	PBHE 570: Environmental Health	PBHE 570: Students read two books over the course of the semester, both of which center on Environmental Justice. Cole & Foster's <i>From the Ground Up</i> focuses on the history of environmental justice and the roots in environmental racism; this book is focused on history and policy. Gilio-Whitaker's <i>As Long as Grass Grows</i> provides recent history in environmental justice and environmental racism centering on Indigenous communities. Students read these books over the course of the semester and connect what they learn from these readings to other course content through participating in discussion boards. Students earn points for contributing meaningful reflection and discussion to the discussion prompts and/or to their peers.
Planning & Management to Promote Health		
7. Assess population needs, assets and capacities that affect communities' health	PBHE 550: Interventions	PBHE 550: Students conduct a literature review as part of the research proposal paper.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	PHBE 580: Public Health Interventions	PBHE 580: In developing a logic model, students provide a layout of a public health intervention using a health behavior theoretical framework.

9. Design a population-based policy, program, project or intervention	PBHE 550: Research and Evaluation Methods	PBHE 550: In the research proposal final assignment, students outline quantitative and/or qualitative methods for a research study.
10. Explain basic principles and tools of budget and resource management	PBHE 598: Grantwriting	PBHE 598: Week 5 lecture on budget and resource management. Online resources provided on financial and grants management. Using 2 grant case studies, students analyze the Budget sections and discuss strategies they would use to stay within the budget and reduce costs, how to determine and
		track costs, and tools to manage the budget and resources.
11. Select methods to evaluate public health programs	PBHE 580: Public Health Interventions	PBHE 580: Students select a peer-reviewed public health intervention that uses a health behavior theoretical framework. Students evaluate the use of the health behavior theoretical framework within the peer-reviewed article. Students provide an argument for or against the use of the theoretical framework and provide suggestions on how to improve the paper.
Policy in Public Health		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	PBHE 540: Public Health Policy and Management	PBHE 540: In the first half of the course, students discuss various dimensions of policy and the role of ethics, as well as the evidence in policy making. Students complete a discussion post or a response to two discussion questions. Material from these weeks are assessed as part of the exams. The ethics material on the exam includes a case study identifying various ethical issues with a given policy.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	PBHE 500: Core Principles in Public Health & Public Health Leadership	PBHE 500: Using a case study in the textbook (Week 6), students work in small groups to identify and list critical partners, then describe the value and importance of each partner. After reading an assigned book ("Switch: How to Change Things When Change is Hard" by Chip and Dan Heath), students also compose a reflection paper that includes describing strategies to identify stakeholders and build partnerships based on a selected scenario/example in the book.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	PBHE 540: Public Health Policy and Management	PBHE 540: At the conclusion of the course, students complete a paper describing how they would advocate for improving the Affordable Care Act in its present form.

15. Evaluate policies for their impact on public health and health equity	PBHE 540: Public Health Policy and Management	PBHE 540: Students create and comment on a discussion post that focuses on a comparison/contrast of Medicaid and Medicare. Students discuss where these programs have helped improve the health of Americans and where they have fallen short.
Leadership		
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	PBHE 500: Core Principles in Public Health & Public Health Leadership	PBHE 500: After reading an assigned book ("Switch: How to Change Things When Change is Hard" by Chip and Dan Heath), students compose a final reflection paper at the end of the course that includes describing vision and mission statements of the organization/institution/program/initiative, strategies to empower others, and strategies to foster collaboration and guide decision-making based on a selected scenario/example in the book.
17. Apply negotiation and mediation skills to address organizational or community challenges	PBHE 500: Core Principles in Public Health & Public Health Leadership	PBHE 500: In Week 5, students work in small groups to work through the stages of negotiation to reach a hypothetical agreeable (win-win) outcome using a case study from the textbook, then share out their group's discussion and rationale to the class. Lecture and online resources on negotiation and mediation are also provided.
Communication		
18. Select communication strategies for different audiences and sectors	PBHE 580: Public Health Interventions	PBHE 580: In small groups, students analyze the methods and results of two social media campaigns.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	PBHE 570: Environmental Health	PBHE 570: Students choose an environmental health topic of interest and spend the semester researching and writing about their topic in a series of written assignments.
20. Describe the importance of cultural competence in communicating public health content	PBHE 500: Core Principles in Public Health & Public Health Leadership	PBHE 500: In Week 7, students read a chapter on cultural competence in the textbook and are provided additional resources on cultural awareness (online self-assessment, video, journal article). They then work in small groups to identify critical cultural factors, describe the value or importance of each factor, and provide an example of how it could be addressed using a case study from the textbook. Students then share out their group's discussion and rationale to the class. Students also complete a Reading Response reflection.
Interprofessional Practice		

21. Perform effectively on interprofessional teams	PBHE 500: Core Principles in Public Health & Public Health Leadership	PBHE 500: In Week 6, students receive a lecture on critical skills to perform effectively on interprofessional teams, then complete an activity in small groups where they identify critical partners, describe the value or importance of each partner, and identify and describe key interprofessional skills needed to enhance effectiveness using a case study from the textbook. Students also participate in a virtual interprofessional event hosted by SIUE's School of Pharmacy and St. John's College of Nursing. This interprofessional experience provides students from different disciplines (e.g., public health, pharmacy, nursing, EMS, nutrition) an opportunity to discuss case studies in small groups on a pertinent health issue (e.g., COVID-19), then share out their group's discussion to all the participants. Students complete an online evaluation via Qualtrics on their experience after the event.
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Systems Thinking

22. Apply systems thinking tools to a public health issue	PBHE 500: Core Principles in Public Health & Public Health Leadership	PBHE 500: Students post a graphic/picture (hand-drawn or in Word/Powerpoint) that applies systems thinking on a health issue of their choice (e.g., causal loop diagram of adolescent/unplanned pregnancy, process map of community violence) to the Week 3 Discussion Board. Students may use examples in their textbook and the Peters (2014) article for reference. In the following class (Week 4), students also work in small groups in class to draw a causal loop diagram based on a case study in the textbook. Additional online resources on systems thinking and approaches are provided (journal articles, websites, videos).
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- 3) **Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus.**

Copies of all syllabi and written guidelines are located in *ERF D2. MPH Foundational Competencies*.

- 4) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

D3. DrPH Foundational Competencies

Not applicable.

D4. MPH & DrPH Concentration Competencies

The program defines at least five distinct competencies for each concentration or generalist degree at each degree level in addition to those listed in Criterion D2 or D3.

The program documents at least one specific, required assessment activity (eg, component of existing course, paper, presentation, test) for each defined competency, during which faculty or other qualified individuals (eg, preceptors) validate the student's ability to perform the competency.

If the program intends to prepare students for a specific credential (eg, CHES/MCHES) that has defined competencies, the program documents coverage and assessment of those competencies throughout the curriculum.

- 1) Provide a matrix, in the format of Template D4-1, that lists at least five competencies in addition to those defined in Criterion D2 or D3 for each MPH or DrPH concentration or generalist degree, including combined degree options, and indicates at least one assessment activity for each of the listed competencies. Typically, the program will present a separate matrix for each concentration.

Assessment of Competencies for MPH in Generalist Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity ⁿ
1. Demonstrate how the social determinants of health can be used for research, surveillance, communication, policy, program, capacity building, and/or partnership activities to shape individual and community health.	PBHE 570: Environmental Health – Weekly Concept Map Assignments (Weeks 13 & 15)	PBHE 570: Class modules on Climate Change, Environmental Health Policy, and Environmental Justice emphasize the social determinants of health. Students are required to create concept maps for each of these topics to demonstrate relationships with other course content with specific examples.
2. Examine appropriate health behavior theories and models in various research and/or intervention settings.	PBHE 580: Public Health Interventions – Journal Article Evaluation	PBHE 580: Students identify a peer-reviewed article that uses a health behavior theory/model in a public health intervention. Students are tasked with determining if the health behavior theory/model are appropriate for the intended outcome.
3. Develop visual representation tools (e.g., logic model) to convey or address a public health need, condition, disease, or disability.	PBHE 580: Public Health Interventions – Logic Model Paper	PBHE 580: Students develop a logic model of a health education/promotion intervention and a narrative explaining the model and the underlying assumptions.

4. Design a research proposal using appropriate methods to address a public health issue.	PBHE 550: Research & Evaluation Methods – Final Paper	PBHE 550: Students prepare a research proposal that focuses on a specific health issue that requires assessment using quantitative and/or qualitative research methods.
5. Develop a grant proposal for a research study, intervention, or program that addresses a public health need.	PBHE 598: Grantwriting – Final Grant Proposal and Presentation	PBHE 598: Students identify a grant mechanism from an appropriate funding agency of their choice, then develop a grant proposal in accordance with the grant funding source and the elements and guidelines discussed in class.

- 2) **For degrees that allow students to tailor competencies at an individual level in consultation with an advisor, the program must present evidence, including policies and sample documents, that demonstrate that each student and advisor create a matrix in the format of Template D4-1 for the plan of study. Include a description of policies in the self-study document and at least five sample matrices in the electronic resource file.**

Not Applicable.

- 3) **Include the most recent syllabus for each course listed in Template D4-1, or written guidelines for any required elements listed in Template D4-1 that do not have a syllabus.**

Copies of all syllabi and written guidelines are located in *ERF D4. MPH & DrPH Concentration Competencies*.

- 4) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.

The program assesses each student's competency attainment in practical and applied settings through a portfolio approach, which demonstrates and allows assessment of competency attainment. It must include at least two products. Examples include written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning. Materials may be produced and maintained (either by the program or by individual students) in any physical or electronic form chosen by the program.

- 1) Briefly describe how the program identifies competencies attained in applied practice experiences for each MPH student, including a description of any relevant policies.**

For full-time students on the 2-year course plan, MPH students typically enroll in PBHE 560: Applied Practice Experience during the Summer after their first full year of classes; for part-time students, this typically occurs during the Summer after their second year in the Program. Joint degree students in the MPH-PharmD and MPH-MBA joint programs complete our core MPH curriculum, including PBHE 560: Applied Practice Experience after completion of the majority of their core MPH classes. For joint students, the timing of the enrollment is the same as MPH students (e.g., during the Summer after their first full year of classes for full-time students).

At this time in the curriculum, students have completed the majority of their core classes; students must complete PBHE 560 before enrolling in their culminating Capstone course, PBHE 599A: Capstone Project or PBHE 599B: Capstone Thesis. PBHE 560 is designed to meet the following three teaching and learning objectives: (1) Identify the role of public health in providing health promotion, disease intervention, and health protection to improve population health; (2) apply at least 5 public health competencies; and (3) demonstrate mastery of at least 5 public health competencies. Students are required to develop goals and objectives specific to their project/internship and professional goals. To meet this, students may complete an internship or work with an agency on activities linked to service-learning, service, or volunteer opportunities, such as performing a needed task for a public health or health care organization under the supervision of a faculty member. Applied practice experiences may involve governmental, non-governmental, non-profit, industrial, and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate. Activities meeting the applied practice experience should be mutually beneficial to both the organization (as applicable) and the student.

Although the applied experience may vary, students must produce at least 2 products that result from the project that is beneficial to an organization, address at least 3 MPH foundational competencies (1 of which must be a leadership MPH foundational competency), and address at least 2 MPH concentration competencies. A minimum total of 5 foundational and concentration competencies must be addressed as part of students' projects; competencies addressed may vary by student based on the project completed. Students typically self-selects the competencies appropriate to their projects in consultation with the faculty advisor, as needed, and chooses and develops the work products in consultation with their supervisor; the faculty advisor may also be consulted, as needed.

At the end of the applied experience (end of Summer semester), students submit a final paper that provides a reflection on their experience and demonstrates the application of at least 5 foundational and concentration competencies, as well as the products that demonstrate an application of the competencies (e.g., data collection instruments, updates to or analysis of organizational policies and procedures, flyers, presentations).

- 2) **Provide documentation, including syllabi and handbooks, of the official requirements through which students complete the applied practice experience.**

A copy of the syllabus for PBHE 560: Applied Practice Experience is located in *ERF D5. MPH Applied Practice Experiences*.

- 3) **Provide samples of practice-related materials for individual students from each concentration or generalist degree. The samples must also include materials from students completing combined degree programs, if applicable. The program must provide samples of complete sets of materials (ie, Template D5-1 and the work products/documents that demonstrate at least five competencies) from at least five students in the last three years for each concentration or generalist degree. If the program has not produced five students for which complete samples are available, note this and provide all available samples.**

Copies of five student samples from PBHE 560: Applied Practice Experience are located in *ERF D5. MPH Applied Practice Experiences*.

- 4) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Weakness:

In the past, students in PBHE 560 produced at least 1 product that addressed at least 5 MPH foundational competencies (1 of which must be a leadership MPH foundational competency).

- Plan for Improvement: Although many students in the past typically produced two products, we have made the requirements more explicit to ensure compliance. As part of the updated requirements of PBHE 560, students must now produce at least 2 products that result from the project that is beneficial to an organization, address at least 3 MPH foundational competencies (1 of which must be a leadership MPH foundational competency), and address at least 2 MPH concentration competencies. A list of our MPH concentration competencies has been included in the syllabus. These changes have been updated in the PBHE 560 syllabus, to be implemented in Summer 2022.

D6. DrPH Applied Practice Experience

Not applicable.

D7. MPH Integrative Learning Experience

MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student's educational and professional goals.

Professional certification exams (eg, CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the ILE, but are not in and of themselves sufficient to satisfy this criterion.

The program identifies assessment methods that ensure that at least one faculty member reviews each student's performance in the ILE and ensures that the experience addresses the selected foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (eg, preceptors).

- 1) List, in the format of Template D7-1, the integrative learning experience for each MPH concentration, generalist degree or combined degree option that includes the MPH. The template also requires the program to explain, for each experience, how it ensures that the experience demonstrates synthesis of competencies.

Integrative learning experience (list all options)	How competencies are synthesized
Capstone Project	Students self-identify at least 2 MPH foundational competencies and 1 MPH concentration competency in Semester 1 for their Capstone Project; the Project Advisor approves the proposal and identified competencies; the Advisory Committee (three graduate faculty members) uses an evaluation rubric that is populated with the competencies to assess the student's ability to appropriately integrate and synthesize at the end of Semester 2.
Capstone Thesis	Students self-identify at least 2 MPH foundational competencies and 1 MPH concentration competency in Semester 1 for their Capstone Thesis; the Thesis Advisor approves the proposal and identified competencies; the Advisory Committee (three graduate faculty members) uses an evaluation rubric that is populated with the competencies to assess the student's ability to appropriately integrate and synthesize at the end of Semester 2.

- 2) Briefly summarize the process, expectations and assessment for each integrative learning experience.

Overview (MPH):

Overall, the MPH Capstone is students' culminating project that demonstrates their mastery of basic Public Health competencies, concepts, knowledge, and skills. Students have two Capstone options that they can pursue: (1) Public Health Project or (2) Thesis. First, the Capstone Project is encouraged for any student who desires to work on an applied Public Health project (e.g., research study, program evaluation, needs assessment) that does not necessarily involve a research study nor result in a manuscript for publication, though these options are available for Project students, as well. Most MPH students complete the Capstone Project. Second, the Capstone Thesis option is available for a student who desires to submit a manuscript for

publication. This option is appropriate for students with a strong interest in research and/or a strong interest in doctoral studies.

For PBHE 599A: Capstone Project, students self-identify at least 2 MPH foundational competencies and 1 MPH concentration competency in the Capstone--Semester 1 Form that is submitted to the Graduate Program Director at the beginning of PBHE 599A: Capstone--Semester 1 course (Fall); students must list them again in the Capstone--Semester 2 Form that is submitted at the beginning of the Semester 2 course (Spring). The Advisory Committee (three graduate faculty members) are provided these Competencies in the evaluation of the final e-binder in their assessment of the student's ability to demonstrate their mastery of basic Public Health competencies, concepts, knowledge, and skills.

For PBHE 599B: Capstone Thesis, students self-identify at least 2 MPH foundational competencies and 1 MPH concentration competency in the Capstone--Semester 1 Form that is submitted to the Graduate Program Director at the beginning of PBHE 599B: Capstone--Semester 1 course (Fall); students must list them again in the Capstone--Semester 2 Form that is submitted at the beginning of the Semester 2 course (Spring). The Advisory Committee (three graduate faculty members) are provided these Competencies in the evaluation of the final e-binder in their assessment of the student's ability to demonstrate their mastery of basic Public Health competencies, concepts, knowledge, and skills.

The Graduate Program Director serves as the primary Capstone Advisor for all Project students. Thesis students may select their Thesis Advisor upon mutual agreement with the graduate faculty member. The student's Capstone Advisory Committee comprises of 2 other Public Health graduate faculty members; typically, the Graduate Program Director and 1 other graduate faculty member. The Graduate Program Director reviews all students' performance in the Capstone by assessing all final e-binders at the end of the Capstone.

Process/Assessment (MPH):

Once all first-year course work for students is complete, all Project/Thesis students are able to register for PBHE 599A (Project) or PBHE 599B (Thesis): Capstone--Semester 1. During this semester, students develop the first 4 sections of their e-binder, including the Background and Significance, Methods, References, and a complete Literature Review. Thesis students also prepare a proposal defense presentation to their Advisory Committee that highlights key background and significance information related to their proposed Thesis and provides an overview of the anticipated methods. This presentation serves to provide Thesis students an opportunity to ask questions and obtain important, preliminary feedback on their anticipated methods and analytic plan from their Advisory Committee.

In PBHE 599A/B: Capstone--Semester 2, Project students prepare an e-binder that describes the Project and other relevant components: Title Page, Abstract, Table of Contents, Background and Significance, Literature Review, Methods, Results, Discussion, References, and Appendices (if applicable). At the end of the Project, students prepare a professional poster that highlights their key findings as part of the MPH Capstone Poster Presentation. Each student is prepared to present their work and answer questions from the audience.

In addition, Thesis students develop a manuscript as part of their e-binder that is complete and suitable to a peer-reviewed journal that is agreed upon by the Advisory Committee and the student. The format of the final e-binder can either conform to the Graduate School's formatting requirements or conform to the journal's formatting instructions. If choosing to conform to the journal's formatting instructions, the student must prepare the manuscript according to the instructions for a full-length article. Brief reports, letters, or other short-form articles are not acceptable for Capstone requirements, although they can be formatted after final submission to adhere to the journal's requirements for short-form articles. Regardless of the format, the content of the final e-binder must be publishable – that is, the e-binder should include content that is appropriate and suitable to a peer-reviewed journal.

For both Project and Thesis students, successful completion and approval of the final Capstone e-binder are determined by a unanimous evaluation by the Advisory Committee that the student has Met or Exceeded Expectations and, thus, has earned a Satisfactory grade and passed the Capstone course. The Advisory Committee uses an evaluation form to determine whether the student Exceeded, Met, or Did Not Meet Expectations that is submitted to the Graduate Program Director to review all scores and determine the status of the final e-binder. If approved and the student has Met or Exceeded Expectations, a confirmation message is sent to each student by the Graduate Program Director. For students who fail to meet expectations or further determination is deemed necessary to ensure the student can demonstrate mastery of basic Public Health competencies, concepts, knowledge, and skills, a Capstone Revision Response may be requested by the Capstone Advisor. Students typically will have about 1-2 weeks to complete the Revision Response; up to 2 opportunities may be provided for a Revision Response to address the Advisory Committee's concerns.

Joint degree students (MPH-PharmD and MPH-MBA):

The Capstone process for joint degree students is similar to that of other MPH students. Joint degree students in the MPH-PharmD and MPH-MBA joint programs must emphasize foci from both respective programs in their Capstone projects and fulfill the exit requirements for the MPH degree. That is, MPH-PharmD students must focus their Capstones on public health and pharmacy, and MPH-MBA students must focus on public health and business.

- 3) **Provide documentation, including syllabi and/or handbooks that communicates integrative learning experience policies and procedures to students.**

Copies of the Capstone Guide, Schedule, and Forms are located in *ERF D7. MPH Integrative Learning Experience*.

- 4) **Provide documentation, including rubrics or guidelines that explains the methods through which faculty and/or other qualified individuals assess the integrative learning experience with regard to students' demonstration of the selected competencies.**

A copy of the faculty's evaluation sheet for the Capstone is located in *ERF D7. MPH Integrative Learning Experience — 4. Capstone Requirement Summary Sheet-MPH 2022*.

- 5) **Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations, if applicable. The program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.**

Copies of five student Capstone samples are located in *ERF D7. MPH Integrative Learning Experience*.

- 6) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Weakness:

In the past, students in PBHE 599A/B did not self-identify MPH competencies. In 2021, students self-identified at least 3 MPH foundational competencies.

- **Plan for Improvement:** As part of the updated requirements of PBHE 599A/B, students must now address at least 2 MPH foundational competencies and at least 1 MPH concentration competency. These changes will be updated in the MPH Capstone Guide, to be implemented in 2022.

D8. DrPH Integrative Learning Experience

Not Applicable.

D9. Public Health Bachelor's Degree General Curriculum

The overall undergraduate curriculum (eg, general education, liberal learning, essential knowledge and competencies, etc.) introduces students to the domains. The curriculum addresses these domains through any combination of learning experiences throughout the undergraduate curriculum, including general education courses defined by the institution as well as concentration and major requirements or electives.

1) List the coursework required for the program's bachelor's degree.

Our overall Undergraduate curriculum (e.g., general education, liberal learning, essential knowledge and skills, etc.) for a Bachelor of Science in Public Health (BSPH) introduces students to the below domains. The curriculum addresses these domains through any combination of learning experiences throughout the Undergraduate curriculum, including general education courses defined by the institution as well as concentration and major requirements or electives.

To meet the general education requirements students must complete a minimum of 120 credit hours distributed as follows.

General Education Requirements:

Foundations: All students are required to take five courses in three areas. All students are required to take five (5) Foundations courses which develop competencies in the three areas of written and oral communication, logic, and quantitative literacy that form the basis of information literacy and scientific literacy:

Examples of these courses include:

- RA 101 Reasoning and Argumentation
- ACS 101 Public Speaking
- QR 101 Quantitative Reasoning
- STAT 107 or 244

Breadth Areas: All students are required to take six (6) Breadth courses (one from each of the following areas) which provide the opportunity to explore the breadth of human knowledge by introducing students to the principles, substance, and methodology of disciplines beyond their major. These courses are distributed across six Breadth Areas:

- Fine and Performing Arts (BFPA): Includes courses in Art and Design, Music, and Theater and Dance that expose students to the methods and products of human creativity;
- Humanities (BHUM): Includes courses in English Language and Literature, Foreign Languages and Literature, Historical Studies, and Philosophy that explore and interpret various expressions of the human condition;
- Information and Communication in Society (BICS): Includes courses in Computer Science, Computer Management and Information Systems, Foreign Languages and Literature, Mass Communications, and Mathematics and Statistics that address the diversity of forms of communication in the contemporary world and the ways that communication shapes and is shaped by social institutions;
- Life Sciences (BLS)*: Includes courses in Anthropology, Biological Sciences, Environmental Sciences, and Applied Health that explore the structures of and laws governing living organisms and related systems;
- Physical Sciences (BPS): Includes courses in Chemistry, Geography, Mathematics and Statistics, and Physics that explore the structures of and laws governing the physical world and Universe;

- Social Sciences (BSS): Includes courses in Anthropology, Economics, Geography, Historical Studies, Political Science, Psychology, and Sociology and Criminal Justice Studies that study human behavior and social systems.

*For any student earning a Bachelor of Science degree (e.g., in Public Health), the University requires them to complete a Breadth-Life Science course. BIOL 111 Contemporary Biology is a very popular course that many students choose to take for this requirement. Students in the science majors take BIOL 111 or a higher level biology to fulfill this requirement. Although some students do choose to take ANTH 111A Human Ancestry and Adaptations which also satisfies Breadth-Life Science.

Interdisciplinary Studies (IS): All students are required to take one (1) Interdisciplinary Studies course to foster awareness of the interrelationships among branches of human knowledge.

Experiences:

- First Semester Transition (FST): All new freshmen are required to enroll in a First Semester Transition course that introduces students to university learning, expectations and procedures by exploring various topics of academic and civic interest with a faculty member;
- Laboratory Experience (EL): All students are required to take a laboratory course in order to develop scientific literacy that helps shape informed citizens;
- United States Cultures Experience (EUSC): All students are required to take a course or complete an approved project or activity that explores the diverse, pluralistic population of the United States and the contributions these diverse groups have made to our shared culture;
- Global Cultures Experience (EGC): All students are required to take a course or complete an approved project or activity that explores one or more non-U.S. cultures in order to gain an appreciation and understanding of human diversity in a dense, globally interconnected world;
- Health Experience (EH): All students are required to participate in a health-related course or complete an approved project or activity in order to promote improved health and well-being.

Prerequisites: All students who wish to declare public health as a major are required to complete English 101 and 102 and Statistics 107 with a grade of C or better.

Senior Assignment: All seniors are required to complete the Senior Assignment that demonstrates breadth commensurate with SIUE's general education expectations and proficiency in the academic major. The Senior Assignment represents the culmination of the entire undergraduate experience at SIUE and integrates the best aspects of each student's baccalaureate education. Each academic major has its own Senior Assignment, so the specifics of the requirement vary, but they share a challenge to each SIUE student to achieve individual academic excellence. This is what distinguishes baccalaureate education at SIUE.

B.S. Degree: Must complete at least eight (8) courses in the sciences (life, physical or social), including, as part of those eight courses, two (2) courses designated as labs (EL).

The general education and BSPH degree requirements can be found here:

<https://www.siu.edu/academics/undergraduate/degrees-and-programs/public-health/degree-requirements.shtml>

A sample curriculum for Public Health students can be found here:

<https://www.siu.edu/academics/undergraduate/degrees-and-programs/public-health/curriculum.shtml>

- 2) **Provide official documentation of the required components and total length of the degree, in the form of an institutional catalog or online resource. Provide hyperlinks to documents**

if they are available online, or include copies of any documents that are not available online.

A copy of the BSPH Program profile is located in *ERF D9. Public Health Bachelor's Degree General Curriculum — 2. UG_Public_Health_FINAL*.

- 3) Provide a matrix, in the format of Template D9-1, that indicates the courses/experience(s) that ensure that students are introduced to each of the domains indicated. Template D9-1 requires the program to identify the experiences that introduce each domain.

Domains	Courses and other learning experiences through which students are introduced to the domains specified
<p>Science: Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease</p>	<p>General Education Requirement: BIOL 111 Contemporary Biology: Contributions of biology to understanding ourselves and our world. Development, nature and human implications of cell theory, heredity, the modern synthetic theory of evolution, population dynamics, ecology and environmental problems.</p> <p>General Education Requirement: BIOL 205 Human Diseases: A molecular, cellular, organismic or environmental approach to the human body and its dysfunctions, disorders and diseases including their causes, treatments and recent biomedical advances.</p> <p>Required PBHE 111 Personal Health: Infectious and Noninfectious Disease – Students are introduced to the scientific knowledge of disease etiology, pathology, immunity, vaccines, major emerging and resurgent diseases, antimicrobial resistance, sexually transmitted infections, including human immunodeficiency virus. Students experience learning opportunities related to disease transmission and prevention in both typical and atypical populations.</p> <p>PBHE 111 Personal Health: Anatomy and physiology of the heart and circulatory system and the importance of healthy heart function. Students explore incidence, prevalence, and outcomes of cardiovascular disease through hands-on work with web-based educational materials. We also review major types of cardiovascular disease, controllable and non-controllable risk factors, methods of prevention, and current strategies for diagnosis and treatment.</p> <p>PBHE 111 Personal Health: Cancer – etiology, types of cancer, risks posed to different people based on age and life stage difference, risk factors, strategies and recommendations for prevention, screening, and treatment.</p> <p>Elective PBHE 210 Sexual Health: Discussion of the biological processes involved in sexual health including reproductive anatomy and physiology, sexual response cycle, conception, pregnancy and childbirth, sexually transmitted infections including HIV.</p> <p>Elective PBHE 220 Drug Use and Abuse: Discussion of the biological processes involved in drug dependence and the effects of drugs on the human system.</p>

<p>Social and Behavioral Sciences: Introduction to the foundations of social and behavioral sciences</p>	<p>General Education Requirement: Breadth Area in Social Sciences: Includes courses in Anthropology, Economics, Geography, Historical Studies, Political Science, Psychology, and Sociology and Criminal Justice Studies that study human behavior and social systems.</p> <p>Elective PBHE 210 Sexual Health: Discusses the psychological and sociological aspects of human sexuality including development across the lifespan, sexual attitudes and behaviors across populations and different cultures, relationships, love, communication, sexual dysfunction and therapy.</p> <p>Elective PBHE 220 Drug Use and Abuse: Discusses the psychological, social, and legal aspects of drug use and abuse including factors influencing drug use, drug use behaviors and attitudes across populations, supply vs. demand reduction and drug treatment approaches.</p> <p>Required PBHE 305 Foundations of Community Health: Discusses behavior change theories and program planning models related to program development and behavior change from a social ecological perspective.</p> <p>Required PBHE 405 Health Coaching: Discusses behavior change theories and counseling theories, compliance, and treatment adherence from a sociopsychological perspective.</p>
<p>Math/Quantitative Reasoning: Introduction to basic statistics</p>	<p>Required STAT 107 Concepts of Statistics: Basic concepts of descriptive statistics; probability distribution and inferential statistics (estimating parameters and testing hypotheses); sampling, experimental design, correlation and regression, consumer price index.</p> <p>OR</p> <p>STAT 244 Statistics: Summarizing data, including distributions, change and growth, relationships. Basics of survey design and experimental design. Inferential statistics, including confidence intervals and hypothesis testing.</p> <p>Required PBHE 353 Public Health Data Analysis</p> <p>Required PBHE 375 Research Methods</p> <p>Required PBHE 491 Program Planning & Evaluation in Community Health</p>
<p>Humanities/Fine Arts: Introduction to the humanities/fine arts</p>	<p>Breadth area in Humanities: Includes courses in English Language and Literature, Foreign Languages and Literature, Historical Studies, and Philosophy that explore and interpret various expressions of the human condition;</p> <p>Breadth area in Fine and Performing Arts: Includes courses in Art and Design, Music, and Theater and Dance that expose students to the methods and products of human creativity.</p>

4) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

D10. Public Health Bachelor’s Degree Foundational Domains

The requirements for the public health major or concentration provide instruction in the domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework (ie, the program may identify multiple learning experiences that address a domain—the domains listed below do not each require a single designated course).

If the program intends to prepare students for a specific credential, the curriculum must also address the areas of instruction required for credential eligibility (eg, CHES).

- 1) Provide a matrix, in the format of Template D10-1, that indicates the courses/experience(s) that ensure that students are exposed to each of the domains indicated. Template D10-1 requires the program to identify the learning experiences that introduce and reinforce each domain. Include a footnote with the template that provides the program’s definition of “introduced” and “covered.”

Public Health Domains		Course Name and Number														
		PBHE 111: Personal Health	PBHE 305: Foundations of Community Health	PBHE 353: Public Health Data Analysis	PBHE 363: Health Policy and Management	PBHE 370: Instructional Strategies in Community Health	PBHE 375: Research Methods	PBHE 405: Health Coaching	PBHE 410: Environmental Health	PBHE 420: Contemporary and Controversial Issues in Health	PBHE 455: Introduction to Epidemiology	PBHE 490: Program Planning in Community Health*	PBHE 491: Program Planning and Evaluation in Community Health*	PBHE 495: Grant Writing in Public Health	PBHE 498: Senior Professional Seminar	PBHE 499: Internship in Public Health**
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society																
	Public Health History	I	C				I		I	C	I	I			I	
	Public Health Philosophy	I	C			I				C	I				I	C
	Core PH Values	C	C			C				C	I				I	C
	Core PH Concepts	C	C			C					I				I	C
	Global Functions of Public Health	I	C			C					I				I	
	Societal Functions of Public Health	C	C		I	C				C	I	I			I	

Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice																
	Basic Concepts of Data Collection	/	/	C	/	/	C				C	/	C		/	
	Basic Methods of Data Collection		/	C	/	/	C				C	/	C	/	/	
	Basic Tools of Data Collection		/	C	/	/	C					/	C		/	
	Data Usage	/	/	C	/	/	C			/	C	C	C	/	/	
	Data Analysis		/	C	/	/	C				C	/	C		/	
	Evidence-based Approaches	/	/	C	/	/	C			C	C	C	C	/	/	C
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations																
	Population Health Concepts	C	C		C	C			/	/	C				/	C
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations	/	C		C	C				/	C	C	C	/	/	C
	Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	/	C		C	/				/	C	C	C	/	/	C

Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course																
	Science of Human Health and Disease	C	C						C	C	C				/	
	Health Promotion	C	C		C	C		/	C	C	C	C	C	/	/	C
	Health Protection	C	C		C	C		/		C	C	/		/	/	C
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities																
	Socio-economic Impacts on Human Health and Health Disparities	C	C	/	C	C		C		C	C	C		/	/	/
	Behavioral Factors Impacts on Human Health and Health Disparities	C	C	/	C	C		C	C	C	C	C		/	/	/
	Biological Factors Impacts on Human Health and Health Disparities	C	C	/	C	C		/		C	C	/		/		/
	Environmental Factors Impacts on Human Health and Health Disparities	C	C	/	C	C		/	C	C	C	C	C	/	/	/

Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation																
	Introduction to Planning Concepts and Features	I	C		I	I					I	C	C	I	I	C
	Introduction to Assessment Concepts and Features		C		I	I		C			I	C	C	I	I	C
	Introduction to Evaluation Concepts and Features		C		I	I					I	C	C	I	I	C
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries																
	Characteristics and Structures of the U.S. Health System	C	C		C					I					C	
	Comparative Health Systems	C	C		C											

Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government																
	Legal dimensions of health care and public health policy	/	/		C	/									/	
	Ethical dimensions of health care and public health policy	/	/		C	/	C	C		C					C	
	Economical dimensions of health care and public health policy	/	/		C	/				/					/	
	Regulatory dimensions of health care and public health policy		/		C	/			C	/	/				/	
	Governmental Agency Roles in health care and public health policy	/	C		C	/			C	/	/				/	

Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology																
	Technical writing	I	C	C	C	I	C	C			C	C	C	C	I	C
	Professional writing	C	C	C	C	I				C	C	C	C	C	C	C
	Use of Mass Media	I	C		C	C					C	C			I	C
	Use of Electronic Technology	I	C		C	C						I	I		C	C
<i>*Experiential activity</i>	<i>**Cumulative experience</i>															

I=Introduced. Concept not thoroughly discussed as it pertains to the course. For example, the topic may have been discussed as part of a lecture on a related topic but was not discussed as the main topic or was only discussed once or twice throughout the semester. Topics that are introduced require the students to memorize or understand the material.

C=Covered. Concept was covered thoroughly as it pertains to the course. For a topic to be considered Covered, it must have been the main topic of at least one lecture for the semester or was discussed as part of a lecture multiple times during the semester as it pertains to the topic and the students must be able to apply, analyze and/or evaluate the material successfully.

- 2) **Include the most recent syllabus from each course listed in Template D10-1, or written guidelines, such as a handbook, for any required experience(s) listed in Template D10-1 that do not have a syllabus.**

Copies of all referenced syllabi are located in *ERF D10. Public Health Bachelor's Degree Foundational Domains*.

- 3) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

D11. Public Health Bachelor’s Degree Foundational Competencies

Students must demonstrate the following competencies:

- the ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences
- the ability to locate, use, evaluate and synthesize public health information

1) Provide a matrix, in the format of Template D11-1, that indicates the assessment opportunities that ensure that students demonstrate the stated competencies.

Competencies		Course number(s) & name(s) or other educational requirements	Specific assessment opportunity
Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences			
	Oral communication	PBHE 405: Health Coaching PBHE 495: Grant Writing in Public Health	Counseling practice: skill labs in class. Presentation of group grant proposal to class.
	Written communication	PBHE 305: Foundations of Community Health PBHE 370: Instructional Strategies in Community Health PBHE 455: Introduction to Epidemiology PBHE 495: Grant Writing in Public Health	Reflection papers (careers, service-learning), professional philosophy paper. Social media campaign assignment. Throughout the course students complete 4 writing projects to develop specific professional writing skills as epidemiologists. Students prepare a group grant proposal to a real funding mechanism (e.g., Robert Wood Johnson Foundation).

	Communicate with diverse audiences	PBHE 370: Instructional Strategies in Community Health	Social media campaign and health communication campaign where students address and prepare communication with diverse audiences through different instructional strategies on a health topic of their choice.
	Communicate through variety of media	PBHE 370: Instructional Strategies in Community Health	Social media campaign and health communication campaign where students address and prepare communication with diverse audiences through different instructional strategies on a health topic of their choice.
Information Literacy: Students should be able to locate, use, evaluate and synthesize public health information			
	Locate information	PBHE 305: Foundations of Community Health PBHE 410: Environmental Health PBHE 491: Program Planning & Evaluation in Community Health PBHE 455: Introduction to Epidemiology PBHE 495: Grant	Students research academic sources (e.g., peer reviewed journals) and present information. Students complete a Data and Data Sources Skills Homework in which they learn about primary vs. secondary data and also to locate data to answer questions about disease burden. Students use

		Writing in Public Health	academic sources to develop the significance section of their group grant proposal.
	Use information	<p>PBHE 363: Health Policy & Management</p> <p>PBHE 410: Environmental Health</p> <p>PBHE 491: Program Planning & Evaluation in Community Health</p> <p>PBHE 495: Grant Writing in Public Health</p>	<p>Students locate information through a variety of academic sources for written assignments (e.g., policy analysis).</p> <p>Students create a plan to implement and evaluate a health promotion program for a target population.</p> <p>Students use academic sources to develop the significance section and program plan of their group grant proposal.</p>
	Evaluate information	<p>PBHE 305: Foundations of Community Health</p> <p>PBHE 410: Environmental Health</p> <p>PBHE 455: Introduction to Epidemiology</p> <p>PBHE 420: Contemporary & Controversial Issues in Health</p>	<p>Students evaluate current news articles to assess whether they are credible and scholarly.</p> <p>Students analyze both primary and secondary data and are given clear instructions to identify the validity and reliability of the data.</p> <p>Students select an article from the peer-reviewed literature to evaluate the relevance and appropriateness of the current information. The literature selected must be published within the previous 3 years and focus on a news-worthy public health issue.</p>

Synthesize information	PBHE 410: Environmental Health	Students complete a “Synthesis Matrix” assignment where they describe three main ideas from multiple readings, then to categorize and synthesize the information they learned into a written reflection paper.
	PBHE 455: Introduction to Epidemiology	Students summarize information and write an annotated bibliographical paper.
	PBHE 491: Program Planning & Evaluation in Community Health	Students create a plan to implement and evaluate a health promotion program for a target population.
	PBHE 495: Grant Writing in Public Health	Students use the information located from academic sources to develop the significance section and program plan of their group grant proposal.

- 2) **Include the most recent syllabus from each course listed in Template D11-1, or written guidelines, such as handbook, for any required elements listed in Template D11-1 that do not have a syllabus.**

Copies of all referenced syllabi are located in *ERF D11. Public Health Bachelor’s Degree Foundational Competencies — Syllabi*.

- 3) **If applicable, include examples of student work indicated in Template D11-1.**

Examples of student work are located in *ERF D11. Public Health Bachelor’s Degree Foundational Competencies — Student Examples*.

- 4) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

D12. Public Health Bachelor’s Degree Cumulative and Experiential Activities

Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

- 1) Provide a matrix, in the format of Template D12-1, that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated.

Cumulative and Experiential Activity (internships, research papers, service-learning projects, etc.)	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.
PBHE 305: Foundations in Community Health <i>Experiential</i>	Students are required to complete at least 10 hours of service-learning in a health education/public health setting. This is often the first time students are exposed to working in public health and the Public Health Domains and Areas of Responsibility. This allows students an opportunity to see the types of settings and jobs that public health professionals work in. At the end of the service-learning experience, students write a reflective paper relating the Public Health Domains and Areas of Responsibility to the work they completed.
PBHE 491: Program Planning & Evaluation in Community Health <i>Cumulative</i>	Students apply appropriate theoretical and planning models to guide a project to plan an implementation and evaluation of a health promotion program in a community setting. They provide evidence they have considered the issues, approaches, and techniques that public health professionals utilize in planning and implementing strategies to assist communities improve health status and health-promotive behaviors.
PBHE 495: Grant Writing in Public Health <i>Cumulative</i>	Students develop and write a hypothetical group grant proposal to a real funding mechanism (e.g., the Robert Wood Johnson Foundation) for a program to a target population and health issue of their choice.
PBHE 499: Internship in Public Health <i>Experiential and Cumulative</i>	Students are required to complete a 250+-hour internship experience as their culminating experience in the Public Health Program. Students must relate the internship experience to the Public Health Domains. Typically, students spend a semester working approximately 20 hours per week with a community agency of their choosing to complete public health projects. This is a culminating experience designed to give students hands-on practice working in a public health area. Students are required to write a paper at the end of the internship reflecting on their experience with the internship, their course work in the program, and their competence in the Public Health Domains. Students have the opportunity to implement the program

plan they created in PBHE 491 in their internship experience.

2) **Include examples of student work that relate to the cumulative and experiential activities.**

Examples of student work are located in *ERF D12. Public Health Bachelor's Degree Cumulative and Experiential Activities — Student Examples*.

3) **Briefly describe the means through which the program implements the cumulative experience and field exposure requirements.**

Throughout the Undergraduate curriculum, students have the opportunity to integrate, synthesize, and apply knowledge through experiential learning. All Undergraduate students are required to complete PBHE 305: Foundations of Community Health, which includes a service learning component; PBHE 375: Research Methods in Public Health where students create and validate a data collection instrument for a community organization or agency; PBHE 490: Program Planning in Community Health and PBHE 491: Program Planning & Evaluation in Community Health where students examine needs and develop, implement, and evaluate a public health program for a community; and PBHE 499: Internship in Public Health where students complete an internship with a community agency or organization.

4) **Include handbooks, websites, forms and other documentation relating to the cumulative experience and field exposure. Provide hyperlinks to documents if they are available online, or include electronic copies of any documents that are not available online.**

Copies of documentation are located in *ERF D12. Public Health Bachelor's Degree Cumulative and Experiential Activities — Documentation*.

D13. Public Health Bachelor’s Degree Cross-Cutting Concepts and Experiences

The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education and lifelong learning. Students are exposed to concepts through any combination of learning experiences and co-curricular experiences.

- 1) Briefly describe, in the format of Template D13-1, of the manner in which the curriculum and co-curricular experiences expose students to the concepts identified.

The University and Department emphasize readiness for career and/or graduate or professional school from orientation through graduation. To ensure that students are career ready upon graduation, our Program curricular and co-curricular activities are provided with this intention. The Public Health faculty are dedicated to preparing students to succeed in their academic and career goals and consistently encourage students to participate in community projects, research projects, career development events, and professional organizations. The main curricular activity that we provide is the culminating internship, PBHE 499. The internship is designed to allow students an opportunity to apply all the skills learned during the course of the Program, including critical thinking, independent work ethic, teamwork, and leadership, as well as professionalism and networking.

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Advocacy for protection and promotion of the public’s health at all levels of society	<p>In PBHE 420, students identify and discuss health disparities among different populations.</p> <p>Students in Eta Sigma Gamma--Gamma Delta chapter often participate in health fairs at local schools, providing health education to youth. They also participate in community outreach for our Public Health Program, providing information and resources about the field and our Program (e.g., advocacy day, SIUE careers day).</p> <p>In PBHE 491, students locate and read journal articles and trusted other sources about a selected health concern and complete a social, epidemiological, educational, and ecological assessment using the PRECEDE-PROCEED model.</p>
Community dynamics	<p>Students in Eta Sigma Gamma--Gamma Delta chapter work with various community organizations (e.g., Madison County Health Department) to implement health education/public health programming.</p>
Critical thinking and creativity	<p>In PBHE 363, students review a public health policy, analyze it, and write a policy memo to propose alternatives to improve the policy.</p> <p>In PBHE 420, students analyze the strength of arguments intended to support viewpoints (claims) related to controversial issues and formulate viewpoints on issues that are based on, and consistent with, public health principles and rational, scientific evidence.</p> <p>In PBHE 455, students review journal articles for a particular health topic, determine the likelihood of a causal relationship between an exposure and a health outcome, and write a paper on it.</p>

Cultural contexts in which public health professionals work	<p>In PBHE 370 and 410, most assignments have a heavy emphasis on cultural competence.</p> <p>In PBHE 498, students re-evaluate their cultural competence based on their previous professional experiences.</p>
Ethical decision making as related to self and society	<p>In PBHE 305, students learn the process of ethical decision-making through lecture, discussion, and case studies. The case studies provide students with the opportunity to reflect on their own decisions. Through the discussions, we address their responsibility to the public, the profession, and employers.</p> <p>In PBHE 375, students work through a module on research ethics.</p> <p>In PBHE 420, students develop skills in making comparisons of information, points of view, and interpretation of controversial topics to formulate reasoned personal and professional opinions and articulate their professional responsibility to the public, the profession, and employers.</p> <p>In PBHE 455, students learn research ethics through case studies.</p>
Independent work and a personal work ethic	<p>In PBHE 410, students are required to complete individual and group research projects.</p> <p>In PBHE 491, students independently author a culminating 20+ page project proposal, submitting section drafts consistently throughout the semester.</p> <p>In PBHE 498, both students and guest speakers discuss independent work and a personal work ethic.</p>
Networking	<p>In PBHE 498, students participate in social networking events and mock interviews.</p> <p>Students in Eta Sigma Gamma--Gamma Delta chapter collaborate with various community organizations (e.g., Madison County Health Department) and campus organizations to implement and promote health education/public health programming</p> <p>Students are encouraged to attend and/or present at professional conferences (e.g. Society for Public Health Education [SOPHE], Illinois Public Health Association [IPHA]) as a networking opportunity. Faculty can attend conferences with students offering networking opportunities.</p>
Organizational dynamics	<p>In PBHE 363, students discuss organizational dynamics, with guest lectures from community organizations.</p>

Professionalism	<p>In PBHE 305, students work with community partners to complete service-learning hours. As part of the course, students develop a resume that they are encouraged to update throughout the Program. The Undergraduate Program Director also provides a guest presentation to review and discuss our Program's Standards of Professional Conduct.</p> <p>In PBHE 491, students deliver a professional presentation of their Senior Proposal to University faculty, stakeholders, and future professionals.</p> <p>In PBHE 498, students practice professionalism through preparing job applications, participating in mock interviews, and developing a professional presence.</p> <p>In PBHE 499, students are required to promote professionalism in the context of their internship experience.</p> <p>Students in Eta Sigma Gamma--Gamma Delta chapter work with community and campus organizations and are required to maintain a professional appearance and attitude at all times.</p> <p>Students are encouraged to attend and/or present at professional conferences (e.g., Society for Public Health Education [SOPHE], Illinois Public Health Association [IPHA]) that offer students the opportunity to practice professionalism.</p>
Research methods	<p>In PBHE 375, students learn quantitative and qualitative research methods.</p> <p>In PBHE 455, students learn and apply epidemiological study designs.</p> <p>Program faculty can participate in the University's Undergraduate Research and Creative Assistant (URCA) program. Faculty work with undergraduate students as part of this program where they are mentored and learn research skills while working with faculty on a project.</p>
Systems thinking	<p>In PBHE 353, 375, 455, 491, and 498, students learn systematic thinking and reasoning and how to systematically organize and report data.</p> <p>In PBHE 375, students learn theories for Qualitative Research Methods, particularly Phenomenology, Discourse Analysis, Grounded Theory, and Ethnography. Students discuss which theories incorporate broader social and political contexts for the research approach.</p> <p>In PBHE 491, students consider health issues within program planning frameworks that consider health knowledge, beliefs, skills, and behaviors within a larger societal, political, financial whole.</p>

Teamwork and leadership	<p>In PBHE 490, students take turns to record collaborative notes based on the class meeting agendas.</p> <p>In PBHE 455 and 495, students conduct group projects and develop their leadership skills.</p> <p>Students in Eta Sigma Gamma--Gamma Delta chapter promote leadership skills and teamwork in planning and implementing health promotion events in the community and on campus.</p>
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- 2) **Provide syllabi for all required coursework for the major and/or courses that relate to the domains listed above. Syllabi should be provided as individual files in the electronic resource file and should reflect the current semester or most recent offering of the course.**

Copies of all referenced syllabi are located in *ERF D13. Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences.*

- 3) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

D14. MPH Program Length

An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for completion.

Programs use university definitions for credit hours.

- 1) Provide information about the minimum credit-hour requirements for all MPH degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form.**

Our MPH Program requires a minimum of 42 semester hours. Students are required to complete 33 hours of public health core courses and 9 hours of leadership-focused electives. Of the 42 semester hours required, at least 28 hours must be completed at SIUE. Although 14 hours can be completed outside of SIUE (e.g., electives), students must complete all public health core courses, which are only offered by our Program at SIUE.

In order to remain in good standing, students must maintain a GPA of 3.0 or higher and earn a grade of B or above in all required core courses. In addition to successful completion of the program of study, students are required to complete a capstone project in their second year within the six-credit hour capstone course, PBHE 599A: Capstone Project or PBHE 599B: Capstone Thesis. Students may choose to complete a thesis as their Capstone, but a thesis is not required. Students must successfully complete the Capstone with a Satisfactory grade.

- 2) Define a credit with regard to classroom/contact hours.**

One credit is equivalent to approximately one classroom/contact hour per week. It is generally expected that each credit hour equates to approximately one hour of outside work (i.e., homework, assignments) per student each week.

D15. DrPH Program Length

Not Applicable.

D16. Bachelor's Degree Program Length

A public health bachelor's degree requires completion of a total number of credit units commensurate with other similar degree programs in the university.

Programs use university definitions for credit hours.

- 1) Provide information about the minimum credit-hour requirements for all bachelor's degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form.**

To meet the general education requirements, all Bachelor of Science in Public Health (BSPH) students must complete a minimum of 120 credit hours. This includes a minimum of 54 credit hours of general education requirements and at least 63 hours of coursework in their major core and elective classes (120 minimum for graduation).

The degree requirements for our BSPH are available on our website:

<https://www.siu.edu/academics/undergraduate/degrees-and-programs/public-health/degree-requirements.shtml>

The graduation requirements for our BSPH are also available on our website:

<https://www.siu.edu/academics/undergraduate/degrees-and-programs/public-health/graduation-requirements.shtml>

The following core courses are required of all BSPH students:

- PBHE 111: Personal Health
- PBHE 305: Foundations of Community Health
- PBHE 353: Public Health Data Analysis
- PBHE 363: Health Policy and Management
- PBHE 370: Instructional Strategies in Community Health
- PBHE 375: Research Methods in Public Health
- PBHE 405: Health Coaching
- PBHE 410: Environmental Health
- PBHE 420: Contemporary and Controversial Issues in Health
- PBHE 455: Introduction to Epidemiology
- PBHE 490: Program Planning in Community Health
- PBHE 491: Program Planning and Evaluation in Community Health
- PBHE 495: Grant Writing in Public Health
- PBHE 498: Senior Professional Seminar
- PBHE 499: Internship in Public Health

In addition to the core courses, students are expected to complete at least 15 credit hours of approved electives. In consultation with their academic advisor, students can select from a variety of electives that meet their professional development needs and interest areas. Suggested electives include, but are not limited to, the following:

- | | |
|---|---|
| • ANTH 352 – Medical Anthropology | • Communications |
| • ANTH 366 – Human Variation | • BIOL 330 – Environmental Health & Waste Management (crossed listed as ENSC 330) |
| • ACS 304 – Conflict Management & Communication | • CJ 311 – Perspectives on Terrorism |
| • ACS 311 – Intercultural Communications | • CJ 420 – US Drug Policy |
| • ACS 370 – Health | • CJ 464 – Mental Health & the |

- Criminal System
- ENSC 125 – Topics of Environmental Health & Toxicology
- ENSC 437 – Industrial Hygiene (330 prereq)
- ENSC 477 – Industrial Monitoring & Risk Assessment
- GEOG 205 – Human Geography
- GEOG 404 – Medical Geography (205 prereq)
- GEOG 418 – Geographic Info Systems
- GEOG 454 – Topics in Regional Geography: GIS for Medical Geography only
- HIST 300 – From Leprosy to Ebola: Health in African History
- HIST 400 – Aid to Africa: Humanitarianism & Development in African History
- IS 321 – Ethics, Biology, and Society
- IS 322 – Biology & Society
- IS 336 – Global Problems & Human Survival
- IS 342 – Death & Dying
- IS 343 – Health Core Issues
- IS 385 – Risk and Risk Tradeoffs
- IS 402 – Spanish Language & Culture for Health Professionals
- KIN 211 – Medical Terminology
- MC 325 – Fundamentals of Advertising
- MC 452 – New Media & Technology
- MC 471 – Mass Media & Health
- NUTR 250- Intro to Human Nutrition
- NUTR 375 – Community Nutrition (250 prereq)
- PHIL 321 – Ethics in the Medical Community
- POLS 320 – Intro to Public Administration
- PSYC 303 – Health Psychology
- PBHE 210 – Sexual Health
- PBHE 213 – Violence & Injury Prevention
- PBHE 220 – Drug Use & Abuse
- PBHE 230 – Emotional Health
- PBHE 370 – Instructional Strategies (305 or concurrent)
- PBHE 462 – Special Topics in Health (Social Determinants of Health, Men’s Health)
- PBHE 489 – Independent Study (faculty approval)
- SOCW 386 – Health Core Issues in Social Work
- SOCW 388 – Chemical Dependency
- SOCW 420 – Substance Abuse
- SOCW 491 – Mental Health
- SOCW 492 – Domestic Violence
- SOC 309 – Social Inequality
- SOC 310 – Sexualities
- SOC 383 – Medicine, Health and Society
- SOC 441 – Health, Illness and Society

2) Define a credit with regard to classroom/contact hours.

One credit is equivalent to approximately one classroom/contact hour per week. It is generally expected that each credit hour equates to approximately one hour of outside work (i.e., homework, assignments) per student each week.

3) Describe policies and procedures for acceptance of coursework completed at other institutions, including community colleges.

Coursework completed at regionally accredited institutions are evaluated upon admission to the University. Results of transfer credit evaluations are available to students through the University (CougarNet platform). To be admitted, students must have a minimum cumulative GPA of 2.5 and complete ENG 101 and 102 with grades of C or better.

Transfer students must complete the certain course requirements pre-transfer and satisfy either the Illinois Articulation Initiative (IAI) General Ed Core or receive an AA, AS or AAT (early childhood, special ed or math) degree from an IAI community college. If minor requirements are

- CHEM 451
- KIN 211, 270, 418, 460, 490, 496
- MATH 150
- NURS 234
- PBHE 111, 240
- PHIL 320, 321
- PHYS 131, 132
- PSYC 201, 203, 204, 431

Bachelor of Science in Nutrition (BSN)

To meet the general education requirements, all Bachelor of Science in Nutrition (BSN) students must complete a minimum of 120 credit hours. This includes a minimum of 54 credit hours of general education requirements and at least 63 hours of coursework in their major core and elective classes (120 minimum for graduation).

The degree requirements for their BSN are available on their website:

<https://www.siue.edu/academics/undergraduate/degrees-and-programs/nutrition/degree-requirements.shtml>

The graduation requirements for their BSN are also available on their website:

<https://www.siue.edu/academics/undergraduate/degrees-and-programs/nutrition/graduation-requirements.shtml>

The following core courses are required of all BSN students:

- NUTR 205, 210, 250, 319, 327, 401, 408, 409, 410, 411, 421, 464
- KIN 211, 275, 412
- NUTR/KIN 355

In addition to the core courses, students are expected to complete at least 14-16 credit hours of Major-approved electives. BSN students may tailor their elective courses to meet their career and graduate school goals. The Nutrition Program has established pre-professional and graduate school elective suggestions that are commonly required for admission in a wide range of allied health programs that include dietetics, pre-medical, exercise physiology, and health and corporate wellness.

D17. Academic Public Health Master's Degrees

Not Applicable.

D18. Academic Public Health Doctoral Degrees

Not Applicable.

D19. All Remaining Degrees

Not Applicable.

D20. Distance Education

Not Applicable.

E1. Faculty Alignment with Degrees Offered

Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience.

Faculty education and experience is appropriate for the degree level (bachelor's, master's, doctoral) and the nature of the degree (research, professional practice, etc.) with which they are associated.

- 1) Provide a table showing the program's primary instructional faculty in the format of Template E1-1. The template presents data effective at the beginning of the academic year in which the final self-study is submitted to CEPH and must be updated at the beginning of the site visit if any changes have occurred since final self-study submission. The identification of instructional areas must correspond to the data presented in Template C2-1.

Primary Instructional Faculty Alignment with Degrees Offered						
Name*	Title/ Academic Rank	Tenure Status or Classification ^A	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Alice Ma	Assistant Professor, Graduate Program Director	Tenure track	PhD, MPH	The University of North Carolina at Greensboro	Public Health, Health Education	Generalist, BSPH & MPH
Caitlyn Carroll	Instructor, Internship Coordinator	Non-tenure track	MPH	George Washington University	Public Health	Generalist, BSPH
Cedric Harville, II	Assistant Professor, ESG Faculty Advisor	Tenure track	PhD, MPH	University of Florida, University of South Florida	Health and Human Performance, Public Health	Generalist, BSPH & MPH
Ellen Santos	Assistant Professor	Tenure track	PhD, MS	University of Arizona	Epidemiology	Generalist, BSPH & MPH
Huaibo Xin	Associate Professor, Department Chair	Tenured	DrPH, MD, MPH	The University of North Carolina at Greensboro, Shanghai Fudan University	Public Health, Clinical Medicine	Generalist, BSPH & MPH
Jennifer Caumiant	Established Instructor	Non-tenure track	MSEd	Southern Illinois University Edwardsville	Education	Generalist, BSPH
Nicole Klein	Professor, Undergraduate Program Director	Tenured	PhD, MS	University of Texas Austin, Southern Illinois University Carbondale	Health Education	Generalist, BSPH & MPH

- 2) Provide summary data on the qualifications of any other faculty with significant involvement in the program’s public health instruction in the format of Template E1-2. Programs define “significant” in their own contexts but, at a minimum, include any individuals who regularly provide instruction or supervision for required courses and other experiences listed in the criterion on Curriculum. Reporting on individuals who supervise individual students’ practice experience (preceptors, etc.) is not required. The identification of instructional areas must correspond to the data presented in Template C2-1.

Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name*	Academic Rank^	Title and Current Employment	FTE or % Time Allocated	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Heather Tillewein	Adjunct Instructor	Adjunct Professor, Austin Peay State University; Veteran Intake Specialist, AmeriCorps VISTA, Land of Lincoln Legal Aid	0.25	PhD, MPH	Southern Illinois University Carbondale, University of Missouri	Health Education, Public Health	Generalist, BSPH
Stephanie Huskey	Adjunct Instructor (BSPH Program), Instructor (Exercise Science Program)	Non-Tenure Track Instructor, Exercise Science Program, SIUE	0.25	PhD, MS	Northcentral University, Capella University	Health Psychology, Psychology	Generalist, BSPH
Tamara Green	Adjunct Instructor	Clinical Education Coordinator Manager, Rush University Medical Center	0.25	MPH	University of Illinois at Chicago	Public Health	Generalist, BSPH

- 3) Include CVs for all individuals listed in the templates above.

Copies of CVs for all faculty and adjuncts are located in *ERF E1. Faculty Alignment with Degrees Offered*.

- 4) If applicable, provide a narrative explanation that supplements reviewers’ understanding of data in the templates.

Our Public Health Program is comprised of five full-time tenured or tenure track faculty: Drs. Huaibo Xin, Nicole Klein, Alice Ma, Cedric Harville, II, and Ellen Santos. The tenured or tenure

track faculty primarily serve both the BSPH and MPH Programs; they also serve as the graduate faculty for the MPH Program. We also have two full-time non-tenure track faculty: Mss. Jennifer Caumiant and Caitlyn Carroll. The non-tenure track faculty primarily serve the BSPH Program; Ms. Caitlyn Carroll also serves as the Internship Coordinator. Adjunct instructors are utilized as needed based on course needs; they are typically hired based on their expertise in the applicable course content, professional background and experience, and teaching experience.

5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not Applicable.

E2. Integration of Faculty with Practice Experience

To assure a broad public health perspective, the program employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice. Programs encourage faculty to maintain ongoing practice links with public health agencies, especially at state and local levels.

To assure the relevance of curricula and individual learning experiences to current and future practice needs and opportunities, programs regularly involve public health practitioners and other individuals involved in public health work through arrangements that may include adjunct and part-time faculty appointments, guest lectures, involvement in committee work, mentoring students, etc.

- 1) Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if applicable. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.**

Program faculty are encouraged to engage in practice experiences and service to the broader community and to the field of public health, and to integrate these experiences into their teaching. In our Program curriculum, we primarily make use of practicing public health professionals as guest lecturers, service-learning site supervisors, and internship preceptors. These experiences expose students to the unique perspective that only a practitioner can provide that allows students a hands-on approach to learning. Faculty typically draw on their network of local public health practitioners or with our long-standing community partners as guest lecturers into several courses. For instance, in PBHE 305: Foundations of Community Health, students must complete 10 hours of service-learning throughout the semester. Supervisors come to class to share service-learning opportunities with the students, which is facilitated by the instructor.

Recent and anticipated examples of guest lectures from public health professionals include the following Undergraduate courses:

- In PBHE 210: Sexual Health, the faculty member has the Coordinator for SIUE's Prevention Education and Advocacy Center discuss bystander intervention and sexual assault, and a physician for A to Z Pediatrics discuss pregnancy and birth.
- In PBHE 213: Injury Prevention, the faculty member has the Division Chief of Fire Prevention from the Peoria Fire Department discuss fire prevention in the home, the Director of Community Wellness at Meridian Village discuss fall prevention, an officer from the SIUE Police Department discuss campus safety, and a staff member from the American Foundation for Suicide Prevention to discuss suicide prevention resources.
- In PBHE 220: Drug Use and Abuse, the faculty member has an attorney from Clayborne, Sabo, & Wagner discuss Illinois medical and recreational marijuana laws and the Southern Illinois Director of the American Federation of State, County and Municipal Employees discuss addiction and sobriety.
- In PBHE 230: Emotional Health, the faculty member has a counselor from SIUE's Counseling Services discuss anxiety and depression, a K-8 and Special Education Teacher discuss family and adoption/blended families, and the teacher and owner of Stillpointe Wellness Center discuss lived experiences and finding peace as a mentor and student.
- In PBHE 305: Foundations of Community Health, the faculty member has individuals working in public health to discuss different job opportunities in the public health field.
- In PBHE 363: Health Policy and Management, the faculty member aims to have a staff member from the Missouri Foundation for Health to discuss policy development.
- In PBHE 370: Instructional Strategies in Community Health, the faculty member aims to have a staff member from Holly's House of Hope to discuss the gap for uniquely abled individuals.
- In PBHE 375: Research Methods in Public Health, the faculty member is partnering with SIUE's Successful Communities Collaborative to work with the Leadership Council of Madison County and Western Illinois University on an initiative to address food insecurity

in a trio of closely connected underserved communities (Brooklyn, Venice, and Madison Counties). The faculty member will invite a staff member from the Leadership Council to share information about the initiative.

- In PBHE 495: Grantwriting, the faculty member has the Executive Director of Healthier Together discuss his experiences with grants and grantwriting.
- In PBHE 498: Senior Professional Seminar, the faculty member has staff members or representatives from the following agencies share their experiences working in public health: University of Iowa Hospitals and Clinics, Cigna, Cook County Health Systems, Montana Flathead City-County Health Department, State of Illinois AIDS, HIV, & STD Hotline, Baylor College of Medicine/Texas Children's Hospital, Children's Home & Aid Society, Scott Air Force Base, Centers for Disease Control and Prevention, Army Corps of Engineers, Missouri Department of Health and Senior Services, The SPOT Youth Center, Quartet Health, Harris House/National Kidney Foundation, and Colorado Crisis Services.

Our Program faculty, including adjunct instructors, non-tenure track, and tenure track, draw on their applied practice experiences in their teaching to enrich Undergraduate and Graduate students' learning. Examples include the following:

- The adjunct instructor for PBHE 495: Grantwriting (Ms. Tamara Green) utilizes her varied experiences working in the Chicago area to discuss the need for and provide examples of grants. She has worked at Rush University Medical Center as a Clinical Education Coordinator Manager, the AIDS Foundation of Chicago as a Program Coordinator, and served as a health educator and community advocate for community health clinics and programs.
- The adjunct instructor for PBHE 405: Health Coaching (Dr. Stephanie Huskey) uses her experience as a sport and health psychologist and mental performance coach to provide examples and applications of health coaching.
- Ms. Caitlyn Carroll uses her prior experience as the Program Manager for Interface Security, the Executive Director of the Clinton County YMCA, and initiatives that she has developed and implemented in her local community of New Baden/Trenton to provide real-world examples and applications of public health throughout her Undergraduate courses. As the Internship Coordinator, her connections to the local community, as well as personal connections to Scott Air Force Base, supports existing preceptor partnerships, new preceptor partnerships, and the students' experience with their internships.
- Dr. Ellen Santos uses her prior experience working in clinical trials to teach a unit on experimental research study design in PBHE 375. This is particularly helpful for students to understand different elements of clinical trials as they relate to the three core elements of an experimental design.
- Dr. Alice Ma uses her experience and connections with community partners (e.g., for guest lectures, service-learning opportunities) from courses that she has taught (e.g., PBHE 210, 305, 370, 495), as well as her time as Faculty Advisor of ESG, and faculty connections (Ms. Caitlyn Carroll), to provide support for MPH students' applied practice experiences, Capstone projects, and opportunities related to volunteer work and employment, which is particularly helpful for students with a minimal background in public health and who desire to obtain experience in the public health field.
- Dr. Huaibo Xin uses her prior experience as a physician and psychiatrist in China and her strong connections with community partners to enrich the examples and discussions in her Graduate and Undergraduate courses (e.g., PBHE 530, PBHE 455), as well as support MPH students' Capstone projects and opportunities related to volunteer work and employment. She currently serves as a reviewer for the Illinois Board of Higher Education Reopening Safety Protocols, a member of the Madison County Mental Health Alliance, and the developer and organizer of the Southern Illinois/St. Louis Refugee Health Working Group.

- 2) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

E3. Faculty Instructional Effectiveness

The program ensures that systems, policies and procedures are in place to document that all faculty (full-time and part-time) are current in their areas of instructional responsibility and in pedagogical methods.

The program establishes and consistently applies procedures for evaluating faculty competence and performance in instruction.

The program supports professional development and advancement in instructional effectiveness.

- 1) Describe the means through which the program ensures that faculty are informed and maintain currency in their areas of instructional responsibility. The description must address both primary instructional and non-primary instructional faculty and should provide examples as relevant.**

All full-time Public Health Program faculty complete an Annual Review of activities and accomplishments, where they discuss their teaching, scholarship, and service activities. This information is also uploaded in Digital Measures, an online data storage platform for performance reviews. Faculty report on conference attendance and presentations, professional development activities, and faculty training attended annually. The Personnel Committee reviews these documents and provides recommendations as part of faculty Annual Reviews. The Department Chair then reviews these documents and meets with each faculty member to discuss their teaching, scholarship, and service, as well as help set goals for ongoing professional development for the coming year in each of these areas. The Department Chair also approves use of any faculty's use of professional development funds. For all faculty/staff conference presentations, the Graduate School (\$900), the SEHNB (\$500), and the Department (\$700) typically provides matching funding to support conference presentation travel (\$2100 total). The funds from winter-term teaching may also support conference expenses, if they occur prior to the end of the fiscal year.

Program faculty stay up to date in their teaching and pedagogical methods in a variety of ways including participating in their own research, serving as reviewers and editorial board members for journals in their field, attending and presenting at annual meetings of public health related organizations and groups, reading online and paper journals, and attending specialized trainings and workshops. For tenure track faculty at SIUE, meeting participation and publication in peer-reviewed journals is expected and contributes to annual evaluations for performance reviews and tenure and promotion. Manuscript review also help faculty stay up to date in their teaching areas. Regarding teaching, tenure track faculty are required to meet standards of quality teaching for annual reviews and promotion and tenure, including adhering to minimal standards of SIUE's "Ethics of Instruction" and "Code of Ethics and Conduct," maintain certain percentages of quality from student course evaluations, provide evidence of receiving peer evaluation(s) of teaching, and provide evidence of exceptional teaching performance (e.g., revising course materials, attending professional development events, supervising or advising students, providing teaching presentations, acting as a resource for teaching assessment and improvement for other faculty).

Scholarship is not expected of non-tenure track faculty at SIUE. Non-tenure track faculty are provided \$500 annually for professional development that can be used for professional memberships, conferences, workshops and trainings, and other professional development needs. Both Mss. Jennifer Caumiant and Caitlyn Carroll attend conferences and workshops to maintain their respective certifications and to stay current on trends in public health.

Examples of Public Health faculty participation in professional development include the following:

- As Department Chair, Dr. Huaibo Xin typically organizes annual Department-wide teaching workshops for faculty members that are led by our own faculty members. In 2018, faculty attended workshops on "If We Assign It, Will They Read?" and

“Specification Grading” that were presented by Department faculty. In 2019, faculty attended workshops on “Critical Thinking” and the “Flipped Classroom.” In 2020, faculty attended workshops on “Diigo” and “Getting Started with Scholarship of Teaching and Learning: Resources for Designing a SoTL Study in Your Classroom.”

- SIUE’s Center for Faculty Development & Innovation also offers professional development workshops throughout the year that can be attended synchronously or asynchronously. For instance, Dr. Alice Ma attended the presentation on “5 Strategies for Moving Online” in 2020. A list of past workshops, with some recordings available, can be founded on their website: <https://www.siu.edu/faculty-center/events/past-events.shtml>
- In addition to Department- and University-wide teaching workshops, faculty attend other professional development events. For instance, in 2021, Dr. Ellen Santos attended a workshop hosted by the Society for Epidemiologic Research on “Causal Mediation” to learn new strategies to teach mediation in PBHE 520.

2) Describe the program’s procedures for evaluating faculty instructional effectiveness. Include a description of the processes used for student course evaluations and peer evaluations, if applicable.

Formally, all tenure track and non-established non-tenure track faculty complete teaching observations each year, whereby fellow faculty members in the Department or from other Departments observe a class session, review course materials, meet with the faculty member in a follow-up meeting, writes a summary of the observations, and shares the summary with the faculty member requesting the observation. Maintaining currency is part of these discussions and processes. The faculty reviewer typically completes a Peer Teaching Evaluation Form or a Pedagogical Observation Form as part of the teaching observation. Peer evaluations of teaching can include live classroom observations, individual consultations with a professional peer (internal or external to the Department/University), a Group Instructional Feedback Technique (GIFTS) from a consultant from the SIUE’s Center for Faculty Development & Innovation, professional peer evaluations of course materials, or other relevant evaluations. For assistant professors, evaluations of teaching by other faculty (inside or outside the department) must occur twice during the annual review period and should be conducted on two different courses, if possible.

All SIUE students complete standard electronic course evaluations for all courses they complete, which are then received and accessed by the respective instructor. Administrative staff compile and send a summary of the Undergraduate and Graduate student course evaluations to the Department Chair and respective Program Director to review these evaluations. The respective Undergraduate and Graduate course evaluation summaries are shared between the Program Directors. The student course evaluations also form a core part of annual reviews, mid-point, and tenure and promotion. As described above, teaching observations are completed at regular intervals with all faculty, and include a follow up individual meeting to discuss feedback as well as a written review.

Informally, our Public Health faculty provide support and address concerns regarding teaching on a regular basis. Faculty can ask questions or bring up concerns during the Public Health Program meetings to allow other faculty to discuss these teaching concerns, share strategies, and provide resources, as needed. Apart from these meetings, faculty are encouraged to reach out to the Program Directors and Department Chair for questions and concerns on an as needed basis.

3) Describe available university and programmatic support for continuous improvement in faculty’s instructional roles. Provide three to five examples of program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.

At the University level, SIUE’s Center for Faculty Development & Innovation also offers many professional development events and activities throughout the year that can be attended synchronously or asynchronously. These events include book clubs, Midweek Mentor

presentations, teaching and learning workshops on varied topics, and writing groups. These events are open to all full-time and part-time faculty, and many are available via online streaming. Faculty may also request confidential, individual consultations with staff as part of their Peer Consultation service, including Teaching Peer Consulting and Research Peer Consulting. Additional information about the Center is available from their website: <https://www.siu.edu/faculty-center/>

SIUE is also an institutional member of the National Center for Faculty Development and Diversity (NCFDD). As an institutional member, faculty members at all ranks and graduate students can set up an account for access to the Center's online resources and services, including a weekly Monday motivator, webinars, writing events, and access to their resource library.

SIUE's Instructional Design & Learning Technologies (IDLT) group is a division of ITS that meets needs of students, faculty, staff, administrators, and other stakeholders in support of traditional, hybrid, and online learning opportunities. The instructional designer staff members are particularly equipped to support needs related to online learning and classes, Blackboard, and online technologies to enhance students' experience in the classroom. At the School level, Ms. Irma Rose is the designated Instructional Designer for our SEHQB. Our faculty, such as Drs. Nicole Klein and Alice Ma, have met with instructional designers in the past for course assistance, online learning, and even guest presentations in PBHE 370 about online technologies and tools that students may use in their own work (e.g., using educational games, such as Kahoot, and Poll Everywhere). Additional information about the IDLT group is available from their website: <https://www.siu.edu/its/idlt/index.shtml>

At the Department level, the Department Chair, Dr. Huaibo Xin, typically organizes annual Department-wide teaching workshops for faculty members that are led by our own faculty members to provide more targeted and tailored support to Department faculty. All Department faculty are invited to attend these workshops.

4) Describe the role of evaluations of instructional effectiveness in decisions about faculty advancement.

In our Department, instructional effectiveness is one of the most important criteria in decisions about faculty advancement. For promotion and tenure, tenure track faculty must demonstrate a meritorious or excellent performance in teaching with support materials. To meet this criterion, tenure track faculty are required to adhere to minimal standards of SIUE's "Ethics of Instruction" and "Code of Ethics and Conduct," maintain certain percentages of quality from student course evaluations, provide evidence of receiving peer evaluation(s) of teaching, and provide evidence of exceptional teaching performance (e.g., revising course materials, attending professional development events, supervising or advising students, providing teaching presentations, acting as a resource for teaching assessment and improvement for other faculty).

Both student course evaluations and peer course evaluations are used to evaluate instructional effectiveness. Student course evaluations are conducted for every course, regardless of the nature of the instructor's position at the University. Both the quantitative summary data and the students' qualitative comments are accessed by the respective instructor, compiled by our Department administrative staff, and reviewed by the respective Program Director and Department Chair. Peer course evaluations are saved by the respective faculty members and used for Annual Review and promotion and tenure. All full-time faculty include these evaluations on their Annual Reviews of performance for review by the Department Personnel Committee and Chair.

At mid-point and tenure and promotion, these student course evaluations and peer course evaluations are used to evaluate faculty by the Department Promotion and Tenure Committee, Chair, Dean, and Provost. For adjunct instructors, the student course evaluations are evaluated

at the end of each semester for the respective Program Director, using these data to make determinations regarding continued and future employment.

- 5) **Select at least three indicators, with one from each of the listed categories that are meaningful to the program and relate to instructional quality. Describe the program's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the lists that follow, the program may add indicators that are significant to its own mission and context.**

Selected Measure #1—Faculty Currency: *Annual or other regular reviews of faculty productivity, relation of scholarship to instructor*

Annual Reviews of performance are reviewed by the Department Personnel Committee and Chair. Faculty are encouraged to integrate research in teaching; tenure track faculty must maintain active and productive research agendas to inform their teaching, contribute to the public health knowledge base, and help move the field forward.

From the Annual Reviews, 100% of Public Health Program faculty participated in research (e.g., Department of Defense grant submission, SIUE Dean's Grant acceptance, publications in *Culture, Health & Sexuality* and *Universal Journal of Public Health*), 80% of faculty presented at professional meetings (e.g., American Public Health Association, Society for Public Health Education), and 100% of faculty engaged in student-faculty research collaborations in 2020 (e.g., URCA mentor, co-authored publications and presentations with students, faculty supervision of student Capstone projects). In 2019, 100% of Public Health Program faculty participated in research (e.g., Seed Grants for Transitional and Exploratory Projects [STEP] grant acceptance, publications in *Journal of Public Health Issues and Practices* and *Universal Journal of Public Health*), 100% of faculty presented at professional meetings (e.g., Society for the Scientific Study of Sexuality, Illinois Public Health Association), and 100% of faculty engaged in student-faculty research collaborations (e.g., URCA mentor, co-authored publications and presentations with students). In 2018, 100% of Public Health Program faculty participated in research (e.g., publications in the *Journal of Adolescent Health* and *Pedagogy in Health Promotion*), 100% of faculty presented at professional meetings (e.g., American Public Health Association, Society for the Scientific Study of Sexuality), and 67% of faculty engaged in student-faculty research collaborations (e.g., URCA mentor).

Selected Measure #2—Faculty Instructional Technique: *Participation in professional development related to instruction*

Annual Reviews of performance are reviewed by the Department Personnel Committee and Chair. Faculty are encouraged to attend at least one professional development related to instruction each year, such as attending teaching workshops/seminars in person or online, accessing available information about teaching, or serving as a member of a program development committee.

From the Annual Reviews, 100% of Public Health Program faculty participated in professional development related to instruction in 2020. This included attending Department teaching workshops, SIUE Center for Faculty Development & Innovation workshops, and SIUE Immersive, Meaningful Practices for Accountable Campus Transformation (IMPACT) Academy Workshops. In 2019, 100% of Public Health Program faculty participated in professional development related to instruction. This included attending Department teaching workshops and SIUE Office of Academic Innovation and Effectiveness workshops. In 2018, 100% of Public Health Program faculty participated in professional development related to instruction. This included attending Department teaching workshops, SIUE Office of Academic Innovation and Effectiveness workshops, and The Teaching Professor Conference.

Selected Measure #3—School- or Program-Level Outcomes: *Courses that integrate community-based projects*

Currently, the courses in the Public Health Program that integrate community-based projects are PBHE 490: Program Planning in Community Health, PBHE 491: Program Planning and Evaluation in Community Health, PBHE 499: Internship in Public Health, PBHE 560: Applied Practice Experience, and PBHE 599: Capstone.

Going forward, Program faculty will continue exploring ways to integrate more community-based projects to enhance students' experience in our courses that provide more real-world applications and enrich students' learning. In 2021, Dr. Ellen Santos plans to incorporate a community-based project in PBHE 375: Research Methods in Public Health. She aims to partner with SIUE's Successful Communities Collaborative to work with the Leadership Council of Madison County and Western Illinois University on an initiative to address food insecurity in a trio of closely connected underserved communities (Brooklyn, Venice, and Madison Counties). The faculty member will invite a staff member from the Leadership Council to share information about the initiative. Program faculty have also discussed incorporating community-based work in PBHE 580: Public Health Interventions whereby the MPH students could potentially collaborate with the BSPH students in PBHE 490 and/or 491; some of the course activities could be aligned such that MPH students would lead BSPH students in a collaborative effort.

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Weakness:

Faculty currency in regard to the percentage of faculty presenting at professional meetings and engaged in student-faculty research collaborations has varied between 2018-2020, though most years achieve a 100% faculty engagement.

- Plan for Improvement: A temporary, small percentage decrease of faculty engagement in research within our Program typically occurs with the hiring and inclusion of new, junior faculty as they work to build momentum in their research trajectory and establish both student and colleague collaborations (e.g., 2018 and 2020). As research engagement is also important for Tenure and Promotion and Annual Reviews, junior faculty engagement in research typically gains momentum in subsequent years and remains at a high level (e.g., 2019). We anticipate that small percentage decreases are temporary and that faculty engagement in research will remain high going forward.

E4. Faculty Scholarship

The program has policies and practices in place to support faculty involvement in scholarly activities. As many faculty as possible are involved in research and scholarly activity in some form, whether funded or unfunded. Ongoing participation in research and scholarly activity ensures that faculty are relevant and current in their field of expertise, that their work is peer reviewed and that they are content experts.

The types and extent of faculty research align with university and program missions and relate to the types of degrees offered.

Faculty integrate research and scholarship with their instructional activities. Research allows faculty to bring real-world examples into the classroom to update and inspire teaching and provides opportunities for students to engage in research activities, if desired or appropriate for the degree program.

1) Describe the program's definition of and expectations regarding faculty research and scholarly activity.

In our Department, tenure track faculty are required to provide a continuous and reasonable record of scholarly activity in one's discipline (i.e., publications, grants, presentations), with support materials. To meet this criterion, faculty must provide evidence for publications in refereed journals, including national/international journals, that demonstrate first or senior authorship on some of the publications (i.e., role as principal investigator of a project or faculty mentor on a student publication); internal and external grant activity that demonstrate principal or senior investigator on some of the grants; and professional presentations, including at the national/international level, that demonstrate first or senior authorship for some of the presentations. Faculty are typically expected to dedicate 60% of their FTE to teaching, 20% to research, and 20% to service activities.

These research and scholarly activity expectations are aligned with University expectations. The SIUE Provost states the normative scholarship and service expectations of faculty, as follows:

1. To understand the University's Statement of Values and Statement of Mission and to appreciate their significance for the faculty member's scholarly and service activities at SIUE.
2. To remain abreast of new developments in the subject field and to incorporate this new knowledge in course instruction, as specified in point 9 of the "Minimum Expectations of Faculty as Teachers" in the policy entitled Ethics of Instruction.
3. To engage actively in research, scholarship or creative work which results periodically in products accessible to the larger community of scholars for review, comment, or use. Departmental curriculum development, faculty development, institutional research, and public service and consulting that do not result in products accessible to the larger community of scholars are not considered research.
4. To provide leadership and service, with responsibility increasing commensurate with rank, to the department, school, and University in matters of curriculum and governance. Such leadership and service can take the form of active service on the Faculty Senate, special committees, program review bodies, and standing committees.
5. To serve the larger community either through active involvement with the affairs of the individual's profession or by providing professional assistance to community groups. Service to the profession is typically provided through such activities as service on committees of professional organizations, reading papers for journals, and service on editorial boards. Service to the community may consist of such activities as providing expert advice and/or technical assistance. Paid consultancies are not considered public service.
6. To attend and participate in departmental and school faculty meetings and to participate in the governance of the department and the school.
7. To attend such ceremonial or University-wide events as Commencement, Honors Day, and Preview SIUE, on a shared basis.

8. To participate in external and internal reviews of the unit's programs by accrediting agencies or University bodies.
9. To participate in the review of administrative personnel and candidates for promotion and tenure as provided by University or unit policy.
10. To provide student advisement, thesis guidance, independent study courses, and clinical supervision as appropriate to the unit.

2) Describe available university and program support for research and scholarly activities.

SIUE's Office of Research and Projects (ORP) assists faculty with identifying potential funding sources, developing proposals, drafting budgets, applying for funding, and post-award support, such as assistance with budgeting. The ORP also collaborates with principal investigators and the grants accountant (typically, the administrative staff in the Department) to ensure accurate expenditure and accounting for grant funds. Pre-award resources are available from the ORP website that includes proposal tools, budget preparation tools, and grant templates. Additional information about the ORP is provided on their website: <https://www.siu.edu/funding/>

To encourage and support research and creative activities, the University, through the Graduate School, funds activities through indirect costs recovered from externally sponsored projects. Several competitive (e.g., Seed Grants for Transitional and Exploratory Projects [STEP], Vaughnie Lindsay New Investigator Award Program, Research Equipment and Tools, Hoppe Research Award Program) and non-competitive (e.g., New Faculty Incentive, Publications and Production Costs) internal programs are available for faculty and staff, as well as graduate students. Additional information about the internal funding programs is available from the ORP website: <https://www.siu.edu/funding/internal-funding/index.shtml>

For all faculty/staff conference presentations, the Graduate School (\$900), the SEHNB (\$500), and the Department (\$700) typically provides matching funding to support conference presentation travel (\$2100 total). The funds from winter-term teaching may also support conference expenses, if they occur prior to the end of the fiscal year. Non-tenure track faculty are also provided \$500 annually for professional development that can be used for professional memberships, conferences, workshops and trainings, and other professional development needs.

To assist faculty in their research, the University provides the Undergraduate Research and Creative Activities (URCA) program each semester for students to gain experience in the lab, field, or studio doing what professionals in their chosen fields do, develop meaningful relationships with their faculty mentors, and get to expand their curriculum by applying what they have learned in the classroom to real world settings. This program is designed to get more undergraduate students involved in research and creative activities by offering a central clearinghouse for research and creative activity experiences available to undergraduate students. The URCA program funds up to 80 positions per semester that include an award of \$750 for that semester's work; all positions also have the option of offering course credit for participation. Positions can be both awarded monetarily and for course credit. To participate in the URCA program, faculty submit their project proposal to solicit student applicants. The faculty member then selects their URCA student(s) and engages with them in a project for a minimum of one semester; URCA students typically work 6-9 hours per week with the faculty member on the project. Additional information about the URCA program is provided on their website: <https://www.siu.edu/urca/whatisura.shtml>

The University also provides the Peer Research Consulting Program, which offers all faculty the opportunity to consult with a faculty colleague (Peer Consultant) to improve a specific aspect of their research (e.g., pursuing funding, choosing a research topic, selecting research assistants and collaborators, preparing for publications and conference presentations). The Peer Research Consulting Program is a confidential and voluntary service that is available to faculty who would like consultation from an independent, non-judgmental source about specific aspects of their

research. Additional information about the Peer Research Consulting Program is provided on their website: <https://www.siu.edu/faculty-center/resources/peer-research-consulting.shtml>

3) Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students.

Program faculty are encouraged to integrate research and scholarly activities and experience into their instruction of students to enrich their experience in the classroom. Dr. Alice Ma teaches PBHE 495: Grant Writing in Public Health and PBHE 598: Grantwriting, and incorporates her grant experience into the course as examples, discussion points, and case studies for the students. In PBHE 598, parts of a grant that she authored or co-authored are used as a case study each week that students analyze and discuss in small groups using prompts and discussion questions. She also interweaves her experiences during lectures to enrich the grantwriting tips and strategies provided in the Powerpoint slides. She has most recently utilized two internal grants that she authored or co-authored: "Sexual health vulnerability among Latinx in the U.S.: Using latent class analysis to improve STI prevention" (Seed Grants for Transitional and Exploratory Projects [STEP], SIUE; Principal Investigator) and "Community health clinics for underserved populations: A co-curricular interprofessional experience for health professional students" (Excellence in Undergraduate Education [EUE] Award, SIUE; Key Personnel).

Dr. Alice Ma has also used the experience from the aforementioned internal grant, "Community health clinics for underserved populations: A co-curricular interprofessional experience for health professional students" (Excellence in Undergraduate Education [EUE] Award, SIUE; Key Personnel), to inform a class session on health disparities in PBHE 370: Instructional Strategies in Community Health. She shared the project materials, pictures from the event, and the pamphlets/flyers used during the event to inform the discussion topic. Students analyzed and discussed whether the event materials, including the pamphlets/flyers, were culturally relevant and sensitive to the target population served, which was the local Hispanic/Latinx community.

After positive program evaluation results for a University-wide political awareness event that Dr. Nicole Klein planned, implemented, and evaluated in February 2020, she presented the data at the Society for Public Health Education (SOPHE) 2021 Annual Conference with an URCA student who had assisted with the project. She then incorporated elements of the event into PBHE 498: Senior Professional Seminar course activities.

To teach about data cleaning and transformation, students in PBHE 520: Public Health Data Analysis are using a dataset that Dr. Ellen Santos plans to use for Chagas disease research in Mexico to calculate incidence rates of Chagas disease for each state in Mexico for one month's data. Students complete this as part of their Week 3 Homework Assignment.

In 2017, Dr. Huaibo Xin conducted a quasi-experimental study and published the manuscript related to this study entitled, "Examining the effectiveness of physical activity on mental health among Bosnian refugees: A pilot study," in the Universal Journal of Public Health (co-authored with Dr. Nicole Klein). She often uses the study as an example in her Epidemiology classes (PBHE 455 and 530) when she explains the quasi-experimental study design.

4) Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities.

Our Program faculty members are committed to, and value, involving students in faculty research and scholarly activities, as opportunities arise. Typically, students assist in faculty research through the Undergraduate Research & Creative Activities (URCA) (undergraduate students), as a funded research assistant from a grant mechanism (undergraduate and graduate students), or on a volunteer basis (undergraduate and graduate students). For instance, Dr. Huaibo Xin has served as an URCA mentor for approximately 8 years, and has co-authored 1 manuscript (Journal of Public Health Issues & Practices) and 4 conference abstracts (American Public Health

Association [APHA] and the National Public Health Preparedness Summit) with both undergraduate and graduate students during her academic tenure at SIUE thus far.

In 2018, Dr. Alice Ma recruited two URCA students to assist her in manuscript preparation for a publication entitled, "Context of breastfeeding among Hispanic mothers using a social-ecological approach: An exploratory study." The students served as co-authors on the manuscript, and the paper was ultimately published in the *Journal of Public Health Issues & Practices*. The students also served as co-authors on a conference poster for The Society for the Scientific Study of Sexuality (SSSS).

In 2019-2020, Dr. Alice Ma also worked with 3 students (1 URCA student and 2 undergraduate research assistants grant-funded through an internal STEP Award) to implement, analyze, and prepare a manuscript for the aforementioned grant entitled, "Sexual health vulnerability among Latinx in the U.S.: Using latent class analysis to improve STI prevention." The manuscript was accepted and is currently in press with the *Journal of Immigrant and Minority Health*.

In 2020, Dr. Cedric Harville, II, received an internal funding award, "Exploring the effects of the COVID-19 pandemic among college students" (Dean's Grant for Research Enhancement, SIUE; Principal Investigator). This award, along with his other research projects, have allowed multiple opportunities for student involvement. Thus far, he has worked with 3 students across his research projects, including 1 URCA student and 2 graduate research assistants. This work resulted in a conference presentation at the 2021 American Public Health Association (APHA) Annual Meeting and Exposition and an accepted conference presentation at the Society for Public Health Education (SOPHE) Annual Meeting, with all 3 students as co-authors. He has also provided mentorship for students' MPH Capstone Project/Thesis to support their own work aligned with his interest areas, while having them support his research activities.

In 2021, Dr. Ellen Santos received 2 internal funding awards, "Toward Sustainable Malaria Prevention: Preliminary Data for Future Interventions" (STEP, SIUE; Principal Investigator) and "Initiation of a local Citizen Science project in collaboration with the School of Pharmacy and Texas A&M University" (COVID-19 Assigned Research Time, SIUE; Principal Investigator). These awards have allowed her to employ 2 graduate research assistants who are currently assisting her for both projects. She has also provided mentorship for these students' MPH Capstone Project/Thesis to support their own work related to her interest areas, while having them support their research work. Her manuscript with one of the students is in press with the *American Journal of Tropical Medicine and Hygiene*, entitled "The unsustainability of long-lasting insecticidal nets."

5) Describe the role of research and scholarly activity in decisions about faculty advancement.

Department faculty are required to provide a continuous and reasonable record of scholarly activity in one's discipline (i.e., publications, grants, presentations), with support materials, as part of Annual Reviews and promotion and tenure. Since SIUE is primarily a teaching institution, teaching is one of the most important criterion for faculty advancement. Research and scholarly activity are typically considered the second criterion. Tenure track faculty are evaluated annually based on these two criteria, in addition to service (the third major criterion for advancement). For promotion and tenure, tenure track faculty must demonstrate a meritorious or excellent performance in teaching, as well as at least meritorious performance in either scholarship or service and at least satisfactory performance in the third criterion (scholarship or service). The Department Chair meets annually with all faculty in the Department to review their work in teaching, research, and service. These same criteria are applied during mid-point reviews of tenure track faculty during their third year, and again during tenure and promotion decisions. Although research is not typically the first criterion for faculty evaluation for advancement, it is essential for tenure and promotion. Scholarly activities are the intellectual foundation of SIUE.

6) Select at least three of the measures that are meaningful to the program and demonstrate its success in research and scholarly activities. Provide a target for each measure and data

from the last three years in the format of Template E4-1. In addition to at least three from the list that follows, the program may add measures that are significant to its own mission and context.

Among tenured or tenure track Program faculty, 100% of tenure track faculty participated in research activities in 2018-2020, which exceeded our target percentage. In each year, our Program faculty have met or exceeded the target numbers for the number of articles published in peer-reviewed journals and the number of presentations at professional meetings, with the exception of 2019 (2 articles published). Non-tenure track faculty are not included in the measures given that scholarship is not expected nor required in their position.

Outcome Measure	Target	2018	2019	2020
Percent of primary faculty participating in research activities	70%	100%	100%	100%
Number of articles published in peer-reviewed journals	3	8	2	3
Presentations at professional meetings	4	6	5	6

7) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Weakness:

Faculty research and scholarly activity in 2019 was slightly below our target number of 3 articles published in peer-reviewed journals.

- Plan for Improvement: With the hiring of new junior tenure track faculty in 2017 and 2020, we believe that temporary dips in publications are expected as junior faculty work to build momentum in their research trajectory and establish both student and colleague collaborations. As research engagement is also important for Tenure and Promotion and Annual Reviews, junior faculty engagement in research typically gains momentum in subsequent years, with articles published in a more steady manner going forward. It is also typical that high publication activity in a year is then followed by grant and research study development, which may also lead to a temporary decrease in publications in the following year that is then followed by higher publication activity. We anticipate that small decreases are temporary, and that the number of publications from our faculty will meet our target number going forward. Our junior faculty have been actively seeking and engaging in collaborative research opportunities with community partners, colleagues, and students and developing grant proposals that will lead to publications and conference abstracts.

E5. Faculty Extramural Service

The program defines expectations regarding faculty extramural service activity. Participation in internal university committees is not within the definition of this section. Service as described here refers to contributions of professional expertise to the community, including professional practice. It is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research.

As many faculty as possible are actively engaged with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the program's professional knowledge and skills. While these activities may generate revenue, the value of faculty service is not measured in financial terms.

- 1) Describe the program's definition and expectations regarding faculty extramural service activity. Explain how these relate/compare to university definitions and expectations.**

In our Department, tenure track faculty are required to demonstrate service to their respective Program, our Department, and the SEHNB or University. To meet this criterion, faculty must provide evidence of Department service on committees and SEHNB or University service (e.g., sub-committees, ad hoc committees, task forces, exploratory or advisory groups, Faculty Fellow); demonstrate potential for leadership in service as evidenced by invitations to serve on committees, chairing committees, or other activities; and demonstrate notable professional service and leadership by engaging in a variety of service activities (e.g., assuming active leadership of Department programs, consulting in a professional capacity, community service/outreach in a professional capacity, mentoring or advising student activities or organizations not directly related to the classroom, providing guest lectures on campus or in the community, serve as a professional reviewer). Faculty are typically expected to dedicate 60% of their FTE to teaching, 20% to research, and 20% to service activities.

These extramural service activity expectations are aligned with the University. The SIUE Provost states the normative scholarship and service expectations of faculty, as follows:

1. To understand the University's Statement of Values and Statement of Mission and to appreciate their significance for the faculty member's scholarly and service activities at SIUE.
2. To remain abreast of new developments in the subject field and to incorporate this new knowledge in course instruction, as specified in point 9 of the "Minimum Expectations of Faculty as Teachers" in the policy entitled Ethics of Instruction.
3. To engage actively in research, scholarship or creative work which results periodically in products accessible to the larger community of scholars for review, comment, or use. Departmental curriculum development, faculty development, institutional research, and public service and consulting that do not result in products accessible to the larger community of scholars are not considered research.
4. To provide leadership and service, with responsibility increasing commensurate with rank, to the department, school, and University in matters of curriculum and governance. Such leadership and service can take the form of active service on the Faculty Senate, special committees, program review bodies, and standing committees.
5. To serve the larger community either through active involvement with the affairs of the individual's profession or by providing professional assistance to community groups. Service to the profession is typically provided through such activities as service on committees of professional organizations, reading papers for journals, and service on editorial boards. Service to the community may consist of such activities as providing expert advice and/or technical assistance. Paid consultancies are not considered public service.
6. To attend and participate in departmental and school faculty meetings and to participate in the governance of the department and the school.
7. To attend such ceremonial or University-wide events as Commencement, Honors Day, and Preview SIUE, on a shared basis.

8. To participate in external and internal reviews of the unit's programs by accrediting agencies or University bodies.
9. To participate in the review of administrative personnel and candidates for promotion and tenure as provided by University or unit policy.
10. To provide student advisement, thesis guidance, independent study courses, and clinical supervision as appropriate to the unit.

2) Describe available university and program support for extramural service activities.

Faculty are provided opportunities for extramural service activities through the Department, the SEHNB, and the University. When new faculty join the Department, the Program Directors assign them to one of the Department Committees to ensure they meet the criterion for Department service: Academic Affairs, Operating Papers, Personnel, Strategic Planning, or Elections. After their initial term on the appointed Committee ends, faculty are then able to choose which Committee to serve on. Typically, each Committee has a program representative, and each program divides and selects their program representative across their available faculty. Other service opportunities on the Department level include serving as program directors and serving as faculty advisors for program-specific student organizations (e.g., Eta Sigma Gamma). Beyond Committee service activities, faculty are not typically provided additional support in engagement of extramural service activities, unless it is funded.

When positions are available, faculty can serve on SEHNB Committees via SEHNB-wide elections, such as Academic Affairs, Diversity, Professional Affairs, Research and Projects, Teaching Excellence Awards, Operating Papers, and Personnel.

When positions are available, faculty can also serve on University Committees via SEHNB-wide elections, such as Faculty Senate, University Faculty Grievance, Graduate Council, and University Family Friendly Policy.

On the University level, faculty can serve on various University-wide service activities, which are typically distributed and shared on the announcement listservs to solicit applications and interest. These activities include serving as a Faculty Fellow with campus housing and the residence halls; serving as a Program Reviewer to assess the quality of SIUE's academic programs and determine ways to improve the quality of education, scholarship, and service; and serving as a Grant Reviewer on the University Research & Development Committee to review applications to the Graduate School internal grant programs and to make recommendations for funding to the Graduate Dean. The websites for each of these opportunities are provided below, respectively:

- <https://www.siu.edu/housing/living-learning/faculty-fellows.shtml>
- <https://www.siu.edu/provost/assessment/program-review/>
- <https://www.siu.edu/funding/internal-funding/reviewers.shtml>

3) Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students.

Program faculty are encouraged to integrate service experiences into their instruction of students to enrich their experience in the classroom.

In 2018, Dr. Alice Ma provided her public health expertise to inform the development and dissemination of an interprofessional collaboration with other SIUE faculty members as part of the internal grant, "Community health clinics for underserved populations: A co-curricular interprofessional experience for health professional students" (Excellence in Undergraduate Education [EUE] Award, SIUE; Key Personnel). This interprofessional collaboration provided an opportunity for BSPH students to engage in the dissemination of health education at the community health clinic events held at local community centers in Fairmont City and Cobden, IL. Students from PBHE 305: Foundations of Community Health and PBHE 355: Introduction to Public Health (this course is no longer taught) participated in the clinic events, including the training, events themselves, and the debriefing session. PBHE 305 students could also use this

experience as part of their service-learning hour requirement in the course. Students who participated in the events also shared their experiences in class afterwards.

Beginning in Fall 2020, Dr. Alice Ma has also collaborated in a virtual interprofessional event that is hosted annually by SIUE's School of Pharmacy and St. John's College of Nursing. She provides her public health expertise to inform the event and the case studies that are developed for the student participants to discuss. This event is interwoven into PBHE 500: Core Principles in Public Health and Public Health Leadership as an extension of the class topic discussing partnerships to improve the public's health and interprofessional skills. She invites all MPH students to participate in the event every year. This interprofessional experience provides students from different disciplines (e.g., public health, pharmacy, nursing, EMS, nutrition) an opportunity to discuss a case study in small groups on a pertinent health issue (e.g., COVID-19), then share out their group's discussion to all the faculty and student participants.

Indirectly, the Program Directors' extramural service activities inform the discussions and examples provided in their courses. For instance, the Undergraduate Program Director uses her extensive experience in leadership capacities across the University (e.g., University Ombudsman; Department-, School-, and University-Level Committees; Search Committee Chair) to inform the discussions in PBHE 498: Senior Professional Seminar, particularly in relation to professionalism, resume building, and cover letters. She also provides a guest presentation on "Student Professionalism" in PBHE 305: Foundations of Community Health. Additionally, the Graduate Program Director uses her experience in a leadership position in the Department to inform the discussions in PBHE 500: Core Principles in Public Health and Public Health Leadership, particularly in relation to negotiation and mediation skills, partnerships, and cultural awareness. Her professional capacities in other service activities also inform her courses (e.g., serving on the University Research & Development Committee as an internal Grant Reviewer provides tips, strategies, and experiences that are shared in PBHE 495: Grant Writing in Public Health and PBHE 598: Grantwriting).

Program faculty also discuss their extramural service activities to inform the topics and examples provided in their courses. Ms. Caitlyn Carroll discusses her community volunteer work in PBHE 305: Foundations in Community Health, PBHE 370: Instructional Strategies in Community Health, PBHE 490: Program Planning in Community Health, and PBHE 491: Program Implementation and Evaluation in Community Health. She volunteers with the New Baden Jaycees, New Baden Park Boosters, and plans/implements her own community programs and events, such as a COVID Relief Initiative. Every Fall semester, she provides a community volunteer opportunity for students to get involved in the implementation of a community event. For instance, in PBHE 305, students discuss the beginning of one's public health journey/career. She uses real-life examples while talking about systems thinking and theories/models. She also provides examples when talking about future career and education paths. Throughout those lessons, she provides examples of her work in her community, her experience with an online MPH program through George Washington University, and her own career before teaching. when the COVID-19 pandemic hit her small town, she raised over \$10,000 in two months, provided 5,000 summer lunches, created 337 senior home care packages for every employee and resident of the two local senior homes, delivered 185 goodie bags to all Wesclin School employees and staff, provided coffee and donuts to each school, provided teachers with room supplies in each school, created a micro pantry at a local youth center and filled it with over 1,000 items, supported over 30 small business, and supported over 100 families and individuals. She also often discusses her work in non-profit organizations, such as serving as the Center Director for the Clinton County YMCA and what it is like to build a YMCA from scratch. She also discusses her time in a marketing role to explain how important marketing has become in the public health field, particularly social media marketing.

Additionally, Ms. Caitlyn Carroll uses her community connections to expand the instructional experience for students in PBHE 405: Health Coaching. She has developed a guest speaker series for this course to demonstrate different health coaching styles, techniques, and scenarios. On the first day, she has students tell her the career paths that interest them the most. From

there, she uses her community connections to develop a guest speaker series to bring light possible career paths and different examples of health coaching. This has included hosting a psychologist specializing in post-traumatic stress disorder in veterans, an emergency medical technician, a Jiu Jitsu Sensei, a therapist, a social worker specializing in drug addiction/recovery, a doula, and a pharmacist.

Ms. Jennifer Caumiant also uses her community connections to expand the instructional experience for students in her elective courses. PBHE 213: Violence and Injury Prevention includes a guest speaker from the Fire Department discussing the topic of fire safety in the home, a medical doctor who presents on the topic of first aid, and the Wellness Director from Meridian Village discussing the topic of fall prevention. PBHE 220: Drug Use and Abuse includes a local attorney who discusses the Illinois Medical and Recreational marijuana laws. PBHE 210: Sexual Health includes a medical doctor who presents on the topic of pregnancy and delivery.

Dr. Cedric Harville, II, shares his varied experiences in his courses. In PBHE 305, he draws upon his experience being an active member of the American Public Health Association (APHA) where he previously served as Chair for the Public Health Education and Health Promotion (PHEHP) Student Engagement Workgroup and PHEHP Materials Contest. He has also served on the Society for Public Health Education (SOPHE) Board of Trustees for two years as the Student Trustee. He describes how involvement as a student leader in our public health professional organizations can be beneficial in building and cultivating a professional network for the near and distant future. This involvement can also help build on a resume full of skills that public health students might not otherwise obtain if they are not employed while in school.

Dr. Ellen Santos is currently developing a study abroad course in collaboration with Partners in Health. The Global Health course will incorporate classroom learning and community service-learning in two ways: (1) learning directly from community health workers in Lima, Peru, and (2) shadowing/volunteering with community health workers and with Partners in Health staff.

4) Describe and provide three to five examples of student opportunities for involvement in faculty extramural service.

Students participate in faculty extramural service opportunities throughout the academic year, as opportunities arise and are available. For instance, students are invited to participate in faculty's Program outreach and promotion activities. Typically, faculty organize and/or attend Program outreach and promotion events and invite students to attend alongside the faculty member to share their perspectives, experiences, and enhance their professional development.

For instance, the ESG Faculty Advisor and Department Chair helped to organize the SIU System Day event held in the Spring semester, where students were able to travel to the capital in Springfield, IL, and advocate for public health to our state legislators. The ESG Faculty Advisor also helped to organize the Health Careers Day event held in the Fall semester at the local Edwardsville Public Library where students were able to promote the public health field and our Public Health Program to local residents.

Currently, the Undergraduate Program Director selects and coordinates our Public Health Ambassadors, in consultation with Program faculty, who serve as representatives of our Program and consists of both Undergraduate and Graduate students. The Undergraduate Program Director receives requests for outreach from instructors and local community members. For instance, our student Public Health Ambassadors have visited area schools to talk about public health and have provided health education to SIUE students during National Public Health Week and at various points throughout the year.

The Graduate Program Director also provides opportunities for MPH students to be involved in outreach and promotion activities. These have included serving as student representatives during open house events that are held in the Fall and Spring semesters; they have also attended the MPH Program student orientations held just prior to the beginning of the Fall semester for incoming students. The Graduate Program Director has also involved the Graduate Assistants in

Program improvement. For instance, in Spring 2021, the Graduate Program Director enlisted the help of a Graduate Assistant to improve the MPH Program's Blackboard student community page regarding Capstone information, resources, and tools. The Graduate Assistant expanded the "Capstone Project/Thesis" folder by developing Capstone planning charts and compiling all relevant resources and tools into one space on the Blackboard page. The Graduate Assistant provided important and helpful consultation to improve the Capstone resource folder based on her experiences and observations of other students' needs.

Faculty also involve students in their professional service and capacities with the community or organizations. For instance, Dr. Huaibo Xin collaborated with SIUE's School of Pharmacy and reached out to the Madison County Health Department to learn and address local communities' suicide prevention and mental health promotion needs in 2019-2020. Since 2020, she has been a member of the Madison County Mental Health Alliance to attend regular meetings and be actively engaged in discussions/activities. In this capacity, she has assisted in their mission of collectively provide training and education for raising awareness and understanding on the impact of mental health. She encouraged her MPH Capstone Thesis student to also become a member of the Alliance to support her Thesis work, enhance her professional development, and expand her professional network; this student is now also part of the Alliance to support her interests in mental health and suicide prevention.

- 5) **Select at least three of the indicators that are meaningful to the program and relate to service. Describe the program's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the list that follows, the program may add indicators that are significant to its own mission and context.**

Selected Measure #1—Percent of faculty participating in extramural service activities

Annual Reviews of performance are reviewed by the Department Personnel Committee and Chair. Faculty are encouraged to demonstrate service to their respective Program, our Department, and the SEHNB or University, as well as demonstrate notable professional service and leadership by engaging in a variety of service activities. Non-tenure track faculty are not included in the measures given that service is not expected nor required in their position.

From the Annual Reviews, 100% of Public Health Program faculty participated in extramural service activities in 2020. Program faculty served as advisory board members, journal reviewers, conference abstract reviewers, on University committees, SEHNB committees, Department committees, as well as provided community services in a professional capacity. In 2019, 100% of Public Health Program faculty participated in extramural service activities. Program faculty served in similar capacities. In 2018, 100% of Public Health Program faculty participated in extramural service activities. Program faculty served in similar capacities.

Selected Measure #2—Number of faculty-student service collaborations

From the Annual Reviews, 60% of Public Health Program faculty participated in faculty-student service collaborations in 2020. In 2019, 67% of Public Health Program faculty participated in faculty-student service collaborations. In 2018, 67% of Public Health Program faculty participated in faculty-student service collaborations. Overall, these collaborations have typically included a faculty member serving as Faculty Advisor for ESG students, facilitating student-community collaborations through senior projects in PBHE 490: Program Planning in Community Health and PBHE 491: Program Planning and Evaluation in Community Health, and facilitating interprofessional events for students and faculty to engage in collaborative work.

Selected Measure #3—Public/private or cross-sector partnerships for engagement and service

From the Annual Reviews, 100% of Public Health Program faculty participated in public/private or cross-sector partnerships in 2020. In 2019, 100% of Public Health Program faculty participated in community-based service projects. In 2018, 100% of Public Health Program faculty participated in community-based service projects. Overall, these partnerships have included facilitating interprofessional events for students and faculty with SIUE's School of Pharmacy and St. John's College of Nursing to engage in collaborative work across health disciplines (e.g., pharmacy, nursing, nutrition, emergency medical services, public health); working closely with the Madison County Health Department, Coroner's Office, and Madison County Mental Health Alliance to identify local mental health needs, including suicide prevention and reforming inmates' mental healthcare services in Madison County jails; facilitating student-community partner collaborations through senior projects in PBHE 490: Program Planning in Community Health and PBHE 491: Program Planning and Evaluation in Community Health; facilitating student-community partner collaborations through ESG, such as with the Madison County Health Department and Bethany Place (a nonprofit AIDS service organization); working with SIUE's Successful Communities Collaborative to collaborate with the Leadership Council of Madison County and Western Illinois University on an initiative to address food insecurity; and providing professional service to other programs/departments/offices, such as the Speech Pathology and Audiology Program (e.g., Board Member), the Women's Studies Program (e.g., guest presentations), and the Office of International Affairs (e.g., Advisory Member).

6) Describe the role of service in decisions about faculty advancement.

In our Department, tenure track faculty are required to demonstrate service to their respective Program, our Department, and the SEHNB or University. According to the Provost, they must demonstrate notable professional service and leadership in matters of curriculum and governance, as well as service to the larger community and profession, with responsibility increasing commensurate with rank. Department faculty are required to provide evidence of service, with support materials, as part of Annual Reviews and promotion and tenure. Alongside service, teaching and research are also evaluated for tenure track faculty. For promotion and tenure, tenure track faculty must demonstrate a meritorious or excellent performance in teaching, as well as at least meritorious performance in either scholarship or service and at least

satisfactory performance in the third criterion (scholarship or service). The Department Chair meets annually with all faculty in the Department to review their work in teaching, research, and service. These same criteria are applied during mid-point reviews of tenure-track faculty during their third year, and again during tenure and promotion decisions.

- 7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

F1. Community Involvement in Program Evaluation and Assessment

The program engages constituents, including community stakeholders, alumni, employers and other relevant community partners. Stakeholders may include professionals in sectors other than health (eg, attorneys, architects, parks and recreation personnel).

Specifically, the program ensures that constituents provide regular feedback on its student outcomes, curriculum and overall planning processes, including the self-study process.

- 1) Describe any formal structures for constituent input (eg, community advisory board, alumni association, etc.). List members and/or officers as applicable, with their credentials and professional affiliations.

Our Public Health Program has a Public Health Advisory Board that is comprised of Program faculty, advisors, SEHNB administrators, students, alumni, employers, and community and university partners.

The table below details the 2021 Public Health Advisory Board members:

Name	Position	Organization
Amy Yeager	Health Promotion Manager; <i>Community Partner</i>	Madison County Health Department
Riane Greenwalt	Director; <i>Community Partner</i>	SIUE Health Service
Tracey Smith	Director of Community Health and Programs; <i>Community Partner</i>	Illinois Public Health Association
Brittany Mosely	Research Associate; <i>Employer</i>	Centerstone Research Institute
Ingrid Smith	Clinical Social Worker; <i>Employer</i>	WeCare Clinic
Jeannette Obeius	Prevention Specialist III, Program Coordinator--Teen Pregnancy Prevention; <i>Community Partner; Employer</i>	Chestnut Health Systems
Hope Cherry	Population & Community Health Service Coordinator; <i>BSPH Alumna; Community Partner; Employer</i>	SIU School of Medicine
Hannah Vesper	Community Outreach Program Manager; <i>BSPH Alumna; Community Partner</i>	Girl Scouts of Eastern Missouri
Danielle Begeske	SUPPORT Program Coordinator; <i>BSPH Alumna; Employer</i>	Southern Illinois Healthcare Foundation
Nicole Holmes	Resource Manager; <i>BSPH Alumna; Employer</i>	Illinois AIDS, HIV & STD Hotline
Arne' Burns	<i>MPH Student; BSPH Alumna</i>	SIUE MPH Program
Tatyana Curtis	<i>MPH Student; BSPH Alumna</i>	SIUE MPH Program
Taylor Jeans	<i>BSPH Student</i>	SIUE BSPH Program
Jing Fan	Assistant Dean of Academic Affairs; Clinical Associate Professor of Pharmacy Practice; <i>University Partner</i>	SIUE School of Pharmacy
Janice Joplin	Associate Dean for Academic Affairs; Director, BSBA, MBA, and International Programs; <i>University Partner</i>	SIUE School of Business
Heather Whetsell	Administrative Director, Population Science and Policy; <i>University Partner</i>	SIU School of Medicine
Paul Rose	Associate Dean	SIUE SEHNB
Alison Reeves	Interim Associate Dean	SIUE SEHNB
TJ Riggs	Academic Advisor	SIUE SEHNB
Dawn Aldrich	Academic Advisor	SIUE SEHNB
Public Health Program Faculty	Faculty	SIUE Public Health Program

2) Describe how the program engages external constituents in regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions.

The Public Health Advisory Board typically meets annually during the Spring semester (typically, in April). Advisory members also contribute between meetings on an as needed basis through targeted, solicited calls or emails. The purpose of the annual meeting is to share Program accomplishments and successes, as well as discuss improvements and needs to shape and enhance the Program going forward. The meeting is an opportunity to discuss strategic visioning of the future of the Public Health Program to support our students, employers, and community and university partners.

The Public Health Advisory Board meeting agenda typically involves discussion of our CEPH accreditation, collaboration opportunities regarding service-learning, internships, and other partnerships, BSPH Program discussion, and MPH Program discussion. Both Program Directors typically lead the Public Health Advisory Board meeting and create a broad agenda to allow more free, unstructured discussion from the Advisory Board members. We aim to prioritize the voices of the Advisory Board members and their needs, observations, and suggestions, while Program faculty primarily listen, learn, and help guide the discussion, as needed.

3) Describe how the program's external partners contribute to the ongoing operations of the program. At a minimum, this discussion should include community engagement in the following:

a) Development of the vision, mission, values, goals and evaluation measures

The Public Health Advisory Board meeting agenda includes discussion of our CEPH accreditation, including feedback on our guiding statements to ensure the Program is capturing the spirit of what we envision the Public Health Program to be. For the 2021 Public Health Advisory Board meeting, the Program Directors shared a copy of the Program's guiding statements with the Advisory Board to allow review and reflection on these statements prior to the meeting. During the meeting, the Graduate Program Director provided updates on the accreditation process and lead the discussion of the guiding statements. The Advisory Board members provided feedback and suggestions on improving the guiding statements.

b) Development of the self-study document

The Program Directors shared a draft of the full self-study document in November 2021 to allow the Advisory Board members and other external partners to provide feedback and suggestions on our Program's self-study. The Program Directors provided a copy of the draft self-study via email for the Advisory Board members to review and return feedback to the Graduate Program Director; the Graduate Program Director incorporated any feedback and suggestions to the final preliminary self-study. Additionally, the draft self-study was shared on our Program Facebook page to solicit feedback from other current students, alumni, community partners, and employers. The Program Directors provided a copy of the draft self-study in a posting for them to review and return feedback to the Graduate Program Director; the Graduate Program Director incorporated any feedback and suggestions to the final preliminary self-study.

c) Assessment of changing practice and research needs

The Public Health Advisory Board meeting agenda includes discussion of professional needs to improve our BSPH and MPH Program curriculum and students' experience. In the 2021 Public Health Advisory Board meeting, the Program Directors asked the Advisory Board members their perceived needs and how our curriculum could support our students in meeting these needs. For instance, discussions related to the importance and potential of interdisciplinary collaborations, such as a partnership with the Department of Social Work, were expressed by the Advisory Board members. They noted that merging the two fields would be beneficial given that programming is lacking in social work and could be fulfilled in public health. They expressed that joint students are better prepared for working with diverse populations and health disparities. Advisory Board members also noted the importance of incorporating health disparities/minority health and advocacy in our curriculum to support and emphasize priorities related to diversity (e.g., supporting our diverse student population, understanding and serving the needs of diverse communities).

d) Assessment of program graduates' ability to perform competencies in an employment setting

The Public Health Advisory Board meeting agenda includes discussion of how our BSPH and MPH Program can better support and improve students' professional development needs to prepare them for internship and employment settings. In the 2021 Public Health Advisory Board meeting, the Program Directors asked the Advisory Board members their observations of our students' and graduates' abilities to perform in professional settings. For instance, the Advisory Board members suggested enhancing didactic learning and skills related to marketing and promotion. They also noted enhancing didactic learning and discussions related to structural systems and systems thinking, so that interns/graduates better understand how systems work and how to work within the systems. Advisory Board members commented that the program evaluation and grantwriting courses were extremely helpful in preparing for real-world work.

In addition, the Internship Coordinator for the BSPH Program solicits an intern evaluation electronically to all preceptors. This survey asks the preceptor to evaluate their intern, compared with other interns they have worked with, on approximately 25 characteristics. For the 2020 Intern Evaluation, the preceptors evaluated our interns positively, overall, including on characteristics such as cooperativeness, adaptability, accepts suggestions, and attitude. Characteristics that were slightly less positively evaluated included leadership skills and punctuality.

4) Provide documentation (eg, minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation request 3.

Copies of the Advisory Board meeting agenda and minutes and solicitation of feedback for our self-study are located in *ERF F1. Community Involvement in School or Program Evaluation and Assessment*.

5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not Applicable.

F2. Student Involvement in Community and Professional Service

Community and professional service opportunities, in addition to those used to satisfy Criterion D4, are available to all students. Experiences should help students to gain an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field.

1) Describe how students are introduced to service, community engagement and professional development activities and how they are encouraged to participate.

Service, community engagement, and professional development activities are interwoven throughout our Public Health Program curriculum and in Eta Sigma Gamma—Gamma Delta Chapter.

In the BSPH Program, all Undergraduate students are required to complete the following courses, which include community or professional service:

- In PBHE 305: Foundations of Community Health, students are required to complete at least 10 hours of service-learning in a health education/public health setting. This is often the first time students are exposed to working in public health. This allows students an opportunity to see the types of settings and jobs that public health professionals work in. Examples of settings include Call for Help (a non-profit that helps people overcome a variety of personal crises, ranging from sexual assault and poverty, to homelessness and mental health), Madison County Health Department, SIUE Counseling Services, SIUE Prevention Education and Advocacy Center, local food pantries, and other local non-profits.
- In PBHE 490: Program Planning in Community Health and PBHE 491: Program Planning & Evaluation in Community Health, students examine health needs and develop a proposal to implement and evaluate a public health program within a specific community. Students apply appropriate theoretical and planning models to guide a project to plan a health promotion program in a community setting.
- In PBHE 499: Internship in Public Health, students are required to complete a 250+-hour internship experience with a community agency or organization as their culminating experience in the Public Health Program. Typically, students spend a semester working approximately 20 hours per week with a community agency of their choosing to complete public health projects. This is a culminating experience designed to give students hands-on practice working in a public health area.

In the MPH Program, all Graduate students are required to complete the following courses, which include community or professional service:

- In PBHE 560: Applied Practice Experience, students complete an internship or work with an agency on activities linked to service-learning, service, or volunteer opportunities, such as performing a needed task for a public health or health care organization under the supervision of a faculty member. Experiences can involve governmental, non-governmental, non-profit, industrial, and for-profit settings or appropriate university-affiliated settings.
- Although students are not required to work with a community partner for PBHE 599A/B: Capstone Project or Thesis as part of their culminating project, several students collaborate with a community agency or organization to conduct a research study, needs assessment, or evaluation project as a mutually beneficial partnership for the student and the agency.

In our Public Health Program, Undergraduate and Graduate students are also encouraged to join Eta Sigma Gamma (ESG), which is advised by Dr. Cedric Harville, II, to engage in community and professional service and enhance their professional development and leadership skills. ESG is primarily student-led and student-centered, with the ESG Executive Board taking the leadership role in identifying and developing opportunities, planning and implementing events and activities,

and leading meetings. Student members are required to complete 15+ hours of service work per semester, or 30+ hours per academic year, to maintain good standing with the honorary. Students are active with community groups, local school districts, and other local and campus groups providing educational materials and serving as health education/public health resources.

2) Provide examples of professional and community service opportunities in which public health students have participated in the last three years.

In Spring 2021, a student group in In PBHE 490: Program Planning in Community Health and PBHE 491: Program Planning & Evaluation in Community Health partnered with Holly's House of Hope in Highland, IL, which is a non-profit that helps prepare and train uniquely abled individuals for jobs and in/dependent living. Holly's House of Hope is a new organization that was working on their mission, internal structure, and a new building to develop the critical infrastructure components for their organization. The student group was tasked to help research funding sources to help Holly's House of Hope reach financial security in order to grow within the community. The students developed a financial handbook that included suggestions on where to search for grant funding mechanisms, fundraising ideas, and strategies for community and online engagement. They also developed a grant resource document that provided a list of potential grant funding mechanisms and grantwriting tips for the organization. Through this experience, the students enhanced their communication skills, leadership abilities, applied their didactic learning from PBHE 495: Grant Writing in Public Health, learned about nonprofit development, and provided critical support to assist a burgeoning local organization.

Beginning in PBHE 560: Applied Practice Experience (Summer 2020), an MPH student partnered with the Madison County Health Department to provide needed community and professional service for the Public Health Director with the support of her Thesis Advisor. She worked with the Madison County Coroner's Office and Deputy Coroner to obtain, clean, and analyze data on suicides in Madison County. She first developed a data collection instrument that included demographics, medical history, warning signs, and risks of suicide. For PBHE 599B: Capstone Thesis (Fall 2020-Spring 2021), she then conducted the literature review, data analysis, and composed the results and discussion components for her final electronic binder, Thesis Defense presentation, and professional poster. Through this experience, she became part of the Madison County Mental Health Alliance to assist in their mission of collectively provide training and education for raising awareness and understanding on the impact of mental health. From this experience, she also shared her Thesis poster and findings at Impact Suicide 2021 (Summer 2021), a local suicide prevention and intervention conference in partnership with the Madison County Health Department and SIUE's Office of Online and Educational Outreach. In PBHE 598: Grantwriting, she also composed a grant to support future Impact Suicide conferences with funding requests for the creation of a suicide care package and to offset costs for event logistics and event promotion. As President of ESG (2020-2021), she also used her involvement with this experience to provide opportunities for ESG student members to become involved with the Madison County Mental Health Alliance and support Impact Suicide 2021. Through this experience, the student expanded her professional network, learned about suicide and mental health in Madison County, enhanced her communication and dissemination skills, enhanced her leadership and research abilities, and served a professional need for the Public Health Director of the Madison County Health Department.

For the past several years, the President of ESG has typically organized and lead an annual HIV Testing Event in early December in celebration of World AIDS Day, which occurs on December 1 of each year. The Testing Event provides an opportunity for ESG members to promote sexual health, as well as enhance members' professional development and outreach skills. The ESG Executive Board typically plans the logistics of the Testing Event and contacts a community partner to assist with the testing itself (e.g., Bethany Place, which is a non-profit, community-based AIDS service organization located in Belleville, IL, that serves the local Metro-East area). They then recruit at least 2-3 student members to assist with each major logistical tasks: creating and implementing the promotion of the Testing Event (e.g., flyers, social media posts), assisting with the table and distributing sexual health informational materials, and guiding participants to

the testing on the day of the Testing Event. Other common partnerships include working with the local schools to provide health education information and assist with activities for the schools' health fairs and health days throughout the year. These events provide important opportunities for students to have experience serving as representatives of our Program/University and learning to promote the public health field outside of the classroom, while providing important community and professional service that meets the needs of the local community. Typically, small groups of at least 2-3 student members participate in events, or sessions of events, for safety and support.

This academic year, the majority of ESG's focus has been professional development and building partnerships with other campus organizations. The ESG Board organized a social media event for APHA Public Health Week, from April 4-8. All ESG members participated and provided infographics during this week. For the election process this year, people who were interested in joining the ESG Board submitted their names and a brief description of how they felt they would best fit the position. Applicants were reviewed by current ESG Board members and then notified of acceptance. For meetings, ESG members meet approximately every other week; the Board members meet approximately once a month. All meetings have been held virtually via Zoom from 6pm-7pm on Wednesdays.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not Applicable.

F3. Assessment of the Community's Professional Development Needs

The program periodically assesses the professional development needs of individuals currently serving public health functions in its self-defined priority community or communities.

- 1) Define the program's professional community or communities of interest and the rationale for this choice.**

Our Public Health Program values the professional development needs of the local Metro-East area, which is the region in southern Illinois that contains eastern and northern parts of the greater St. Louis, Missouri, area. It encompasses the City of St. Louis; the Illinois counties of Bond, Calhoun, Clinton, Jersey, Macoupin, Madison (where SIUE is located), Monroe, and St. Clair; and the Missouri counties of Franklin, Jefferson, Lincoln, St. Charles, St. Louis, and Warren. The University is located in the Metro-East area; this area comprises the majority of where our student and faculty population live and work, as well as the majority of where our community partners are located.

- 2) Describe how the program periodically assesses the professional development needs of its priority community or communities, and provide summary results of these assessments. Describe how often assessment occurs**

Annually in the Spring semester, our Program Directors assess the professional development needs of our local community partners at the Public Health Advisory Board meeting, which is comprised of Program faculty, advisors, SEHNB administrators, students, alumni, employers, and community and university partners. The Program Directors typically ask the community partners to share needs that they may have. The Advisory Board meeting is not only an opportunity to discuss improvements of our Program, but also the needs of and opportunities with our community partners. Oftentimes, these needs are skills or abilities that can be strengthened with our students to improve the community partners' professional interactions with our students (interns) and new graduates. For instance:

- During the 2021 Public Health Advisory Board meeting, the Undergraduate Program Director asked what the community needs are. The community partners noted concerns with professionalism and public speaking that could be strengthened in our curriculum to better support students' professional behavior and oral communication skills and help improve their interactions with community partners and in other professional settings. The community partners also noted the importance of learning to work with diverse populations (e.g., adults *and* youth), and ensuring our students have a realistic view of grant writing.
 - The community partners suggested that our Program could improve upon the following skills and knowledge: how to apply for grants to better support the grant writing needs of community partners and other agencies that utilize grants, marketing and promotion, advocacy, knowledge about structural systems and how systems work, and knowledge about health disparities and minority health.

The University's Enrollment Management, the Enrollment Systems, Research and Analysis (ESRA) unit provides Emsi Labor Market Research for a program's local job market. This is a relatively new resource that our Program Directors will begin utilizing annually to understand local professional development needs to share during the Program Planning Retreat meeting held right before the start of the Fall semester each year, beginning in 2021. The resource provides information on overall local needs that can then be used to inform the skills or abilities that can be strengthened with our students to improve professional interactions with our graduates as potential employees. We have provided summary results below from the 2021 Emsi Labor Market Research data:

- The 2021 Emsi Labor Market Research data included information on the local job markets for BSPH and MPH programs. For BSPH programs, the data emphasized

communications, management, leadership, planning, writing, presentation, and research skills. The data emphasized similar skills for the MPH programs, with the addition of innovation and problem-solving. These are highly sought-after skills that denote the needs and expectations of local employers; this information can be used to inform and strengthen the skills of our own students to improve agency's professional interactions with our graduates and fill a local professional development need.

Informally, our local community partners also reach out directly to our faculty, especially the Program Directors, as needed for ad hoc professional development requests and needs through email, telephone, and/or our Program Facebook page. These ad hoc requests and needs are often opportunities for our students to address, understand, or implement a need that the agency or organization has, with the support and supervision of a faculty member. These community partners typically desire support from our students for these efforts to provide an opportunity to enhance students' professional development, experience, and networking; these collaborations also provide an opportunity for the agency to identify potential employees in the future, while also supporting the agency's professional development need. For instance:

- SIUE's School of Nursing reached out to our Department Chair in December 2020 asking if Public Health faculty could provide interprofessional education talks (1 per semester) regarding topics relevant to the patient populations in our region, particularly East St. Louis. The work is paid by a Health Resources and Services Administration (HRSA) grant the School of Nursing received, "Nurse-managed Clinic IPCP Redesign and Evaluation: Registered Nurses in Primary Care (RNPCs) for Chronic Illness Care [UK1HP31730]." In Spring 2021, Dr. Ellen Santos gave the first talk titled, "*Social Determinants of Health and their implications for health professionals in the St. Louis Metro Area.*" The second talk occurred in September 2021 titled, "*Asthma Epidemiology and Environmental Health: Implications for the Metro East.*"
- Students are required to complete at least 250 hours at an approved internship site for PBHE 499: Internship in Public Health and at least 10 service-learning hours for PBHE 305: Foundations in Community Health. These requirements differ greatly but provide similar experiences. Both assignments require students to practice professionalism and work on their occupational skills. They also allow students to meet and work with organizations, community partners and businesses. Students practice their communication, organizational, leadership, cultural competency, and other skills while gaining resume-worthy experience. Finding places for students to intern and volunteer have allowed our Program to create many new community partnerships. We have had organizations, such as Alternatives to Living in Violent Environments (ALIVE) St. Louis, Mothers Against Drunk Driving (MADD), and the St. Louis Area Foodbank, reach out to Program faculty (e.g., Ms. Caitlyn Carroll). When an organization reaches out to us, we come to an agreement to ensure that students will have a positive and educational experience.
- Staff from the Madison County Health Department (e.g., Public Health Director, Health Promotion Manager, Health Services Division Director) have contacted our faculty via email with requests to help support initiatives or data needs.

Conversely, faculty also reach out to our local community partners to address any needs or provide any needed expertise. For instance:

- Program faculty have also reached out to other organizations, such as Holly's House of Hope, the Girl Scouts of Southern Illinois, and the National Kidney Foundation, and have created lasting relationships to support our students' internships, service-learning, and/or experiential learning while supporting the organization's program development, grant writing, and other efforts. This has led to opportunities for students, including a group project in PBHE 491: Program Planning & Evaluation in Community Health to develop a financial handbook for Holly's House of Hope that was led by Ms. Caitlyn Carroll.
- After hearing Dr. Connie Frey-Spurlock speak in a new faculty development webinar, Dr. Ellen Santos reached out to her to talk about how they could collaborate and incorporate service learning or locally relevant projects in her classes, particularly PBHE 375: Research Methods in Public Health. In Fall 2021, students in PBHE 375 validated and

implemented a community survey to be used to design a local grocery store in the Madison/Venice community, which is considered a food desert. This is part of a larger project titled, “*Sustaining Illinois: Addressing Food Scarcity in an Underserved Urban Area,*” which partners include the Leadership Council of Madison County, Western Illinois University, and SIUE.

- Dr. Xin has served as a health consultant for SIUE’s Early Childhood Center (2018), collaborated with SIUE’s School of Pharmacy and reached out to the Madison County Health Department to learn and address local communities’ suicide prevention and mental health promotion needs (2019-2020), served as a developer and organizer of the Southern Illinois/St. Louis Refugee Health Working Group (2019), and served as a member of the Madison County Mental Health Alliance to attend regular meetings and be actively engaged in discussions/activities (2020-2021).

Copies of the Advisory Board meeting minutes, Emsi Labor Market Research data, and the Program Planning Retreat meeting minutes, are located in *ERF F3. Assessment of the Community’s Professional Development Needs.*

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not Applicable.

F4. Delivery of Professional Development Opportunities for the Workforce

The program advances public health by addressing the professional development needs of the current public health workforce, broadly defined, based on assessment activities described in Criterion F3. Professional development offerings can be for-credit or not-for-credit and can be one-time or sustained offerings.

- 1) Describe the program's process for developing and implementing professional development activities for the workforce and ensuring that these activities align with needs identified in Criterion F3.**

For professional development needs shared from the Public Health Advisory Board meeting, the Program Directors use the Advisory Board meeting minutes to discuss the needs with Program faculty during the Program Planning Retreat meeting held right before the start of the Fall semester. The Program faculty then discuss and develop a plan on how the needs can be developed and implemented in the following academic year(s). Typically, the Program Directors designate a lead or go-to person to develop and carry out the implementation of the need based on their expertise, knowledge, and availability. The lead person then shares updates on the implementation during our Program meetings during the academic year, which occur approximately 1-2 times per month; the lead person may also contact other faculty members for further support or guidance on an as needed basis.

Although our Program has not formally incorporated the use of the Emsi Labor Market Research data from the University's the Enrollment Systems, Research and Analysis (ESRA) unit in our formal Program processes, we began utilizing the data annually to understand local professional development needs to share during the Program Planning Retreat meeting held right before the start of the Fall semester each year beginning with our 2021 Planning Retreat. The Program Directors share the report with Program faculty during the Program Planning Retreat to discuss and develop a plan on how the needs can be developed and implemented in the following academic year(s). The Program Directors designate a lead or go-to person to develop and carry out the implementation of the need based on their expertise, knowledge, and availability. The lead person then shares updates on the implementation during our Program meetings during the academic year; the lead person may also contact other faculty members for further support or guidance on an as needed basis.

For ad hoc professional development requests from our community partners, the faculty member(s) who receive the request typically address the need or reach out to other faculty member(s) to support the need. Typically, these requests are opportunities for our students to address, understand, or implement a need that the agency or organization has, with the support and supervision of a faculty member. The faculty member(s) work with the community partner to develop, plan, and implement the efforts to address the need. If students are involved, then the faculty member(s) identify (at times, with the help and suggestions of other faculty members) and designate students to help support the effort; the faculty member serves as the liaison with the community partner and supervises the student. The faculty member(s) help coordinate additional meetings and/or telephone calls, as needed, throughout the process.

- 2) Provide two to three examples of education/training activities offered by the program in the last three years in response to community-identified needs. For each activity, include the number of external participants served (ie, individuals who are not faculty or students at the institution that houses the program).**

In Fall 2019, the Health Services Division Director of the Madison County Health Department contacted Dr. Alice Ma to explore efforts to disseminate information on pre-exposure prophylaxis (PrEP) for HIV prevention to the SIUE student population. The Health Department's main goal was to increase awareness of PrEP and provide informational resources to the college-aged population on campus; however, they were unsure the best ways to reach the SIUE student

population and needed liaisons. We collaborated with the ESG President, an Undergraduate Public Health student who had interest in sexual health and had previously volunteered at the Health Department, to lead the campus effort, brainstorm ideas, and implement the ideas with ESG student members. Dr. Alice Ma coordinated the initial meeting and supported the student in her efforts. The Health Services Division Director provided the PrEP informational resources for us (e.g., pamphlets, condom packets). We decided to provide the PrEP informational resources at the HIV Testing Event in honor of World AIDS Day in December 2020 at the Morris University Center to ensure broad dissemination of STI/HIV prevention, HIV testing services, and PrEP information in one place. The ESG President primarily led the planning of the logistics of the HIV Testing Event and organized the ESG student members' involvement in the implementation of the Event. Although a formal count was not tracked, several University students engaged in the HIV testing services and many students participated in the Event to obtain sexual health information. Dr. Alice Ma informed the Health Services Division Director that she and her students in the Program are available to support the Health Department's research, evaluation, and other efforts.

In Spring 2020, the Public Health Director of the Madison County Health Department contacted Dr. Huaibo Xin to request support on analyzing local suicide case files; they identified that a graduate student was best suited to support this effort. Dr. Huaibo Xin then identified an MPH student to collaborate on this effort; with the support and enthusiasm of the community partner and the student, this effort evolved into the student's Capstone Thesis study, with Dr. Huaibo Xin serving as her Thesis Advisor. Beginning in PBHE 560: Applied Practice Experience (Summer 2020), the MPH student began planning and developing the requested community and professional service for the Public Health Director with the support of her Thesis Advisor. She worked with the Madison County Coroner's Office and Deputy Coroner to obtain, clean, and analyze data on suicides in Madison County. She first developed a data collection instrument that included demographics, medical history, warning signs, and risks of suicide. For PBHE 599B: Capstone Thesis (Fall 2020-Spring 2021), she then conducted the literature review, data analysis, and composed the results and discussion components for her final electronic binder, Thesis Defense presentation, and professional poster. Through this experience, she became part of the Madison County Mental Health Alliance to assist in their mission of collectively provide training and education for raising awareness and understanding on the impact of mental health. From this experience, she also shared her Thesis poster and findings at Impact Suicide 2021 (Summer 2021), a local suicide prevention and intervention conference in partnership with the Madison County Health Department and SIUE's Office of Online and Educational Outreach. In PBHE 598: Grantwriting, she also composed a grant to support future Impact Suicide conferences with funding requests for the creation of a suicide care package and to offset costs for event logistics and event promotion. As President of ESG (2020-2021), she also used her involvement with this experience to provide opportunities for ESG student members to become involved with the Madison County Mental Health Alliance and support Impact Suicide 2021. Through this experience, the student expanded her professional network, learned about suicide and mental health in Madison County, enhanced her communication and dissemination skills, enhanced her leadership and research abilities, and served a professional need for the Public Health Director of the Madison County Health Department.

This past year, Dr. Ellen Santos delivered Interprofessional Education with SIUE's School of Nursing. She has given three presentations thus far and will give one more presentation on areas related to clinical and public health needs of the local community, in collaboration with the WE CARE clinic. Presentation topics have included the following: (1) Social Determinants of Health, (2) Environmental Health and Respiratory Health, (3) Chronic Disease Epidemiology, and (4) Substance Abuse Epidemiology. She is also scheduled to give a talk in the "Great Decisions" series with SIUE's Lifelong Learning office. The audience for this talk is older community members in our local area. The talk will occur in May 2022, and is titled "What is the WHO's role in responding to international pandemics?"

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Weakness:

The delivery of professional development opportunities for the workforce is typically on an ad hoc basis with no formal or regular offerings currently.

- Plan for Improvement: We intend to host a Public Health Program showcase with presentations and sessions that address professional development needs. The aim would be to showcase our collaborative work, research, and provide relevant speakers for the attendees. We aim to host this annual event beginning in Spring or Fall 2023.

G1. Diversity and Cultural Competence

Aspects of diversity may include age, country of birth, disability, ethnicity, gender, gender identity, language, national origin, race, historical under-representation, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status. This list is not intended to be exhaustive.

Cultural competence, in this criterion's context, refers to competencies for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite competencies include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences, especially as these differences may vary from the program's dominant culture. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural competence refers to the competencies for recognizing and adapting to cultural differences and being conscious of these differences in the program's scholarship and/or community engagement.

- 1) **List the program's self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the program; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups.**

Our Public Health Program's priority under-represented populations include students and faculty who identify as a minority race/ethnicity and male as their gender. Our Program values and is committed to supporting diversity, as well as ensuring that our students are prepared to work with diverse communities that reflect the rich diversity of the Metro-East area in Southern Illinois. Thus, our Program should similarly reflect our values of diversity and inclusion.

Our Undergraduate and Graduate students are a diverse study body in relation to race/ethnicity. The number of males in our Program is steadily increasing. However, a significant proportion of our students typically identify as White and female. We aim to continue to increase the diversity of our student body. In particular, we aim to maintain a diverse body of students who identify as a minority race/ethnicity (e.g., African American, African, Caribbean, Hispanic, Latino/a/x, Asian American, multiracial) and increase the number of students who identify as male.

We currently have a diverse group of faculty members, including minority faculty members (e.g., 1 African American, 1 Asian American) and an international faculty member from China. We have one faculty member who is male. We aim to continue to increase the diversity of our faculty, as job opportunities are available and within the available applicant pool.

Our Public Health Program is committed to attracting, supporting, and graduating a diverse student body and faculty that are reflective of these priority populations and our Program's emphasis on diversity and inclusion.

Data on our priority populations are maintained in the University Fact Book by SIUE's Institutional Research and Studies: <https://www.siu.edu/inrs/factbook/pdf/FbCurrent.pdf>

- 2) **List the program's specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.**

In support of the Public Health Program's Mission, Vision, and Values, our Program is committed to the following:

1. Building community to create a Program climate that supports and promotes inclusion, understanding, and humility.
2. Developing leaders to work with diverse communities toward advancing health equity and social justice.

3. Recruiting and supporting a diverse student body and faculty, within the available applicant pool.
- 3) **List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of program-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.**

Building community to create a Program climate that supports and promotes inclusion, understanding, and humility

On the University level, the administration recently hired a Vice Chancellor for Equity, Diversity, and Inclusion to support and activate equity, diversity, and inclusion efforts campus-wide.

Additional information about the Division for Equity, Diversity, and Inclusion is available on their website:

<https://www.siu.edu/institutional-diversity-and-inclusion/>

The University Anti-Racism Task Force was also launched in June 2020, which was charged to recommend and take swift, meaningful actions to dismantle racism to work with “the fierce urgency of now.” The Task Force includes faculty, staff, students, and administrators from the Alton, East St. Louis, and Edwardsville campuses, as well as community partners committed to racial equity. Additional information on the Task Force is available on their website:

<https://www.siu.edu/about/announcements/anti-racism/task-force/index.shtml>

Our SEHNB Dean is committed to equity and inclusion in terms of recruitment and retention of faculty and staff of color, as well as recruiting students of color and serving communities of color. Our School has grown in our outreach and hired a number of faculty and staff of color across the SEHNB. She has recently hired an SEHNB Assistant Dean for Antiracism, Equity and Inclusion to support these efforts, Dr. Natasha Flowers.

Our Department of Applied Health also values diversity in our students and in the educational experiences we provide. As a Department, our focus areas included in the Applied Health Strategic Plan for 2021-2024 involved increased diversity and inclusion efforts that align with the School, including mandated engagement with content for professional development related to diversity, equity, and inclusion for faculty and staff; providing opportunities for conversations of understanding after University and SEHNB programming; developing a Department plan for recruiting diverse faculty and staff; providing opportunities for mentorship from tenured faculty; and evaluation of the impact of controversial issue courses.

As a Program, our syllabi include statements regarding inclusion, understanding, and humility as part of the instructors' expectations regarding classroom environment and decorum. An example statement from PBHE 560: Applied Practice Experience is provided below:

“If you are conducting your work in the community, you may encounter and interact with diverse populations. The dignity of all persons should be respected and maintained, and we should strive to be inclusive of all forms and types of diversity including, but not limited to, ability/disability, age, culture, race, ethnicity, gender, sex, language, religion, sexual orientation, and socioeconomic status. Please show your respect, patience, and support to the community members you may be working with. Any information shared is confidential and should, and must, remain as such. Hatred or disparaging remarks will not be tolerated. Any discrimination, harassment, and impatience will not be tolerated. Making any such remarks, either in class, to a class member outside of class time, or to a community member, may result in removal from the class. You will be asked to meet with the instructor to discuss your remarks and any disciplinary action that may be taken.”

In accordance with our Program's guiding statements, we remain committed to student-centered culture and excellence. This is demonstrated by faculty availability for our students (an 'open door' policy), providing resources and tools on an as needed basis when identified by our

students through informal conversations and Exit Surveys (e.g., resources on our Program's Blackboard student community sites), and maintaining an active presence on our social media platforms to share resources and opportunities, provide support, and celebrate our students and alumni (e.g., Program Facebook page). Our Undergraduate Program also provides a Public Health Student Ambassadors program, where Program faculty select a group of higher-achieving students (e.g., higher GPAs) to provide peer support to lower-achieving students (e.g., lower GPAs); the Undergraduate Program Director coordinates the program and matches the students. Our Program faculty will continue to identify, share, and discuss strategies to promote community building and ensure a supportive environment through formal Program meetings and informal discussions.

Developing leaders to work with diverse communities toward advancing health equity and social justice

The mission of our Department of Applied Health is, "Preparing highly skilled and innovative professionals and scientists to address the health and wellness needs of society."

Our Program faculty integrate applied, hands-on experiences and opportunities throughout our curricula in the form of service-learning assignments, internships, applied practice experiences, and extracurricular activities through our community and University partnerships, ESG, research activities, and other opportunities. Didactic learning related to cultural competency is also interwoven throughout our BSPH and MPH courses.

Our MPH Program emphasizes public health leadership and the administrative skills associated with leadership careers in public health. Coursework and practical experiences are combined to prepare students for leadership roles in a variety of communities, for profit and nonprofit health agencies, universities, and other research settings to prevent diseases and promote strategies to improve health.

Our Program faculty will continue to identify student needs and share and discuss strategies to further develop students' leadership skills through formal Program meetings, informal discussions, and Public Health Advisory Board meetings. We will continue to seek out and provide opportunities for students to increase their experience working with diverse communities. We will continue to identify and explore ways to integrate didactic learning related to diversity and cultural competency in our courses, including offering Special Topics courses (e.g., Men's Health, Social Determinants of Health).

Recruiting and supporting a diverse student body and faculty, within the available applicant pool

For recruiting a diverse student body, our Program welcomes all international students. The Program is promoted by the University's International Admissions to students in many other universities/high schools across the world. Our Graduate Admissions office has a contract with a company called IDP-Hotcourses that translates information about the university into 9 different languages, and establishes search criteria in English and these other languages to attract prospective students in many countries (e.g., Africa, India, Nepal). The Graduate Admissions office also has an established network of international recruitment agents. These are companies located overseas that assist students interested in studying in the U.S.; they will recommend SIUE to students and help them through the application and visa process. The office staff work with them to provide information, training, and marketing materials. These companies are particularly helpful in that they can speak to students and their parents, and reassure them that SIUE has quality programs. The Program Directors continue to work with Academic Advising, other departments/programs, and our SEHNB administration to conduct outreach activities to promote our Program locally, regionally, and internationally. For instance, the SEHNB Dean is working with Academic Partners to bolster our online and national presence, and has hired consultants to assist with marketing through social media and other platforms. She has also hired an external public relations firm to support the School with media placements and focused marketing locally and beyond.

For recruiting diverse faculty, our Program follows the University employment policy for hiring and

diversity. When recruiting faculty, we are intentional in advertising the position to publications, websites, and listservs that serve predominantly Black and Hispanic/Latinx academics. Additionally, position announcements are shared with our networks of public health programs at historically black colleges and universities. Information on the University policies can be found on the Office of Equal Opportunity, Access and Title IX Coordination website: <https://www.siu.edu/eoa/affirmative-action-planning-hiring/hiring-forms.shtml>

The Program Directors will continue to track and monitor the representation of our priority populations among our student body and faculty through data provided by Academic Advising and the University. These data are formally discussed annually at the Program Planning Retreat, but discussions also arise during Program meetings throughout the academic year.

4) List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.

Our Program faculty demonstrate their commitment to diversity and inclusion by participating in several School and University level committees, programs, and task forces. At the School level, we have faculty appointed to the Diversity committee. This committee is tasked with ensuring a comfortable teaching and learning environment for faculty and students. The committee provides trainings for faculty on how to address issues of diversity and conducts an annual survey of the student inclusion climate. A member of the department of Applied Health is appointed to this committee; Dr. Alice Ma was a member, and Dr. Ellen Santos is a current member. Additionally, Dr. Nicole Klein is part of the Women's Studies faculty, which provides programming related to women's issues to the University community; Drs. Alice Ma and Cedric Harville, II, have provided guest presentations for Women's Studies events. Drs. Nicole Klein and Alice Ma are members of Safe Zone. They have participated in Safe Zone trainings and programming to promote inclusion for LGBTQ students and faculty.

The Program has led a travel study to Ghana for more than 5 years, and most recently to Uganda and Costa Rica. Students in different majors participate in travel study and completed their internships and service-learning experiences internationally. Faculty members have expressed their interest in leading travel studies to other countries, including Mexico.

Improving students' cultural competency is integrated into many of our courses throughout the BSPH Program, including:

- PBHE 305: Foundations of Community Health
- PBHE 363: Health Policy and Management
- PBHE 410: Environmental Health
- PBHE 420: Contemporary and Controversial Issues in Health
- PBHE 490: Program Planning in Community Health
- PBHE 491: Program Planning and Evaluation in Community Health

In our MPH Program, cultural competency is integrated into the following courses, including:

- PBHE 500: Core Principles in Public Health and Public Health Leadership
- PBHE 570: Environmental Health
- PBHE 580: Interventions

Our Program is also active in communities of underrepresented residents. During service learning, community health education, and student organization activities, we identify our Program either in writing, verbally, or through Program marketing materials. Our Program has a large number of students from underrepresented communities, and we find that word-of-mouth is successful for continued enrollment. For underrepresented and international students, we emphasize that the public health field focuses on reducing health disparities and helping

communities achieve health for all.

- 5) **Provide quantitative and qualitative data that document the program's approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.**

Our BSPH Program has continued to maintain its diversity of Undergraduate students in terms of race/ethnicity, with a steady increase of Undergraduate students who identify as male. As we continue to enhance the reputation of our Program and promote our Program, we anticipate that we will continue to have a diverse representation of races/ethnicities, as well as more students who identify as male in the future.

Race/Ethnicity of Undergraduate Students in BSPH Program (Total Enrollment)

	2018	2019	2020
Black/African American	36 (42%)	29 (45%)	20 (35%)
White	41 (47%)	30 (47%)	26 (46%)
Hispanic/Latino/a/x	4 (5%)	2 (3%)	3 (5%)
2 or more races	2 (2%)	0 (0%)	2 (4%)
Asian	2 (2%)	3 (5%)	5 (8%)
American Indian/Alaska Native	0 (0%)	0 (0%)	0 (0%)
International	0 (0%)	0 (0%)	1 (2%)
Unknown	2 (2%)	0 (0%)	0 (0%)

Gender* of Undergraduate Students in BSPH Program

	2018	2019	2020
Male	9 (10%)	11 (17%)	11 (19%)
Female	78 (90%)	53 (83%)	46 (81%)

**Note: Information on other genders is not provided by the University.*

Our MPH Program has continued to maintain its diversity of graduate students in terms of race/ethnicity, with more races/ethnicities represented in 2020 compared to 2019 in the tables below. The number of males in the MPH Program has remained the same. As we continue to enhance the reputation of our Program, promote our Program, and increase our enrollment, we anticipate that we will have more international students and more students who identify as male in future student cohorts.

Race/Ethnicity of Graduate Students in MPH Program (By Cohort)

	2018	2019	2020
Black/African American	-	4 (44%)	3 (23%)
White	-	4 (44%)	7 (53%)
Hispanic/Latino/a/x	-	1 (12%)	1 (8%)
2 or more races	-	0	1 (8%)
Asian	-	0	0
American Indian/Alaska Native	-	0	0
International	-	0	1 (8%)
Unknown	-	0	0

Gender* of Graduate Students in MPH Program (By Cohort)

	2018	2019	2020
Male	-	1 (11%)	1 (8%)
Female	-	8 (89%)	12 (92%)

**Note: Information on other genders is not provided by the University.*

Our Public Health Program has steadily increased the diversity of our faculty in terms of race/ethnicity and gender as presented in the 2 tables below. Currently, our faculty identify as Black/African American, White, and Asian/Asian American; one faculty member identifies as

male. Given that we are a relatively small, but growing, Program, the need for new faculty primarily arises as faculty positions are available and approved by the Dean's Office. We anticipate that the diversity of our faculty will continue to slowly shift over time. However, the current trend demonstrates a slight increase in diversity of faculty.

Race/Ethnicity of Faculty in Public Health Program

	2018	2019	2020
Black/African American	0 (0%)	0 (0%)	1 (14%)
White	4 (67%)	4 (67%)	4 (57%)
Asian/Asian American	2 (33%)	2 (33%)	2 (29%)

Gender of Faculty in Public Health Program

	2018	2019	2020
Male	0 (0%)	0 (0%)	1 (17%)
Female	6 (100%)	6 (100%)	6 (83%)

6) Provide student and faculty (and staff, if applicable) perceptions of the program's climate regarding diversity and cultural competence.

From the 2021 BSPH Undergraduate Senior Exit Survey, 75% of students reported being Extremely Prepared to “communicate with diverse audiences,” with an additional 15% reported being Somewhat Prepared. When asked about the strengths of our Program, Undergraduate students noted the “accepting and welcoming faculty” and that the Program, overall, was “very informative and welcoming.”

From the 2020 BSPH Undergraduate Senior Exit Survey, 77% of students reported being Extremely Prepared to “communicate with diverse audiences,” with an additional 19% reported being Somewhat Prepared. Undergraduate students shared additional comments, including noting that the Program “prepares you for real interactions,” “communication with diverse audiences was helpful,” and “relates to a multiple cultures, current events and data analysis.” Overall, one student noted, “I feel like the public health program really prepared me for my future and competency in public health.” Another student shared the following words to describe the Program: “Versatility, diversity, multifunctional.” With respect to our Program's climate, students shared the following comments: “I was a different major before this and I was looked at as another number and not a student. I did not feel this was in the public health program”; “I would recommend this program because it is like we became family. I actually developed relationships with each teacher and they all feel like my family away from home. I can talk to them about anything and not feel judged”; “Also, the major program is like a family and that helps with support.” These comments may be best summarized by a student who shared that the main strengths of our Program were “The professors and how much they care about their students. Also the curriculum, I've never before felt more prepared to start a new chapter in my life than I do now.”

From the 2021 MPH Graduate Experience Exit Survey, 80% of Graduate students reported being Extremely Prepared to “apply awareness of cultural values and practices to the design or implementation of public health policies or programs,” with the remaining 20% reported being Somewhat Prepared. When asked about the strengths of our Program, students noted that “the faculty are very helpful and knowledgeable about a variety of areas of public health” and “Faculty and Staff have diverse professional backgrounds,” with an “open door policy with all faculty and staff.” Notably, one of the students noted that they were made aware of the MPH Program “on a study abroad trip to Ghana in summer 2016, which put it on my radar” (likely as an Undergraduate student). Specific questions regarding students' perceptions of the Program's climate regarding diversity and cultural competence and students' perceptions of their preparation to work with diverse communities have been added to the 2022 MPH Graduate Experience Exit Survey to fully ascertain students' perceptions of our Program's climate.

From the PBHE Faculty Diversity and Cultural Competence Survey distributed in 2021 by the Graduate Program Director, Program faculty reported the following: 100% Strongly Agreed that our Public Health Program is committed to supporting students from historically underrepresented groups and that our Public Health Program's community is one where members seek to counter bias and inequities; 40% Strongly Agreed and 60% Somewhat Agreed that our Public Health Program's faculty and staff are sufficiently diverse; 40% Strongly Agreed and 60% Somewhat Agreed that our Public Health Program's student body is sufficiently diverse; and 80% Strongly Agreed and 20% Somewhat Agreed that our Public Health Program is inclusive of different cultural values and practices.

Program faculty shared the following comments:

- "I appreciate all of the training and education provided to staff and students to help better understand all of our student populations."
- "The Public Health program has made an effort to hire and maintain faculty that represent a diverse set of races, backgrounds, and ethnicities."
- "Our Program is making good strides and helpful progress toward diversity and inclusion."
- "Our program has diversity within the faculty and students, and I feel we are committed to continue and grow this more. We are not 'done' -- diversity, equity, and inclusion require constant attention."

7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not Applicable.

H1. Academic Advising

The program provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment, to advisors who are actively engaged and knowledgeable about the program's curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.

- 1) Describe the program's academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering.

Incoming Undergraduate first-year, transfer students, and students who have not yet declared a major receive academic advising through the Office of Academic Advising. Advisors help students create a plan of study, monitor students' progress, and are available to answer questions regarding which classes to take, degree requirements, campus resources, and potential majors. Students unsure of who their advisor is are encouraged to visit the Office of Academic Advising: <https://www.siu.edu/oa/index.shtml>

Once Undergraduate students declare a major in the SEHHS, they are assigned an SEHHS Academic Advisor. Information on the SEHHS advisement team is located on their website, along with other advising resources for students: <https://www.siu.edu/education/advising/meet-the-team.shtml>

Once a student declares public health as their major, they are assigned to one of two advisors dedicated to the BSPH Program, Mr. TJ Riggs or Ms. Dawn Aldrich. All advisors are currently located in Founders Hall, which is proximal to the VC Building where the Department of Applied Health suite is located. Advisors for the Program are better suited to answer questions about the major, classes, and career options than general education advisors. Both advisors meet the qualifications and training required by the University and the School. Students are assigned to either Program advisor based on the first letter of their last name: A-K are assigned to Mr. TJ Riggs, and K-Z are assigned to Ms. Dawn Aldrich. Students are encouraged to meet regularly with their advisors to ensure that they are making progress toward graduation. Students are required to meet with their advisor at least once a semester. Although both advisors provide support for our public health majors, Mr. TJ Riggs is our designated Public Health Academic Advisor, who can provide specific support for Program faculty regarding any information requests or Program needs (e.g., provide list of declared public health majors to Undergraduate Program Director).

Incoming Graduate students can receive advising on the application and enrollment process from the Graduate School's Graduate and International Admissions Team. General program advisors and admissions counselors are available to student applicants and are best suited to answer questions about the admissions process and their application. Applicants can contact the advisors in a variety of ways: telephone, email, live chat, virtual Zoom meetings, and walk-ins/in-person appointments. Information on the Graduate and International Admissions advisement team is located on their website, along with other admissions resources for students: <https://www.siu.edu/graduate-admissions/contact/>

Once a Graduate student enrolls in the MPH Program, the Graduate Program Director serves as their primary academic advisor. The Graduate Program Director assists with students' course plan, removes registration holds, and approves electives. Students receive one-on-one academic advising through individual appointments (typically, once a year during the Fall or Spring semester) with the Graduate Program Director; students may also contact the Graduate Program Director for an individual advising appointment at any time. The Graduate Program Director also works with our Public Health Academic Advisor, Mr. TJ Riggs, to address any student questions

and concerns that they are unable to address, including University registration deadlines and course enrollment assistance.

2) Explain how advisors are selected and oriented to their roles and responsibilities.

When academic advisors are first hired, they undergo a rigorous training period when they learn SIUE policies and procedures, general education requirements, and major specific course requirements. Advisors assigned to specific majors meet regularly with program faculty to stay abreast of curricular changes that impact students. Advisors attend monthly advisor professional development opportunities to learn about a wide variety of topics of interest to the advising community (e.g., specific student populations, resources available, new initiatives). Annually, the SEHHB advisors meet to go over changes to curricula within the SEHHB and update advising summaries, which are used by all advisors when they have to step in and help a student outside of their assigned major. The SEHHB Director of Student Services is dedicated to building a team to provide exceptional service to our students and always looking for ways to improve how the Advising Office functions and interacts with students and faculty.

New Graduate Program Directors receive an orientation packet from the Director of Graduate Education in the Graduate School that includes a New Graduate Program Director Checklist, Graduate Program Director Handbook, and Graduate Student Orientation Toolkit. The University also provides a website that provides Graduate Program Director Resources to support Graduate faculty and students. All Graduate Program Directors at the University attend a Graduate Program Director meeting with the Graduate School staff (e.g., Associate Dean for Research and Graduate Studies) each semester to discuss policy and procedure changes, resources and services, and other updates.

3) Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.

Copies of the Program Guides and other advising materials for the BSPH Program, as well as the MPH Student Handbook and Plan of Study form for the MPH Program are located in *ERF H1. Academic Advising*.

4) Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable.

Data on student satisfaction with academic advising are provided from our BSPH Undergraduate Senior Exit Survey. This survey is administered electronically at the end of PBHE 498: Senior Professional Seminar, which is toward the end of Undergraduate Seniors' academic tenure in the BSPH Program.

- In 2021, 20 out of 22 Undergraduate students responded (90.9%). Regarding advisement from their Public Health Advisor, 90% of Undergraduate students reported being Very Satisfied or Satisfied with the "ongoing advisement on degree requirements," 90% with the "helpfulness of Public Health Advisor," 80% with the "availability of Public Health Advisor," and 75% with "advisement on graduation."
- In 2020, 31 out of 31 Undergraduate students responded (100%). Regarding advisement from their Public Health Advisor, 77% of Undergraduate students reported being Very Satisfied or Satisfied with the "advisement as to degree requirements," 81% with the "helpfulness of Public Health Advisor," 81% with the "availability of Public Health Advisor," and 71% with "advisement on graduation."
- In 2019, 45 out of 45 Undergraduate students responded (100%). Regarding advisement from their Public Health Advisor, 73% of Undergraduate students reported being Very Satisfied or Satisfied with the "advisement as to degree requirements," 62% with the "helpfulness of Public Health Advisor," 62% with the "availability of Public Health Advisor," and 71% with "advisement on graduation."

Data on student satisfaction with academic advising are provided from our MPH Graduate Experience Exit Survey. This survey is administered electronically toward the end of Graduate students' academic tenure in the MPH Program. Our first cohort graduated in 2021, thus only the 2021 MPH Graduate Experience Exit Survey has been administered thus far and, consequently, only data from this year are available at this time.

- In 2021, 5 out of 8 Graduate students responded (62.5% response rate). Regarding advisement, 80% of Graduate students reported the quality of advisement as "excellent." Additionally, 100% reported being Very Satisfied or Satisfied with "advisement as to degree requirements," 100% with the "helpfulness of Public Health Advisor," 100% on the "availability of Public Health Advisor," and 80% on "advisement on graduation."

5) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.

Previously known as Springboard to Success, all incoming first-year students need to attend New Student Orientation, which is a mandatory registration and orientation program for admitted first-year students (<https://www.siu.edu/new-student-orientation/>). The one-day, summer program includes academic advising, course registration and information about the resources for success available at SIUE. New students also start the semester with The SIUE Experience, an extended orientation program, that takes place the weekend before classes begin. Beginning with move-in day (<https://www.siu.edu/experience/index.shtml>), The SIUE Experience combines informational sessions with activities and social events designed to help first-year students navigate the process of transitioning to the campus community. Throughout the program, students build on the knowledge gained during New Student Orientation or Transfer Orientation to learn more about the SIUE community, academic and co-curricular expectations, and opportunities to shape their experience. Students also interact with faculty and current students to share their knowledge. While not all aspects of this program are required, participation is vital to a successful start to students' journey at SIUE. First-year students also have the option of participating in the Student Opportunities for Academic Results (SOAR) program that helps to elevate success by offering first-year students academic and professional support (<https://www.siu.edu/vcedi/soar/about/index.shtml>). SOAR provides student advising, coordinates academic programs, makes resources available, and organizes humanities programming such as a series of public thinking events and online reading groups.

For incoming Undergraduate transfer students, the Transfer Orientation program is offered that provides pre-entry advisement and course registration for admitted transfer students that jump-starts their University experience (<https://www.siu.edu/new-students/transfer/orientation-advisement.shtml>). This program includes academic advisement and course registration, as well as information about the available resources at SIUE.

For incoming MPH students, communication about the MPH Program is provided by the Graduate Program Director beginning when their application is first received. Personalized messages are sent to each applicant when their application is received and when the status of their application is known. Accepted students receive initial information about the MPH Program (e.g., prerequisite public health knowledge requirement). In the Summer prior to their Fall enrollment, accepted students receive the MPH Student Handbook and information about the MPH Student Orientation. The Graduate Program Director is available to meet with students individually and address any questions about the Program (e.g., course delivery). The Graduate Program Director hosts the MPH Student Orientation with all incoming MPH students typically about 2 weeks prior to the start of the Fall semester. The MPH Orientation serves as an informational session that introduces students to the graduate faculty members, reviews the MPH Student Handbook, discusses course registration and available resources, and addresses students' questions and concerns. The Graduate Program Director also sends an electronic New Student Questionnaire via Qualtrics to all incoming students that helps to provide some information about each student (e.g., phonetic pronunciation of names, SIUE email, personal pronouns, interest areas, skills and abilities, anticipated student status, employment, any concerns that they may have). The Graduate Program Director organizes and shares some of

this information with the student cohort (e.g., phonetic pronunciation of names, SIUE email, personal pronouns, interest areas), so that their cohort members begin to get to know each other and start building community.

- 6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

H2. Career Advising

The program provides accessible and supportive career advising services for students. Each student, including those who may be currently employed, has access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to his or her professional development needs and can provide appropriate career placement advice. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The program provides such resources for both currently enrolled students and alumni. The program may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

- 1) Describe the program's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs.

Although our SEHNB Academic Advisors can provide some career advising for students, Public Health Program faculty primarily mentor students, provide resources and tools, and meet with them informally to discuss career opportunities, graduate school options, and other matters pertaining to the Program. Overall, Program faculty typically have an 'open-door' policy with their availability, so that students can talk with any faculty member they feel comfortable with. Faculty meet with students on an as needed basis at the student's discretion. Program faculty also encourage students to join professional associations as students, since memberships are often less expensive than professional memberships. In Spring 2021, our Program used a portion of Winter-term funds to provide a one-year student membership to the Illinois Public Health Association for most of our Public Health students (Undergraduate juniors and seniors; all Graduate students). Our Program also purchased professional lanyards, folios, and other items with our Public Health Program logo (e.g., pens, post-it notes) that students can use for professional events (e.g., job interviews). All students are encouraged to be part of our Program Facebook page to connect with other current and past students, including Program alumni and community partners; the most common postings shared include job postings, networking opportunities, questions, tips, and requests. Our Program Facebook page is an important post-graduation resource for our students and alumni.

Our BSPH Program integrates several formal opportunities for career advising:

- In PBHE 305: Foundations of Community Health, a guest speaker from SIUE's Career Development Center provides a presentation on resume building and job searching, with handouts and resources provided to the Undergraduate students. Students are then required to submit a job posting of their choice (e.g., ideal job position or job position you are interested in when you graduate) and prepare an updated resume with their experiences thus far that is tailored to the job posting. Students can also receive extra credit if they visit the Career Development Center for a resume consulting appointment and provide evidence of this visit. The Center provides resources tailored to our BSPH students, including a Public Health resume sample (https://www.siu.edu/career-development-center/pdf/Public_Health_Resume_Sample20.pdf) and career information (<https://whatcanidowiththismajor.com/major/public-health/>).
- In PBHE 305: Foundations of Community Health, Undergraduate students are also required to compose a Health Professional Philosophy Paper that help them begin to articulate their personal philosophy as a future health professional to help prepare students when they apply for a job position or employers ask about their philosophy during a job interview.

- In PBHE 498: Senior Professional Seminar, Undergraduate students are typically exposed to varied guest speakers from the professional community, including our alumni, who provide their experiences, expertise, and tips.
- In PBHE 498: Senior Professional Seminar, all assignments are developed to enhance or build Undergraduate students' professional development or support career advising. These include composing a Public Health Career Interests Paper and attending a one-on-one meeting with the instructor (Undergraduate Program Director); submitting an updated resume, cover letter, and job hunt; continuing education completion; participating in a mock interview with SIUE's Career Development Center; and developing a Professional Competencies Portfolio that addresses the Public Health Domains. In addition, the textbook for the course is *101+ Careers in Public Health* by Beth Seltzer.

Our MPH Program integrates several formal structures for career advising:

- Students receive one-on-one academic advising through individual appointments (typically, once a year during the Fall or Spring semester) with the Graduate Program Director. These advising appointments include a general check-in with students and their experience thus far in the Program, as well as career advising and how the Program can support their future plans (e.g., employment, further graduate school).
- All Graduate faculty and students are part of our Blackboard Student Community page for Graduate students, which the Graduate Program Director primarily maintains and updates. Along with Program information, the Blackboard page contains several resource folders that are updated regularly. These include folders for Academic Resources, Research/Publication Resources, Professional Development, Certifications, and Careers in Public Health. Graduate students can access these resources at any time on an as needed basis.
- In PBHE 599A/B: Capstone--Semester 2 (Spring semester), the Graduate Program Director provides monthly Capstone Workshop sessions each month that provides an opportunity for Project and Thesis students to ask any Capstone-related questions, as well as discuss a professional development topic. These topics include CVs/resumes, manuscripts and conference posters, and certifications and continuing education.

2) Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.

All of our Program faculty are involved informally in career advising for our students. We are committed to building and supporting the professional development of all of our students, and they can reach out to us for consultations on an as needed basis. The more formal opportunities and structures we have for career advising are often integrated into our courses, so that the instructors support students' professional development related to their careers through the assignments and assessments in the respective courses. Program Directors monitor the needs of students to ensure appropriate and sufficient career advising are provided throughout our Program. The University's Career Development Center (CDC) provides classroom presentations on topics such as resume building and job searching (e.g., Ms. Eileen Martindale in PBHE 305: <https://www.siu.edu/career-development-center/about/staff-page-eileen-martindale.shtml>), as well as resources for faculty and students to support students' job search and application process, including a Public Health-specific resume template (<https://www.siu.edu/career-development-center/pdf/PubHealthResume22>).

More information on CDC's services and resources are provided on their website:

<https://www.siu.edu/career-development-center/faculty/index.shtml>

<https://www.siu.edu/career-development-center/students/resources.shtml>

3) Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.

The following depict 3 examples of career advising provided to Undergraduate and Graduate

students:

- In Fall 2019, one of our Public Health majors took PBHE 305: Foundations of Community Health. Although this student did not quite know what she wanted to do in her career, she has utilized many opportunities in our Program to develop and enhance her professional development skills and expose herself to varied interest areas. She has expressed some interest in global health and mental health. In PBHE 305, she completed the job posting and resume assignment; she was also one of the few students who participated in a resume consultation appointment with a Career Counselor at the Career Development Center for extra credit. She also applied for, and was selected as, an Undergraduate Research and Creative Activities Assistant with the Undergraduate Program Director on a policy project; this work led to a conference abstract that was accepted at the Society for Public Health Education's 2021 Annual Conference. She also served as Vice President of ESG from 2020-2021, and has been a member of our Program Facebook page for nearly 2 years. In her Health Professional Philosophy Paper from PBHE 305, she described the following: "Trying to figure out...my future health career is difficult to pinpoint at this time. What I do know is that I would really like to work with international people, whether that be working with immigrants/refugees here in America, or working with people in their home countries...I want to help people in the community, and especially people from other countries. In doing this, I can see myself changing and designing new programs to help others...My biggest hope is to make a difference in the lives of people..." Although the student did not know exactly what she wanted to do, it was clear she had a vision for her future goals and self, and she harnessed the formal opportunities and structures in the BSPH Program to support her professional development. She graduated from our BSPH Program in Spring 2021, and our Program faculty are available to support her next steps, as needed.
- In Spring 2021, the Undergraduate Program Director met with each student in PBHE 498: Senior Professional Seminar as part of the Public Health Career Interests Paper that involves attending a one-on-one meeting with the instructor. One of the students she met with was from an underrepresented group (racial/ethnic minority) and expressed interest in medical careers. This Public Health major was a first-generation college student. The student was interested in dentistry, nursing, or medical school, but was really struggling to see herself there. She did not really know anyone in the medical fields. The Undergraduate Program Director shared information on a MEDPREP program through Southern Illinois University Carbondale to the student. The Undergraduate Program Director also reached out to all Program faculty/instructors and advisors to share any other resources with her, especially summer and post-baccalaureate programs, that would expose our students to more medical/epidemiology careers. Our faculty/instructors responded with suggestions on internship opportunities and other resources that could be shared with the student. The Undergraduate Program Director shared these resources with the student to help support her next steps.
- In Spring 2021, a prospective MPH applicant (now, incoming MPH student) reached out to the Graduate Program Director for career advising and learn about how the MPH Program could serve her interests in nutrition/dietetics and future goals. Although she was firmly interested in nutrition/dietetics and had originally wanted to pursue graduate school in that field, her interest in the public health field led her to consider our MPH Program. The alumna and Graduate Program Director met virtually via Zoom to discuss the MPH Program and curriculum, her interests and future goals, and help brainstorm and visualize how public health could serve her needs and complement her training and interest in nutrition/dietetics. After the meeting, the Graduate Program Director shared links to career information that involve public health and nutrition (e.g., public health nutritionists), as well as examples of job postings that combine both fields. Ultimately, this prospective MPH applicant applied to our Program and was accepted as part of the Fall 2021 MPH cohort.

The following depicts an example of career advising provided to alumni:

- Dr. Nicole Klein is currently a preceptor for an alumna of the BSPH Program who is completing a pedagogy practicum as part of her DrPH curriculum requirements at the

Pennsylvania State University. Other alumni consistently reach out to her for advice or guidance via the closed Facebook group for alumni, email, or LinkedIn.

- In Fall 2020, an alumna of our BSPH Program who recently graduated with a Public Health minor reached out to the Graduate Program Director for career advising. She was working as the Assistant Community Director for one of the campus residence halls and was also working on her MEd degree at SIUE. However, she felt confused, frustrated, and unfulfilled. It was clear she was at some crossroads in her career and needed some motivation and inspiration as to what her next steps should – and could – be. Although her passion had always been centered on college students and residential life, her interest in public health remained and she wanted to pursue something more related to that interest that had, thus, been unfulfilled in her current role. The alumna and Graduate Program Director met virtually via Zoom to discuss her interests and passions, components of an ideal job, and her vision for herself in the future. The discussion focused on ways forward that harnessed her strengths and helped her to thrive, rather than just survive. After the meeting, the Graduate Program Director shared an example of college personnel who integrate health and the public health field with residential life and improving college student well-being.

4) Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable.

Data on student satisfaction with career advising are provided from our BSPH Undergraduate Senior Exit Survey. This survey is administered electronically at the end of PBHE 498: Senior Professional Seminar, which is toward the end of Undergraduate Seniors' academic tenure in the BSPH Program.

- In 2021, 20 out of 22 Undergraduate students responded (90.9%). Regarding advisement, 65% of Undergraduate students reported being Very Satisfied or Satisfied with the "advisement on Public Health careers." Note that this question was revised from the 2020 Undergraduate Senior Exit Survey.
- In 2020, 31 out of 31 Undergraduate students responded (100%). Regarding advisement, 100% of Undergraduate students reported "the quality of advice from Public Health faculty about public health careers" as Excellent or Good. To better streamline the survey, the question was revised in the 2021 Undergraduate Senior Exit Survey.
- In 2019, 45 out of 45 Undergraduate students responded (100%). Regarding advisement, 71% of Undergraduate students reported being Very Satisfied or Satisfied with the "advisement as to graduation." A specific question regarding students' satisfaction with career advising was added to the 2020 Undergraduate Senior Exit Survey to fully ascertain students' experience with advising related to careers, in particular.

Data on student satisfaction with career advising are provided from our MPH Graduate Experience Exit Survey. This survey is administered electronically toward the end of Graduate students' academic tenure in the MPH Program. Our first graduating cohort occurred in 2021, thus only the 2021 MPH Graduate Experience Exit Survey has been administered thus far and, consequently, only data from this year are available at this time.

- In 2021, 5 out of 8 Graduate students responded (62.5% response rate). Regarding advisement, 80% of Graduate students reported the quality of advisement as "excellent," and 80% reported being Very Satisfied or Satisfied with the "advisement as to graduation." A specific question regarding students' satisfaction with career advising has been added to the 2022 MPH Graduate Experience Exit Survey to fully ascertain students' experience with advising related to careers, in particular.

5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not Applicable.

H3. Student Complaint Procedures

The program enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to program officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

- 1) **Describe the procedures by which students may communicate any formal complaints and/or grievances to program officials, and about how these procedures are publicized.**

Policies for grievances by all SIUE students are standard across the University and are found on the University's policy webpage: <https://www.siu.edu/policies/3c3.shtml>

SIUE's Student Grievance Code provides a means for students to bring a grievance against faculty and staff members for violations of their student rights as set forth in the Code. It is administered with the intent that the process and resolutions of grievances be fair or just and educational. This policy applies to all students at the University in their interaction with faculty and staff. This Code does not apply to students' grievances against other students.

Any student who brings a grievance against a faculty or staff member has the burden of proof and must provide documentation and evidence to support the allegation to the chair, coordinator, or director of the department or unit. All grievances must be filed within 60 working days from the actual occurrence, or the discovery of the occurrence, which forms the basis of the grievance.

Before filing a formal grievance, the student must first make a good faith effort to meet and confer with the party against whom they have a grievance in an effort to resolve the matter informally. The formal grievance procedure may be initiated by the student only after informal procedures have proven unsatisfactory. The grievance timeline is not stayed during the informal process.

If a student is unable to reach an agreement with the faculty member regarding the issue at hand, the next step in the informal resolution process would be to bring the issue to the chair of the department. If an agreement is still not reached, then the issue should be brought to the office of the Dean. While these are the basic steps generally required in the informal resolution process, other steps are not precluded. If successful, the agreement reached through the informal resolution process must be reduced to writing. Such agreement signifies that the dispute is terminated, and no further action or appeal would be granted.

If informal resolution is unsuccessful, the grievance would proceed through the formal grievance procedure. The student would file a grievance with the chair, coordinator, or director of the department or unit involved (the Initial Hearing Officer). If the grievance is against the chair, coordinator, or director, the grievance would be filed with the next highest administrator. Charges of discrimination or harassment based on race, color, national origin, ancestry, age, religion, sex, sexual orientation including gender identity, marital status, civil union status, physical or mental disability, military status, or unfavorable discharge from military service are not grievable under this Code, and must be filed with the Office of Equal Opportunity, Access and Title IX Coordination for resolution.

- 2) **Briefly summarize the steps for how a complaint or grievance filed through official university processes progresses. Include information on all levels of review/appeal.**

In situations where an issue arises, students are encouraged to put their complaints in writing and to talk with the faculty before taking the matter further. If the student and faculty member cannot reach a resolution, the next step is to take the matter to the Program Director. The Program Director would meet with the student and faculty member to try to resolve issues prior to taking

administrative action. If this informal process does not resolve the issue, students are provided with information on the grievance process and how to proceed (see description above). The Provost's Office keeps records of all grievances and appeals.

- 3) **List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.**

In the past three years, there has been 1 student grievance as detailed by the table below. In 2020-2021, the general nature of the student grievance was to appeal for a grade. It was resolved after faculty and student discussion, and the student accepted their original grade.

	2018-2019	2019-2020	2020-2021
Student Grievances	0	0	1

- 4) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

H4. Student Recruitment and Admissions

The program implements student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health.

- 1) Describe the program's recruitment activities. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.

The BSPH Program seeks to recruit student cohorts who are diverse across gender, ethnicity, work experience, and part/full-time students. Our public health majors tend to 'discover' our major through word of mouth, knowing someone in public health, or our 100- or 200-level courses. Recruitment efforts are mostly regional, targeting high schools and community colleges in the St. Louis Metro-East area and undeclared students enrolled in PBHE 111: Personal Health classes at SIUE. The Undergraduate Program Director meets with our SEHNB Academic Advisers who help promote our Program at local community college events where Program information can be distributed. ESG students also give presentations to the PBHE 111: Personal Health classes promoting the Program and the public health field, as well as answering questions the students may have about the Program. These classes are open to all students at the University as a general education course, thus many students are first-year students who have not yet declared a major. The Undergraduate Program Director also reminds faculty members who teach PBHE 111 or another 100- or 200-level course (e.g., PBHE 210: Sexual Health) to send a short recruitment message to their students at the end of the course to consider public health as their major.

Several initiatives have been undertaken to recruit students for the public health major and promote the Program:

- Establishing stronger relationships with the SEHNB Advisors to better support students and faculty regarding advisement
- Developing 2+2 programs with local community colleges (e.g., Southwestern Illinois College, Lewis and Clark Community College)
- Developing a Pre-Health major code to benefit students in the semesters prior to their major declaration. Students are referred to the SEHNB Advising Office by the Office of Academic Advising (general education advising), and the students with this major code are then assigned an SEHNB advisor. Students can work with that advisor prior to their major declaration to help streamline the advising process for these pre-major students.
- Providing annual presentation for the Office of Academic Advising (general education advising) and Admission staff regarding updates for the BSPH program and the different career fields students can pursue from a public health degree
- Working with University Marketing and Communications to develop news stories on student and faculty accomplishments and successes
- Developing a stronger social media presence through our Program Facebook and Instagram pages, as well as our ESG social media pages (Facebook, Instagram, and Twitter)
- Participation in Springboard to Success and other SIUE student events

The MPH Program seeks to recruit student cohorts who are diverse across gender, ethnicity, work experience, and part/full-time students. Our MPH students typically know about our Program through word of mouth, knowing someone in public health or the public health field, or Program/faculty reputation (e.g., BSPH alumni). Recruitment efforts are both local/regional and international. The Graduate and International Admissions Office provides general program advisement and admissions counseling for prospective Graduate students. They also engage in international outreach initiatives with partnerships in other countries to promote SIUE and our graduate programs (e.g., Nepal, India); they have been building relationships with overseas partners over the last several years. The Graduate and International Admissions Office provides

support to the Graduate Program Director on addressing admissions questions and concerns that students may have; the Office can also provide support for hosting standalone Program open houses. The Graduate Program Director also directly responds to any inquiries about the Program through one-on-one interactions with prospective applicants (e.g., emails, phone calls, virtual Zoom meetings).

The Graduate Program Director engages in several outreach initiatives to recruit prospective applicants and promote the Program:

- Providing guest presentations in PBHE 498: Senior Professional Seminar and PSYC 200: Careers in Psychology to discuss the MPH Program and public health careers with undergraduate students
- Participating in both the in-person and virtual Graduate School open house events, including the BIPOC Visit Day, to provide information about the MPH Program with domestic, international, and diverse applicants
- Participating in the School of Pharmacy's PharmD concurrent program open house events
- Hosting standalone MPH Program open house events
- Advertising the MPH Program and application on our Program Facebook page and student listserv
- Reaching out individually to our graduating undergraduate seniors who have at least a 3.0 GPA to encourage them to apply and provide support for their application process

Other initiatives have been undertaken to recruit students and promote the Program:

- Establishing stronger relationships with the SEHNB Advisors to better support students and faculty regarding advisement
- Working with University Marketing and Communications to develop news stories on student and faculty accomplishments and successes
- Developing a stronger social media presence through our Facebook and Instagram pages, as well as ESG's social media pages (Facebook, Instagram, and Twitter)
- Developing concurrent graduate degree programs with the School of Pharmacy (MPH-PharmD concurrent program) and the School of Business (MPH-MBA concurrent program)

As the MPH Program continues to develop its reputation and demonstrate enrollment growth, potential future initiatives to recruit students include developing other concurrent programs and a combined accelerated (e.g., 3+2) program for our BSPH students.

2) Provide a statement of admissions policies and procedures. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.

Undergraduate students wishing to major in Public Health must apply in the Office of Academic Advising. To be admitted into the BSPH Program, students must typically* meet the following requirements:

- Have a minimum cumulative GPA of 2.5
- Complete ENG 101 and 102 with grades of C or better

The BSPH Program also offers direct admission into the Public Health major for high school students who demonstrate a 25 composite ACT score (1150 SAT) and at least a 3.25 high school GPA (on a 4.0 scale). This admission is contingent upon the student meeting state and program-specific retention requirements while a student at SIUE. For transfer credit, coursework completed at regionally accredited institutions are evaluated upon admission to the University. Results of transfer credit evaluations are available to students through the University CougarNet platform.

**For 2021 and 2022, the University admissions are not requiring the ACT nor SAT. The direct admission requirements have been changed to the following: minimum cumulative 3.5 high school GPA (on a 4.0 scale) or a minimum cumulative 3.25 high school GPA (on a 4.0 scale) with a 25 composite ACT score (1200 SAT).*

Graduate students wishing to apply to the MPH Program must apply through the Graduate School. To be admitted into the MPH Program, students must meet the following requirements:

- Submit a Graduate School application and \$40 fee
- Submission of all postsecondary academic transcripts
- Minimum GPA of 3.0
- Personal statement describing how the program relates to professional goals (500-800words)
- Current resume
 - Applicants who have significant public health work experience are encouraged to apply. Work experience will be evaluated as a part of the admission package
- Scores from the Graduate Record Examination (GRE) are recommended, but not required
- International Applicants: Proof of English Proficiency, minimum requirements are TOEFL (79), IELTS (6.5) or equivalent
- Competitive applicants are students with an undergraduate degree in:
 - Public Health
 - Community Health
 - Exercise Science
 - Health Education
 - Psychology
 - Nursing
 - Nutrition
 - Pharmacy
 - Sociology
 - Social Work

3) **Select at least one of the measures that is meaningful to the program and demonstrates its success in enrolling a qualified student body. Provide a target and data from the last three years in the format of Template H4-1. In addition to at least one from the list, the program may add measures that are significant to its own mission and context.**

Outcome Measures for Recruitment and Admissions (BSPH)				
Outcome Measure	Target	Year 1 (2018-2019)	Year 2 (2019-2020)	Year 3 (2020-2021)
Percentage of priority under-represented students accepting offers of admission (minority race/ethnicity)	50%	54.5%	52.2%	52.5%
Percentage of priority under-represented students accepting offers of admission (male gender)	25%	11.4%	10.4%	18.6%

Outcome Measures for Recruitment and Admissions (MPH)				
Outcome Measure	Target	Year 1 (2019-2020)	Year 2 (2020-2021)	Year 3 (2021-2022)
Percentage of priority under-represented students accepting offers of admission (minority race/ethnicity)	50%	55.5%	46.2%	73.7%

Percentage of priority under-represented students accepting offers of admission (male gender)	25%	11.1%	7.7%	36.8%
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- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Not Applicable.

H5. Publication of Educational Offerings

Catalogs and bulletins used by the program to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.

- 1) Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements.

BSPH Program:

The SIUE Undergraduate Catalog is the main source for information on all undergraduate curricula on campus. The Office of the Registrar publishes the catalog and the academic calendar annually. It is revised annually, and any changes approved by the SEHHB Academic Affairs Committee and the Faculty Senate Curriculum Committee at the University level are incorporated into the new version. The Undergraduate Catalog website includes information on the academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements.

- <https://www.siu.edu/academics/undergraduate/>
- <https://www.siu.edu/academics/undergraduate/policies/index.shtml>
- <https://www.siu.edu/academics/undergraduate/policies/academic-calendar.shtml>
- <https://www.siu.edu/academics/undergraduate/policies/academic-policies.shtml>

The Undergraduate Catalog includes a detailed description of the requirements for the BSPH Program. The approved course descriptions for each undergraduate course on campus are also included in the Catalog. Additionally, course descriptions are available on the BSPH Program website.

- <https://www.siu.edu/academics/undergraduate/degrees-and-programs/public-health/>

The undergraduate degree requirements and a sample curriculum are available on the BSPH Program website.

- <https://www.siu.edu/academics/undergraduate/degrees-and-programs/public-health/degree-requirements.shtml>
- <https://www.siu.edu/academics/undergraduate/degrees-and-programs/public-health/curriculum.shtml>

MPH Program:

The SIUE Graduate Catalog is the main source for information on all graduate curricula on campus. Similarly, the Office of the Registrar publishes the catalog and the academic calendar annually. It is revised annually, and any changes approved by the SEHHB Academic Affairs Committee and the Faculty Senate Curriculum Committee at the University level are incorporated into the new version. The Graduate Catalog website includes information on the academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements.

- <https://www.siu.edu/academics/graduate/>
- <https://www.siu.edu/academics/graduate/policies/index.shtml>
- <https://www.siu.edu/registrar/calendars/>
- <https://www.siu.edu/academics/graduate/policies/admissions-policies.shtml>
- <https://www.siu.edu/academics/graduate/policies/academic-policies.shtml>
- <https://www.siu.edu/academics/graduate/policies/degree-completion-graduation-commencement.shtml>

The Graduate Catalog includes a detailed description of the requirements for the MPH Program. The approved course descriptions for each graduate course on campus are also included in the Catalog. Additionally, course descriptions are available on the MPH Program website.

- <https://www.siue.edu/academics/graduate/degrees-and-programs/public-health/index.shtml>

The graduate degree requirements and a sample curriculum are available on the MPH Program website.

- <https://www.siue.edu/academics/graduate/degrees-and-programs/public-health/graduation-requirements.shtml>
- <https://www.siue.edu/academics/graduate/degrees-and-programs/public-health/curriculum.shtml>

Overall:

Internally, any changes to the Program curriculum, degree requirements, or graduation requirements are first recommended by the Program Directors and brought to the Program faculty for discussion during the monthly Program meetings and/or via email. The Program Directors send these changes to the Department Chair, who then submits to the Department Academic Affairs Committee for review and approval. The Committee is composed of at least one member from each voting division in the Department. Once approved, it is submitted to the SEHQB Academic Affairs Committee for approval. Once approved at the School level, the Provost's Office signs off on it and it is then incorporated into the next catalog.

The SIUE Marketing and Communications staff is charged with overseeing the Department Program sheet that is updated annually. The main content of the Department website is also under the purview of University Marketing and Communications. The Public Health Program faculty approves the content for the materials printed by Marketing and Communications prior to publication. These materials are updated annually. The content for the Public Health Program webpages is typically updated and maintained by the Department's office support staff. The Program faculty provide updated information and assist the office support staff in maintaining accurate information on the webpages.