

REVIEW FOR ACCREDITATION  
OF THE  
COLLEGE OF PUBLIC HEALTH  
AT  
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

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CRITERIA:

Accreditation Criteria for Schools of Public Health & Public  
Health Programs, amended August 2021

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## INTRODUCTION

Rutgers University was founded as Queen's College in 1766 in New Brunswick, New Jersey for the training of future ministers of the Dutch Reformed Church. It is the eighth oldest institution of higher learning in the United States and is one of the original nine colonial colleges established before the American Revolution. It was renamed Rutgers College in 1825 after Colonel Henry Rutgers before it was designated as the state's land-grant institution in 1864 and assumed university status in 1924. Since 1956, it has been Rutgers, The State University of New Jersey. Rutgers is one university with three distinct operational locations in New Jersey in Camden, Newark, and New Brunswick; each of these chancellor-led units is characterized by its own distinct identity. The University of Medicine and Dentistry of New Jersey (founded in 1970) merged with Rutgers in 2013, creating Rutgers Biomedical and Health Sciences (RBHS), which became the university's fourth chancellor-led unit. The university holds institutional accreditation by the Middle States Commission on Higher Education. In addition to CEPH, the institution responds to approximately 30 specialized accrediting bodies, including the Commission on Collegiate Nursing Education, Commission on Accreditation of Allied Health Education Programs, American Psychological Association Commission on Accreditation, and Accreditation Council for Pharmacy Education, among others.

The university has 29 schools and colleges including planning and public policy, psychology, engineering, social work, business, law, public affairs and administration, nursing, pharmacy, dental, and graduate studies. The university offers over 150 undergraduate majors and more than 200 graduate programs and degrees. The student body includes more than 67,000 students: about 44,000 at New Brunswick, 11,000 at Newark, 6,000 at Camden, and 6,800 at RBHS. The university employs over 8,000 full- and part-time faculty and over 14,000 full- and part-time staff members. In addition, more than 1,500 international scholars representing nearly 100 countries visit the university at any point in time.

The Rutgers School of Public Health is part of RBHS, which is also home to the Ernest Mario School of Pharmacy, New Jersey Medical School, Robert Wood Johnson Medical School, Rutgers School of Dentistry, School of Graduate Studies, School of Health Professions, and the School of Nursing. The SPH has two primary locations: New Brunswick/Piscataway and Newark. The school is led by a dean and consists of four departments, each led by a department chair: biostatistics and epidemiology; environmental and occupational health and justice; health behavior, society and policy; and urban-global public health. In addition to the department chairs, the school's leadership team includes five associate deans, five assistant deans, three directors, and a chief of staff, all who report to the dean. The Rutgers School of Public Health offers the MPH with 15 concentrations; four MS offerings; one DrPH offering; and a PhD with five concentrations. The school offers 14 dual degree programs and currently enrolls about 580 MPH students, including approximately 30 dual degree students; 86 MS students; 52 DrPH students; and 30 PhD students.

The school received initial CEPH accreditation in 1986. The last review in 2015 resulted in an accreditation term of seven years with interim reporting required related to the DrPH degree and public health content in the MPH dual degree programs. The Council accepted these interim reports as evidence of compliance in these areas.

Instructional Matrix - Degrees and Concentrations					
			Categorized as public health	Place based	Distance based
Master's Degrees	Academic	Professional			
Biostatistics (BIST)	MS	MPH	X	MPH, MS	
Environmental Health Sciences (EHS)		MPH	X	MPH	
Epidemiology (EPID)	MS	MPH	X	MPH, MS	
Global Public Health (GPH)		MPH	X	MPH	MPH
Health Outcomes, Policy, and Economics (HOPE)	MS		X	MS	
Health Systems and Policy (HSAP)		MPH	X	MPH	
LGBTQ Health (LGBTQ)		MPH	X	MPH	
Occupational and Environmental Medicine (OEM)		MPH	X	MPH	
Occupational Safety and Health (OSH)		MPH	X	MPH	
Pharmacoepidemiology (PHEP)	MS		X	MS	
Population Aging (POAG)		MPH	X	MPH	MPH*
Population Mental Health (PMH)		MPH	X	MPH	
Public Health Nutrition (PHNU)		MPH	X	MPH	
Public Health Practice for Health Professionals (PHP)		MPH	X	MPH	
Social and Behavioral Health Sciences (SBHS)		MPH	X	MPH	
Social Work and Public Health (SWPH)		MPH	X	MPH	
Urban Public Health (URPH)		MPH	X	MPH	
Doctoral Degrees	Academic	Professional			
Biostatistics (BIST)	PhD		X	PhD	
Environmental and Occupational Health (ENOH)	PhD		X	PhD	
Epidemiology (EPID)	PhD		X	PhD	
Health Systems and Policy (HSAP)	PhD		X	PhD	
Leadership, Practice and Research (LPR)		DrPH	X	DrPH	
Social and Behavioral Health Sciences (SBHS)	PhD		X	PhD	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)	Academic				

2nd Degree Area	Public Health Concentration					
Articulated with Rutgers University (BA/BS)	Any MPH concentration, except PHP and SWPH		BA/MPH, BS/MPH	X	MPH	MPH
Articulated with New Jersey Institute of Technology (BS)	Any MPH concentration, except PHP and SWPH		BA/MPH, BS/MPH	X	MPH	MPH
Biomedical Sciences	Any MPH concentration, except PHP and SWPH		MPH/MBS	X	MPH	MPH
Business	EPID, HSAP		MPH/MBA	X	MPH	
Clinical Nutrition	PHNU		MPH/MS	X	MPH	
Dentistry	Any MPH concentration, except SWPH		MPH/DMD	X	MPH	MPH
Law	HSAP and other concentrations with approval		MPH/JD	X	MPH	MPH
Medicine	Any MPH concentration, except SWPH		MPH/MD, MPH/DO	X	MPH	MPH
Pharmacy	Any MPH concentration and HOPE (MS)	MS/PharmD	MPH/PharmD	X	MPH, MS	MPH
Physician Assistant	BIST, EPID, GPH, HSAP, LGBTQ, OEM, POAG, PMH, PHP, PHNU, SBHS, URPB		MPH/MSPA	X	MPH	MPH
Psychology	Any MPH concentration		MPH/PsyD	X	MPH	MPH
Public Administration	HSAP and other concentrations with approval		MPH/MPA	X	MPH	MPH
Public Policy	GPH, HSAP		MPH/MPP	X	MPH	MPH
Social Work	Social Work and Public Health		MPH/MSW	X	MPH	

\*The MPH in population aging will be offered in a distance-based format only beginning in fall 2024.

**A1. ORGANIZATION & ADMINISTRATIVE PROCESSES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The school has well-established and sufficient structures to facilitate decision making and policy implementation. Faculty members serve on designated committees and provide oversight on significant school functions. The school has seven standing committees and four ad-hoc committees with widespread representation to facilitate decision making. Standing committees include the Executive Council, the Admissions and Academic Progression Committee, the Advisory Committee on Appointments and Promotions, the Curriculum Committee, the Research and Doctoral Studies Committee, the Bylaws and Elections Committee, and the Diversity, Equity, and Inclusion Committee. The four ad-hoc committees include the Awards Committee, the Accreditation Self-Study Committee, the Dean's Leadership Council, and the Education Advisory Board.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> <li>• degree requirements</li> <li>• curriculum design</li> <li>• student assessment policies &amp; processes</li> <li>• admissions policies &amp; decisions</li> <li>• faculty recruitment &amp; promotion</li> <li>• research &amp; service activities</li> </ul>				
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		Faculty have input through departmental committees and standing committees. Either the department chair or a faculty representative from each department sits on each of the standing committees. Input about degree requirements are discussed at the department level, reviewed and approved by the Curriculum Committee, then approved by the Executive Council, which is chaired by the dean and meets at least four times per academic year. At the university level, degree requirement changes are then reviewed and approved by the Rutgers University Office of Academic Affairs and the Board of Governors.		

		<p>Curriculum design is the responsibility of the concentrations within the departments. The Curriculum Committee must approve all changes, including new courses. Instructional faculty are responsible for determining student assessment and grading rubrics for their courses. Each department has also identified a core course coordinator, which is a faculty member, who is responsible for developing standard syllabus templates and standard Canvas course templates to ensure that all core courses cover the baseline knowledge.</p> <p>The Admissions and Academic Progression Committee oversees academic standards, student assessment policies, and processes. The Executive Council approves policies and processes developed by the Admissions and Academic Progression Committee. This committee is primarily responsible for admission policies with input from departments. Department faculty make initial admissions decisions, and the assistant dean for admissions and recruitment coordinates overall admissions and recruitment.</p> <p>During the site visit, the dean explained that in addition to the various committees, the leadership team meets every Wednesday for 30 minutes to check in. Department chairs meet after that for an hour.</p> <p>Department chairs initiate faculty recruitment as a request to the dean for a new position. Once approved, the department establishes the search committee in collaboration with the Office for Faculty Affairs. Search committees are composed of faculty and student representatives within the department and faculty from other relevant units on campus. The search committee</p>		
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		<p>reviews applications, selects interviewees, manages the on-site interview process, obtains faculty feedback, and requests approval from the department chair for a candidate to move forward. After review from the Office for Faculty Affairs, the dean makes the final decision.</p> <p>RBHS and Rutgers University establish procedures for faculty promotion and tenure. The departments initiate faculty promotions after a rigorous review. The Office for Faculty Affairs solicits external review letters. The department initially votes for or against promotion recommendations, and then the Appointments and Promotions Advisory Committee reviews the promotion applicant and advises the dean. The RBHS Provost's Office is responsible for the final approval of all senior appointments and promotions of faculty in all tracks. The Board of Regents makes final decisions on senior instructional-track appointments and promotions after review by the provost and the Rutgers University Promotion Review Committee. Tenure is only awarded to faculty who have secured at least two R01-equivalent grants to support their research.</p> <p>The Research and Doctoral Studies Committee develops school-wide policies and promotes research. This committee serves in an advisory capacity to the dean on general policy matters related to research. Department chairs, assistant and associate deans, and the dean also encourage and facilitate research activities.</p> <p>Similarly, department chairs, assistant and associate deans, and the dean encourage service activities. The Office for Community Engagement and Public Health</p>		
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		<p>Service recommends school-wide policies and opportunities.</p> <p>Faculty contribute to decision-making activities within RBHS and across Rutgers University through committees such as the Rutgers University Senate, Vice-President and Dean Search Committees, the RBHS Anti-Racism Task Force, the RBHS Strategic Planning Steering Committee and the RBHS Strategic Planning Implementation, Monitoring, and Assessment Team (IMAT).</p> <p>Faculty interact with colleagues regularly and are engaged in ways that benefit the school and its instructional programs. Faculty interaction is facilitated through regular department meetings, school-wide meetings held three times per fall and spring terms, seminars, and retreats.</p> <p>All adjunct teaching faculty meet with the senior associate dean for academic affairs and the senior associate dean for educational and global program development before the semester to discuss course expectations and to allow adjunct faculty to ask questions and provide input about how the school can better support their teaching. Adjunct faculty are also represented on the Curriculum Committee.</p>		
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**A2. MULTI-PARTNER SCHOOLS & PROGRAMS**

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

**A3. STUDENT ENGAGEMENT**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students have several opportunities to provide feedback for decision making. Student representatives have active roles in three school-wide governance committees, including the Executive Council (appointed); the Curriculum Committee (elected by their peers); and the Diversity, Equity, and Inclusion Committee (appointed).	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate		<p>Students participating on these three committees have voting rights, enabling meaningful input in policy making and decision making at the school level. Students represent both degree levels and modalities, including master’s, doctoral, and online.</p> <p>Additionally, student feedback is obtained through their involvement and advocacy efforts in various clubs/organizations.</p> <p>During the site visit, administrators noted that students provided input to the school’s strategic plan via surveys and focus groups. Student feedback pointed to the need for more opportunities for applied community-based skills. In response to this feedback, the school developed a new course: Community Engaged Methods in Public Health. Additionally, faculty noted that they incorporate student feedback when revising courses (e.g., reducing the number of slides in biostatistics courses).</p>		

		<p>During the site visit, students also confirmed that they provide feedback to the school in a variety of ways including, but not limited to, the following: midterm feedback surveys, course evaluations, career services evaluations, one-on-one conversations with their academic advisors, and forums conducted by the chair of the Department of Epidemiology and Biostatistics. Students confirmed that faculty act on their feedback via changes in teaching style and course content.</p> <p>Recent alumni also shared with the reviewers that the school listened to their feedback and implemented a number of suggestions such as increasing practical skill implementation (programming skills) and expanding methodology courses for the pharmacoepidemiology concentration.</p>		
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**A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		<p>The school has an appropriate level of independence and status. The school's dean, and all deans in the university, report to the chancellor, not the provost. The chancellor reports to the president.</p> <p>During the site visit, the executive vice president for academic affairs told site visitors that each Rutgers school shares the same degree of autonomy. The dean also confirmed that the school has full autonomy in all decisions; the only time the chancellor is involved is during the hiring of distinguished faculty.</p>	Click here to enter text.	

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master's degree in at least three distinct concentrations		The school offers an MPH degree in 15 concentrations, an MS in four concentrations, a DrPH in one concentration, and a PhD in five concentrations.	Click here to enter text.	
Offers public health doctoral degree programs in at least two distinct concentrations		The instructional matrix in the introduction of this report presents the school's entire list of degrees and concentrations.		

**B1. GUIDING STATEMENTS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The school's vision is "a world in which all people have the opportunity to reach their full potential in terms of health and well-being and where solutions to public health challenges are rooted in population and individual strengths based on a commitment to equity and social justice."  The school's mission is "to advance health and well-being and prevent disease throughout New Jersey, the United States, and the world by preparing students as public health leaders, scholars, and practitioners; conducting public health research and scholarship; engaging	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				
Guiding statements reflect aspirations & respond to needs of intended service area(s)				

<p>Guiding statements sufficiently specific to rationally allocate resources &amp; guide evaluation of outcomes</p>		<p>collaboratively with communities and populations; and actively advocating for policies, programs, and services through the lens of equity and social justice.”</p> <p>The school has three primary goals: to “prepare public health leaders, practitioners, and researchers using modern pedagogical approaches to promote health in diverse communities and populations”; to “advance public health science by growing the school’s capacity to conduct and disseminate outstanding, collaborative, relevant research”; and to “build and sustain partnerships with communities and populations in all aspects of the school’s work.”</p> <p>The school has well-defined values that include collaboration, creativity, diversity, engagement, equity, integrity, measurability, performance, and respect. The school’s commitment to equity, diversity, and respect is noteworthy.</p> <p>Together, the vision, mission, values, and goals illustrate how the school plans to advance the field of public health and promote student success. The guiding statements are sufficiently specific and describe the school’s unique identity and aspirations.</p> <p>During the site visit, it was evident that the school is committed to its mission and that the mission, goals, and strategic plan guide the school’s planning endeavors.</p>		
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**B2. EVALUATION AND QUALITY IMPROVEMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects & reviews all measures in Appendix 1		<p>The school has an evaluation plan that details various measures, data collection processes, and review plans. The plan allows the school to measure progress toward advancing its mission and goals and addresses the school's unique context. Site visitors reviewed evidence of how data are collected, evaluated, and acted upon.</p> <p>The school defines data sources and responsible parties for each measure. Senior leaders, associate and assistant deans, and department chairs primarily evaluate the data collected for the evaluation plan. The evaluation plan ensures that the school collects data on all measures required by the accreditation criteria and on school-specific areas of interest.</p> <p>The school defines measures, each corresponding to a goal in the guiding statements. For example, to address its educational mission and goals, the school measures student satisfaction with instructional quality by conducting student and course evaluation surveys. Recently, students provided feedback indicating a need for greater consistency in course delivery in the learning management system. As a result of this feedback, the school developed templates for instructors to use. School leaders also provided faculty with technical resources and expertise in instructional design.</p>	Click here to enter text.	
Measures mission & goals & addresses unit's unique context				
Reviews & discusses data				
Makes data-driven quality improvements				
Consistently implements evaluation plan(s) over time				

		<p>During the site visit, it was evident how school leaders use and share data to drive improvement and meet goals. Survey results are regularly analyzed, reported, and discussed through leadership and department meetings. Reviewers also learned about the school's commitment to improving response rates by reducing the survey burden, grouping questions, and using QR codes to reach students.</p> <p>Of note, some faculty use the data collected for the school's evaluation plan in coursework to teach students how to analyze data.</p> <p>Department chairs regularly review course evaluations and use the results to determine whether they have the appropriate course instructors. Students discussed how they provide midterm course feedback, and instructors are responsive to feedback and often change the course requirements or delivery.</p>		
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**B3. GRADUATION RATES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The school reports graduation rates for each degree offered, all of which meet, or are on target to meet, the CEPH-defined threshold.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		MPH students have six years to complete the degree, and the school presents graduation rates beginning with the 2019-20 cohort. The first three cohorts of MPH students have surpassed this criterion's 70% threshold (93%, 85%,		



		<p>and 79%). Subsequent MPH cohorts have enough students enrolled to make it possible to meet the threshold.</p> <p>MS in biostatistics students have four years to complete the degree, and the school presents graduation rates beginning with the 2019-20 cohort. The first two cohorts of MS students have surpassed this criterion's 70% threshold at 90% and 88%. Subsequent MS (biostatistics) cohorts have enough students enrolled to make it possible to meet the threshold.</p> <p>MS in epidemiology, pharmacoepidemiology, and HOPE students have five years to complete the degree. Both MS epidemiology concentrations launched in 2022 (eight students enrolled at the time of the site visit), so no students have reached the maximum allowable time to graduation. For the MS in HOPE, the school presents graduation rates beginning with the 2018-19 cohort. The first two cohorts of students have surpassed this criterion's 70% threshold at 86% and 80%. Subsequent cohorts have enough students enrolled to make it possible to meet the threshold.</p> <p>Doctoral students (DrPH and PhD) had nine years to complete the degree until the 2020-21 cohort, when the maximum time to graduate changed to seven years. The school presents data beginning with the 2014-15 cohorts, which reports a 67% graduation rate for DrPH students and a 72% graduation rate for PhD students. The DrPH cohort only had three students: two graduated and one withdrew. Most of the DrPH cohorts had one student enter each year until the 2020-21 cohort, which enrolled 11 students, followed by 12 and 13 for the most recent</p>		
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		<p>two cohorts. The school suspended the DrPH in 2017 and relaunched it in 2020.</p> <p>For PhD students, graduation rates vary across cohorts, and, based on the number of students still enrolled in each cohort at the time of the site visit, all have the potential to meet the threshold.</p>		
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**B4. POST-GRADUATION OUTCOMES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates’ employment or enrollment in further education post-graduation for each public health degree offered		<p>The school collects and presents post-graduation placement information for each of its degree offerings. The self-study presents data for 2020 through 2023 graduates based on several data collection methods. Both the graduation application, which is completed by students when they are ready to graduate, and the graduate exit survey, which is completed by students immediately before or soon after they graduate, ask students for information about their employment status (including employer and job title) and/or plans for further education. The school supplements these data with information gathered on LinkedIn. For any remaining graduates with unknown outcomes, the school contacts the Career Services Office or emails the graduates directly.</p> <p>For MPH graduates, 86%, 99%, 99%, and 98% of graduates report being employed or enrolled in further education (known outcomes of 98%, 93%, 96%, and 99%).</p>	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree				

		<p>For MS students, 87%, 83%, 100%, and 100% of graduates report being employed or enrolled in further education (known outcomes of 94%, 88%, 89%, and 93%).</p> <p>DrPH (four graduates over the last four years) and PhD (31 graduates over the last four years) outcomes are known for all graduates; all are employed except one PhD student who is continuing their education.</p>		
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**B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		<p>The school conducts an alumni survey approximately every two years, with the most recent survey conducted in spring 2022. The school also conducts interviews with alumni to supplement the data collected in the bi-annual survey. The survey and interviews are designed to collect information regarding the extent to which the graduates felt prepared for their post-graduation destinations, whether the skills gained during their program were relevant to their job, and which areas they would have benefited from more training in their respective programs.</p> <p>In addition, the school’s Office for Career Services (OCS), receives informal feedback from alumni through the school’s Alumni April events. Launched in spring 2021, the annual event features alumni panels and networking opportunities for students. The informal, virtual setting allows alumni to share their feedback with current students regarding their education and employment journey, preparedness by the school in general and in</p>	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation				

		<p>particular subjects, and whether there was something they would have done differently or skills the school can provide in the future that would be beneficial to students.</p> <p>The spring 2022 alumni survey had 229 responses, which included graduates from the last five years. Of these responses, 95% of alumni agreed or strongly agreed with the statement: <i>core curriculum provided me with a solid foundation in relevant public health principles and competencies</i>. When asked how prepared alumni felt in their concentration competencies, 60% of MPH, 44% of MS, and 80% of doctoral (PhD and DrPH) students felt very prepared, while the majority of the remaining graduates felt somewhat prepared. When asked how applicable they felt competencies were in their current roles, 50% of MPH, 72% of MS, and 70% of doctoral students felt that they were very applicable, and 30% of MPH, 22% of MS, and 26% of doctoral students felt that they were somewhat applicable.</p> <p>Alumni were also asked to list any areas in which they would have benefited from more training or preparation. Only one recent doctoral alumnus (in the social and behavioral health science concentration) indicated a need for more analytical training while earlier doctoral alumni noted grant writing preparation, machine learning, and advanced presentation skills as needs. The school also recognized grant writing as a need in fall 2020 and developed a three-credit grant writing course, which is now required for three doctoral concentrations and is recommended for others.</p> <p>MPH alumni described a need for data analytics courses for concentrations outside of biostatistics and</p>		
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		<p>epidemiology; coursework in writing for public health, digital communication, grant writing, and health care management; as well as practical applications of public health (e.g., social justice, policy, environmental sampling). MS alumni noted that additional elective coursework, such as in health economics and outcomes research, would have been beneficial to their training.</p> <p>The school also conducts interviews with alumni to supplement the data collected in the bi-annual survey. Interviews with recent alumni (n=39), most of whom graduated between 2019 and 2022, were conducted from March 2022 through February 2023. The alumni represented a variety of degree programs and work in various sectors, including government, industry, non-profit, and academia. Overall, 69% (n=27) of the alumni interviewees provided positive feedback regarding the preparation they received in their degree program, 18% (n=7) were neutral, and 13% (n=5) were negative. Alumni reported being most prepared in quantitative and qualitative research and data programming and analysis skills. They said that these skills were very applicable in their current jobs, and some alumni reported that they secured their current job because of their data programming and analysis skills. Alumni also reported a few areas in which they would have benefitted from more training or preparation, including scientific writing, program management, advanced epidemiology courses for the non-epidemiology major, and financial and budgeting courses.</p> <p>During the site visit, faculty elaborated on the Alumni April event and how they prioritize recent alumni for the panel since their experiences are more relatable to current</p>		
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		students. The school uses this event as another means to connect with alumni and to collect informal feedback by having them discuss with current students what courses were beneficial to them and what courses they would like to see change. Overall, school representatives said that they were satisfied with the quality of feedback they have received from alumni and have been able to make meaningful changes based on the feedback received.		
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**C1. FISCAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		<p>The school has financial resources that are sufficient to support its goals and programs. The self-study describes budgetary and financial resource planning processes such as annual budget reviews and quarterly budgetary reconciliations and follows a collaborative and transparent process with input from school leaders including deans, directors, and chairs, as well as other university units such as the Chancellor's Office and the Finance and Administration Office. Funding allocations for new faculty hires consider program needs and growth, research opportunities, and student advisement needs.</p> <p>Funding for the school's operational costs, student support, and faculty development comes from state appropriations, tuition and fee revenue, research grants, endowments, gifts, and university funding. Notably, the school retains 100% of tuition and fees, grants and contracts, and indirect cost recovery revenue, and the school is expected to self-fund its operating costs.</p>	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit				

		<p>However, the school can request additional funding support as needed through the annual budgeting cycle process. Tuition and fees, grants and contracts, and state appropriations are the largest sources of revenue, representing over 80% of the total. In addition, funding for faculty salaries and benefits, staff salaries and benefits, and student services has increased from 2019 to 2023.</p> <p>The budget statement in the self-study provides five years of data for available funds and expenditures. The first four years show sufficient revenue to support the school's expenses. However, year 5 expenditures were higher than revenue with \$38,942,356 in revenue compared with \$41,229,710 in expenditures. During the site visit, school leaders indicated that this resulted from lower fall enrollments for that year and a change in fringe rates from the state, which was beyond the school's control. School representatives also noted that having expenditures exceed revenue in a given year is an uncommon occurrence. For example, spring 2023 enrollments increased, which increased revenue, and the school used surplus revenue from previous years to cover all expenses for year 5. School leaders who met with site visitors described the process of annual budget reviews with additional discussions during the year that include the dean and associate dean for finance and administration to address any issues that arise. Faculty and staff highlighted the online MPH's growing enrollment, and the school will launch a second online MPH in fall 2024 (in population aging) to further increase enrollments and contribute to sufficient revenue that will offset the school's expenses in future years.</p>		
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**C2. FACULTY RESOURCES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
Met				
School employs at least 21 PIF; or program employs at least 3 PIF		The school has sufficient faculty resources, and all concentrations meet the minimum primary instructional faculty (PIF) requirements. As of fall 2023, there were 83 PIF and nine non-PIF.	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable		For non-PIF, teaching one three-credit course is equivalent to 15% FTE based on school workload policies.		
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable		The school engages staff and faculty to serve as academic advisors. Since fall 2021, MPH students are assigned to an academic support counselor (staff) as their primary academic advisor and a practicum advisor (faculty). Students in the school’s MS or PhD programs are assigned a faculty academic advisor. DrPH students are assigned either the senior associate dean for academic affairs or the executive director for doctoral studies.		
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor’s cumulative or experiential activity are appropriate, if applicable	N/A	Staff provide advising to an average of 72 master’s (MS and MPH) students and two doctoral (PhD and DrPH) students. PIF provide advising to an average of four master’s students and two doctoral students. Non-PIF provide advising to an average of three students.		
Ratios for mentoring on doctoral students’ integrative project are appropriate, if applicable				
Students’ perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)		Both PIF and non-PIF supervise MPH students in their ILE (PIF at an average of seven students and non-PIF at an average of three students). Faculty provide thesis/dissertation mentoring and advising to, on average,		



<p>Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)</p>		<p>two DrPH students, two PhD students, and three MS students.</p> <p>During the site visit, reviewers asked faculty how they feel about current workloads. All faculty agreed that current loads are fair and manageable. They explained that the school uses a workload distribution guide to help make decisions. This guide presents all faculty and their teaching, research, and service for the year. This allows leaders to have a snapshot of each faculty's load and see where changes need to be made. The associate dean for faculty affairs meets with all faculty and speaks with them about their time and workload. The dean and department chairs are not included in these meetings to ensure a safe space for faculty to speak about their workload.</p> <p>The self-study presents data from the 2022 current student survey (60% response rate) according to degree level, and data indicate general satisfaction with class size and faculty availability. Regarding class size, 77% of respondents agreed or strongly agreed that foundational core class sizes were conducive to their learning, and 81% of respondents agreed or strongly agreed that concentration course class sizes were conducive to their learning. Similarly, 80% of respondents were satisfied or very satisfied with the availability of instructional faculty.</p> <p>The school also collects qualitative data from students through the current student survey and the graduate exit survey. Comments from students emphasized their satisfaction with small class sizes and the availability of faculty. While some students shared feedback about their appreciation for the presence and availability of teaching assistants (TA), one comment expressed a desire for less</p>		
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		<p>reliance on the TA and greater availability from the instructor.</p> <p>The school designed new surveys for data collection in 2023. During the site visit, school representatives explained that in 2023, they switched to four shorter surveys to increase response rates, and students earn points for each survey that enters them into a raffle. One faculty member offers extra credit if the class response rate is over 75%, which encourages peers to respond to surveys. Another faculty member uses the surveys and response rates as a class activity by having students find the confidence interval and comparing significance to the prior year's survey data.</p> <p>During the site visit, reviewers asked whether the school is able to collect meaningful data, since data presented combine degrees at each level (i.e., MS and MPH). Faculty shared that although they collect the data together, the system allows them to stratify data by degree and concentration.</p>		
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**C3. STAFF AND OTHER PERSONNEL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The school describes sufficient staff and other personnel resources to meet its goals, with 95.5 FTE dedicated to the school. Part-time student assistants and temporary research assistants are excluded from this total; they provide an additional 18.7 FTE to the school. Staff are divided among the school's different departments, offices,	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable				

		<p>and centers. For example, the Dean’s Office has nine FTE, and each academic department has four to six FTE. The remaining offices, centers, and programs such as information technology, marketing and communication, and public health practice, among others, have between two and seven FTE of staff each.</p> <p>In recent years, the school has increased the number of staff positions to support its teaching, research, and service goals and is planning to hire a director for faculty and staff affairs in 2024.</p> <p>Staff participate on committees and in school meetings, ensuring that they have a voice in school happenings, and have professional development opportunities through university human resources. Site visitors learned that the school is also planning to develop an onboarding program for staff in 2024.</p>		
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**C4. PHYSICAL RESOURCES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The school describes physical space across two of its main campuses, Piscataway (over 23,000 sq. ft.) and Newark (over 11,000 sq. ft.), which house the majority of public health activities, as well as additional space in Somerset and New Brunswick to support public health workforce development and research (over 7,000 sq. ft. combined). The self-study describes the school’s 83 offices for faculty use, conference rooms at the Newark and Piscataway campuses, 38 additional workstations for use by students,	Click here to enter text.	
Physical resources appear sufficiently stable				

		<p>and 12 classrooms equipped for virtual, hybrid, or in-person instruction. Classrooms have capacity to seat up to 56 students. In addition, because many classes take place in the evening, public health faculty have access to larger classrooms across the university. The school also has five laboratories and shared student spaces on both the Piscataway and Newark campuses. Access to physical resources is available for faculty, staff, and students 24/7 using an electronic card for entry.</p> <p>To meet physical space needs given the school's recent growth, in 2022 the school acquired an additional 6,000 sq. ft. of space in Newark, included in the totals above. This space was renovated in January 2023.</p> <p>In 2023, the school increased its space in Newark, one of its main campuses, and has a future plan to identify a building within underserved communities in the region to add to the school within the next five years. The dean described this planned space as a community-engaged teaching, research, and service hub to increase collaborations with the community.</p> <p>During the site visit, faculty, staff, and students described the physical spaces available to them as sufficient to meet their needs. For example, a PhD student noted that they asked their department for dedicated space while working on their dissertation and were provided an office on campus. Another student described spaces used for DrPH executive sessions for their in-person requirements as sufficient to create a sense of community and as very accessible.</p>		
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**C5. INFORMATION AND TECHNOLOGY RESOURCES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		The school has sufficient library and information technology (IT) resources for faculty, staff, and students, describing a total of 13 libraries, with one dedicated to health sciences in Newark and one dedicated to health sciences in Piscataway. A health sciences librarian is assigned to the school. The libraries offer more than four million holdings with over one million available digitally, and they offer in-person library access during normal business hours, as well as during evenings and weekends.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty		The school has sufficient IT resources. Students, faculty, and staff have the same access to software through a portal. Software programs available for download include standard computing programs, as well as statistical analysis programs such as SAS and R. Many software programs are available to students at no charge or at reduced costs.		
Library & IT resources appear sufficiently stable		<p>The school provides faculty and staff with computers and other hardware, and the Rutgers Office of Information Technology Help Desk offers technical support to students, faculty, and staff 24/7. In-person IT support is also available through the libraries during normal working hours.</p> <p>During the site visit, the school’s IT director noted that the school has 7.5 FTE dedicated to technology support, and they provide services from 8 a.m. to 8 p.m. each weekday. During the site visit, faculty, staff, and students confirmed</p>		

		<p>that the school's IT team provides exceptional support. Faculty noted that an IT representative is often in classrooms with them as they use technology to teach to troubleshoot any issues that arise. Several staff members indicated that the IT director and his team provided exceptional support during the transition to online teaching and learning at the start of the COVID-19 pandemic in March 2020, making for a seamless online transition. Staff indicated that the IT team continues to offer this same level of support today and commented that the level of IT support provided by the school is well beyond the norm across the university.</p> <p>Faculty and staff indicated that they ask for and integrate feedback from students on IT and library resources and make changes to programs or services accordingly. For example, faculty heard from DrPH students that they wanted more professional development activities in their program; because of this feedback, the school began to offer student workshops on how to use library resources, how to do literature searches, and how to use EndNote.</p> <p>Students verified that they have access to software programs and applications they need for their classes including SAS, RedCap, and Microsoft products through the software library. Particularly, students mentioned the virtual lab, managed by IT, as very beneficial for them. Faculty, staff, and students also noted that the school's IT staff are responsive to their requests, usually responding in the same day and often within 15 minutes.</p>		
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**D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>MPH students are grounded in foundational public health knowledge through the following five courses:</p> <ul style="list-style-type: none"> <li>• PHCO 0501: Health Systems and Policy</li> <li>• PHCO 0502: Principles and Methods of Epidemiology</li> <li>• PHCO 0503: Introduction to Environmental Health</li> <li>• PHCO 0504: Introduction to Biostatistics</li> <li>• PHCO 0505: Social and Behavioral Health Sciences in Public Health</li> </ul> <p>MPH students, regardless of concentration, complete these five core courses that are aligned with the defined foundational public health learning objectives.</p> <p>DrPH students who do not possess an MPH degree from a CEPH-accredited unit are required to complete the school's Postbaccalaureate Certificate in Population Health (15-credits), which comprises the five core courses that are aligned with the defined foundational public health learning objectives.</p> <p>Information provided in the self-study and electronic resource file documents appropriate coverage of all required areas. The D1 worksheet presents reviewers' assessments.</p>	Click here to enter text.	

D1 Worksheet

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

**D2. MPH FOUNDATIONAL COMPETENCIES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The school assesses all MPH students, including combined degree students, on their ability to demonstrate each foundational competency, as summarized in the D2 worksheet.</p> <p>All students, regardless of concentration, take six courses, including the five courses listed in Criterion D1 as well as PHCO 0513: Leadership and Management Essentials for Public Health.</p> <p>The site visit team validated the teaching and assessment of all but one competency by reviewing course syllabi and</p>	<p>Following receipt of the site reviewer's feedback during the CEPH accreditation site visit, the core course coordinator and instructors for PHCO 0501 Health Systems and Policy revised the assessment to address the issue raised related to foundational competency 2.</p> <p>For foundational competency 2, the policy brief assignment was revised</p>	<p>The Council reviewed the school's response to the site visit team's report, including attachments, and concluded that the school has addressed the concern related to foundational competency 2. Therefore, the Council changed the site visit team's partially met finding to a finding of met.</p>



		<p>other supporting materials, such as assignment instructions and quiz questions. Students are assessed through activities such as exams, writing assignments, policy briefs, program design, and data analysis projects.</p> <p>The concern relates to foundational competency 2, for which reviewers were not able to validate that students are required to select qualitative data collection methods. The qualitative component of this competency is mapped to a policy brief; however, neither the brief nor the quiz ask students to select a qualitative data collection method. In addition, the course syllabus does not have any weekly content related to selecting qualitative methods. During the site visit, reviewers asked faculty for additional instructions for these assessments or an alternative assessment. The school provided additional documentation related to the didactic coverage, which appropriately demonstrated discussion of qualitative and quantitative methods. However, the documentation did not demonstrate how students select qualitative methods in the assessment activity.</p>	<p>to clearly assess students' ability to select qualitative data collection methods. The updated Template D2-2, as well as PHCO 0501 syllabi, the policy brief assignment (checklist) and the policy brief rubric are included in Appendix D2 - PHCO 0501.</p>	
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D2 Worksheet

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

10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply leadership and/or management principles to address a relevant issue	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Integrate perspectives from other sectors and/or professions to promote & advance population health	Yes
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	Yes

**D3. DRPH FOUNDATIONAL COMPETENCIES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all DrPH students, at least once, on their ability to demonstrate each foundational competency (see worksheet for detail)		<p>The school maps the 20 foundational competencies to 11 courses including</p> <ul style="list-style-type: none"> <li>• UGPH 0711: Leadership and Management I</li> <li>• UGPH 0712: Creating Interventions for Impact</li> <li>• HBSP 0713: Public Health Ethics and Law</li> <li>• BIST 0714: Intermediate Biostatistics</li> <li>• UGPH 0715: Leadership and Management II</li> <li>• UGPH 0716: Evaluation and Evidence for Public Health</li> <li>• EPID 0721: Using Public Health Surveillance to Assess Public Health Needs</li> <li>• HBSP 0722: Mixed Methods Research for Public Health</li> <li>• UGPH 0723: Leadership and Management III</li> <li>• UGPH 0724: Policy, Power and Advancing Public Health</li> </ul>	Click here to enter text.	

		<ul style="list-style-type: none"> <li>• HBSP 0725: Effectively Teaching and Training Adults</li> </ul> <p>The school assesses students on their ability to demonstrate the foundational competencies using assignments such as article critiques, writing assignments, research proposals, policy memos, and exams.</p> <p>The D3 worksheet summarizes reviewers' findings.</p>		
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### D3 Worksheet

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

**D4. MPH & DRPH CONCENTRATION COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The school defines five competencies for its MPH concentrations in biostatistics (BIST), environmental health sciences (EHS), health systems and policy (HSAP), occupational and environmental medicine (OEM), occupational safety and health (OSH), population mental health (PMH), public health practice (PHP), social and behavioral health sciences (SBHS), social work and public health (SWPH), and urban public health (URPH). It defines six competencies for its MPH concentrations in global public health (GPH), LGBTQ health (LGBTQ), population aging (POAG), and public health nutrition (PHNU). The school defines five competencies for its single DrPH concentration in leadership, practice and research.	First Concern Response: Since the site visit occurred, the Public Health Practice for Health Professionals (PHP) concentration revised the concentration competencies. Concentration competency #3 was revised and is now: Interpret results of quantitative research methods in the analysis of health services data. Competency #3 is mapped to the same course for didactic training; however, the assessment is now mapped to the Research Presentation and Panel Critique assignment. The revised table, Assessment of Competencies for MPH in PHP Concentration; the Research Presentation and Panel Critique assignment; and the syllabus for the mapped course are included in Appendix D4 (MPH in PHP).	The Council reviewed the school's response to the site visit team's report, including attachments, and concluded that the school has addressed the concerns identified by the site visit team. Therefore, the Council changed the partially met finding to a finding of met.
Assesses all students at least once on their ability to demonstrate each concentration competency				
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	N/A	Site visitors were able to validate the teaching and assessment of most competencies by reviewing syllabi and other supporting materials provided with the self-study. The team validated most of the remaining competencies by reviewing additional materials made available during the site visit and from faculty descriptions of course content and student assignments.	Second Concern Response: Since the site visit occurred, the Occupational and Environmental Medicine (OEM) concentration revised the concentration competencies. Concentration competency #3 was revised and is now: Leverage applicable occupational safety and health federal and state regulatory standards to propose measures that mitigate illness and injury in individual workers and worker cohorts. Competency #3 is mapped to the same course for didactic training; however, the assessment is now	

		<p>The first concern relates to reviewers' inability to validate a meaningful assessment for competency 3 in the PHP concentration. This competency is mapped to several multiple-choice quiz questions. These questions do not appear to evaluate students on their ability to interpret results of data analysis. The site visit team asked for additional documentation or assessment during the site visit; however, the documentation provided did not demonstrate a proper assessment. Reviewers noted that it is extremely challenging to assess students' ability to 'interpret' or 'evaluate' in a multiple-choice question unless the questions are particularly well designed.</p> <p>The second concern relates to competency 3 in the OEM concentration, which is not written at a master's-appropriate level. Although reviewers were able to validate that the school assesses students on their ability to identify federal and state regulatory standards via quiz questions, the skill is written at a lower level than would typically be associated with graduate study.</p> <p>Reviewers noted possible overlap between the EHS, OEM, and OSH concentrations, since all share courses and OEM and OSH share two competencies. During the site visit, faculty explained how they market the EHS, OEM, and OSH concentrations differently. They explained that EHS is marketed to students seeking careers in local county and state</p>	<p>mapped to the Final Paper assignment. The revised table, Assessment of Competencies for MPH in OEM Concentration; the Final Paper assignment; and the syllabus for the mapped course are included in Appendix D4 (MPH in OEM).</p> <p>While there is some overlap between the EHS, OEM, and OSH concentrations, they are geared toward three distinct target populations with distinct career goals. The distinction between the EHS, OEM, and OSH concentrations as explained by the faculty during the site visit sheds light on their unique target audiences and career pathways. The differences in admissions and practice experiences among these three concentrations adds depth to understanding their distinctiveness. As part of the application process, MPH applicants provide a personal statement, which elaborates on why they wish to pursue an MPH in their selected concentration. Faculty who review applications of prospective EHS, OEM, and OSH students look for specific interests that match the applicant's selected concentration. For EHS candidates, faculty reviewers look for students with a desire to focus on environmental health hazards and reducing both susceptibility to general population exposure to air, water, and soil/dust pollutants as well as adverse environmental and health impacts on affected vulnerable sub-populations from acute and chronic exposures to heavy metals and other chemical toxicants and biological agents, in the U.S. and abroad. For</p>	
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		<p>health departments; OEM is marketed to health care professionals; and OSH is marketed to industry and industrial hygienists. Although the school was able to provide context about the similarities among these concentrations, revising the competency sets to highlight the unique skills required by each profession and ensuring that students are equipped with appropriate-level skills would strengthen each offering.</p> <p>The D4 worksheets summarize reviewers' findings.</p>	<p>OEM candidates, faculty reviewers look for students, who are typically healthcare workers, with an interest in the prevention of illness and injuries in communities and worker populations. For OSH candidates, faculty reviewers look for students with a desire to focus on maintaining workplace safety and health practices, pursue industrial hygiene, and/or attend to subgroups of susceptible, vulnerable workers, such as those in the construction industry. If faculty reviewers find that student interests do not match a particular concentration, they will recommend the concentration that better aligns with the applicant's interest.</p> <p>The practice experiences (APE and ILE) serve as pivotal moments for students to apply their learning in real-world settings. By customizing these experiences to align with the targeted industries and professional roles associated with EHS, OEM, and OSH, students gain valuable insights and skills that directly prepare them for their intended career paths. EHS students are often completing their APE in governmental agencies or non-profit organizations, OEM students are often completing their APE in a healthcare setting and OSH students in workplace settings (i.e., industry).</p>	
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D4 Worksheets

<b>MPH in Biostatistics Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Apply basic probability theory and standard statistical methods to problems relevant to biomedical, clinical, and public health research	Yes	Yes
2. Use statistical computer packages to organize, analyze, and report collected data	Yes	Yes
3. Review and critique statistical methods and interpretations presented in published research studies, presentations, or reports	Yes	Yes
4. Integrate relevant scientific background to design experimental and observational studies in biomedical, clinical, and public health research	Yes	Yes
5. Communicate the results of statistical analyses both in writing and orally to investigators and lay community members	Yes	Yes

<b>MPH in Environmental Health Sciences Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Describe the major environmental health problems facing the general public as well as among specific communities or susceptible, vulnerable sub-populations	Yes	Yes
2. Explain the basic mechanism of toxicology and dose-response as applied to environmental toxicants	Yes	Yes
3. Describe the federal and state regulatory programs relating to environmental (community) protection	Yes	Yes
4. Develop a testable model of environmental exposures (one or more agents) and adverse health outcomes (causing injury, disability, other measure of morbidity or mortality)	Yes	Yes
5. Specify current environmental risk assessment approaches and methods for a particular hazard or risk in a community	Yes	Yes

<b>MPH in Epidemiology Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Critique epidemiologic literature, assess its strengths and weaknesses, and determine if conclusion(s) are supported	Yes	Yes
2. Use epidemiologic techniques to quantitatively assess patterns and changes in disease occurrence	Yes	Yes
3. Formulate a specific hypothesis and determine an appropriate study design and analysis plan	Yes	Yes
4. Design, implement, and assess ordinary data collection systems for public health research	Yes	Yes
5. Design and implement basic quality control methods during data entry and analysis	Yes	Yes
6. Appropriately analyze and interpret epidemiologic data, including large national and state level datasets	Yes	Yes
7. Communicate and present study findings to professional audiences	Yes	Yes

<b>MPH in Global Health Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Evaluate determinants of global public health in a range of context based on one or more of the five major public health perspectives: systems and policies, epidemiology, biostatistics, environmental and occupational health, and health education and behavioral science	Yes	Yes
2. Examine economic, educational, political, sociocultural, environmental, ecological, or biological conditions that represent obstacles to attaining global health	Yes	Yes
3. Describe how management of global health programs is influenced by international organizational, regulatory, or ethical frameworks	Yes	Yes
4. Analyze causes of morbidity and mortality in major regions of the world and how they are affected by demographic, sociocultural, biological, occupational and environmental factors	Yes	Yes
5. Explain the global standards for the protection of human subjects in diverse cultural settings	Yes	Yes
6. Apply global perspectives to public health education, research, or practice	Yes	Yes

<b>MPH in Health Systems and Policy Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Use social science theories or methodologies in the analysis of current health care issues, such as health or health care inequalities	Yes	Yes
2. Apply research methods to address a public health issue	Yes	Yes
3. Assess the role of social, cultural, political, legal, or economic factors in shaping health care delivery systems	Yes	Yes
4. Assess and delineate public health policies and practices recognizing legal and ethical implications for individuals and populations	Yes	Yes
5. Evaluate the political, social, legal, or institutional contexts in which health policies are developed	Yes	Yes

<b>MPH in LGBTQ Health Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Describe the concept of gender, sex, gender identity, and sexual orientation as it is situated across public health, culture, history, legal, medicine, and the political context	Yes	Yes
2. Understand the origins, causes and manifestations of health disparities among LGBTQ populations	Yes	Yes
3. Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in specific LGBTQ populations and communities	Yes	Yes
4. Synthesize the existing literature to identify relevant health problems, policies, programs or gaps in the research to identify research agendas and questions that when addressed will contribute to the improvement of LGBTQ health	Yes	Yes
5. Design research for diverse LGBTQ populations that address identified relevant health problems	Yes	Yes
6. Utilize intersectionality theory to describe how to improve advocacy	Yes	Yes



<b>MPH in Occupational and Environmental Medicine Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Apply knowledge about specific environmental toxicants and exposure prevention principles to mitigate the health impacts on workers	Yes	Yes
2. Explain basic mechanisms of toxicology and dose-response regarding toxicants	Yes	Yes
3. Leverage applicable occupational safety and health federal and state regulatory standards to propose measures that mitigate illness and injury in individual workers and worker cohorts	Yes	Yes
4. Evaluate the impact that environmental factors have on vulnerable populations	Yes	Yes
5. Specify current environmental risk assessment approaches and methods for a particular hazard or risk in a workplace or community	Yes	Yes

<b>MPH in Occupational Safety and Health Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Identify occupational safety and health hazards in the workplace	Yes	Yes
2. Explain basic mechanisms of toxicology and dose-response regarding occupational toxicants	Yes	Yes
3. Apply federal and state regulatory standards which are related to worker (occupational) safety and health protection	Yes	Yes
4. Explain testable models for occupational exposures (one or more agents) and their adverse health outcomes (causing injury, disability, or other morbidity or mortality)	Yes	Yes
5. Apply current quantitative risk assessment approaches and methods for specific occupational safety or other health hazards	Yes	Yes

<b>MPH in Population Aging Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Explain the obstacles to, or facilitators of, improved older adult outcomes and population aging outcomes	Yes	Yes
2. Compare the experience of aging in in the United States with the experience of aging outside the United States	Yes	Yes
3. Analyze interventions or policies to improve population aging outcomes (physical health, mental health, well-being, morbidity, mortality, etc.)	Yes	Yes
4. Analyze the effects of inequality at birth and adverse childhood experiences on population aging outcomes	Yes	Yes
5. Analyze treatments and interventions to improve end-of-life outcomes	Yes	Yes
6. Use theories of aging in the analysis and evaluation of current health care issues	Yes	Yes

<b>MPH in Public Health Nutrition Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Analyze local and global food systems.	Yes	Yes
2. Assess the nutritional status of communities	Yes	Yes
3. Demonstrate the use of evidence-based research in practice to study the relationships between diet, nutrition and health outcomes across the life span.	Yes	Yes
4. Design an evaluation framework for a population-based nutrition intervention or program.	Yes	Yes
5. Utilize culturally appropriate assessment methodologies to identify and prioritize diet and nutritional problems for diverse population groups.	Yes	Yes
6. Apply research methodology, interpretation of research literature, and integration of research principles into evidence-based public health nutrition practice or policy.	Yes	Yes

<b>MPH in Public Health Practice Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Critique epidemiologic literature, assess its strengths and weaknesses, and determine if conclusion(s) are supported	Yes	Yes
2. Use epidemiologic techniques to quantitatively assess patterns and changes in disease occurrence	Yes	Yes
3. Interpret results of quantitative research methods in the analysis of health services data	Yes	Yes
4. Develop objectives and a logic model for program evaluation	Yes	Yes
5. Prepare program evaluation or research findings for professional audiences	Yes	Yes

<b>MPH in Population Mental Health Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Examine the relationship between stigma, population mental health, and health inequity	Yes	Yes
2. Identify biological, psychological, socioeconomic, structural or sociocultural correlates of population mental health	Yes	Yes
3. Evaluate the impact of population mental health burden	Yes	Yes
4. Analyze the policy context and resource dependencies of the mental and behavioral health delivery systems in the US	Yes	Yes
5. Evaluate interventions that promote population mental health/wellbeing	Yes	Yes

<b>MPH in Social and Behavioral Health Sciences Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Utilize health behavior theories or models for understanding health behaviors	Yes	Yes
2. Develop an evaluation plan, including process and impact evaluation approaches, for a population-based intervention, program, or issue	Yes	Yes
3. Apply research methods to address a public health issue	Yes	Yes
4. Develop or critique health education, or health promotion, or health intervention materials, methods or programs	Yes	Yes
5. Utilize principles of health communication and risk communication in addressing public health issues or concerns	Yes	Yes

<b>MPH in Social Work and Public Health Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Analyze the role of individual, biological, social, economic, political and/or environmental factors that influence health status	Yes	Yes
2. Develop an evaluation plan, including process and impact evaluation approaches, for a population-based intervention, program, or issue	Yes	Yes
3. Apply research methodology, interpretation of research literature, and integration of research principles into evidence-based public health	Yes	Yes
4. Critically evaluate and integrate various theories of human behavior regarding individuals/families and/or communities	Yes	Yes
5. Analyze a racial, social, economic, or environmental justice strategy of social welfare policy or program	Yes	Yes

<b>MPH in Urban Public Health Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Analyze the role of multiple factors (such as individual, biological, social, economic, political, and environmental factors) that influence the health status of urban populations	Yes	Yes
2. Describe the health status and disparities in urban populations and communities using relevant research	Yes	Yes
3. Propose a solution to address an urban public health issue in light of the characteristics, challenges and opportunities of urban communities	Yes	Yes
4. Develop an evaluation plan, including process and impact evaluation approaches, for a population-based intervention, program, or issue	Yes	Yes
5. Design a research proposal using qualitative, quantitative, or mixed research methods	Yes	Yes

<b>DrPH in Leadership, Practice and Research Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Analyze principles for effective communication in traditional and social media and develop skills for effectively representing organizations in the media	Yes	Yes
2. Use statistical computing packages to organize, analyze and report data	Yes	Yes
3. Generate appropriate methods of formative and summative evaluation in training or educational experiences	Yes	Yes

4. Design reliable and valid measurement instruments	Yes	Yes
5. Create a measurable, equitable, community centered advocacy campaign plan to advance a public health issue	Yes	Yes

**D5. MPH APPLIED PRACTICE EXPERIENCES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		<p>All students complete an internship to satisfy this criterion’s requirements. Students identify sites through a variety of different methods, including independently identifying a site, working with career services, connecting with faculty and community partners, or by leveraging a database with listed sites. During the site visit, students who met with site visitors said that they successfully identified sites through career services and faculty relationships. Applied practice experiences can occur within the United States or globally. The pandemic impacted global experiences, but faculty are working to expand international opportunities for students through global partners.</p> <p>Each student is assigned a faculty advisor from their concentration. All faculty advisors receive an applied practical experience/practicum capstone orientation prior to advising their first student.</p> <p>Before beginning the experience, students develop a learning agreement in which they select at least five competencies (three foundational and two concentration-specific competencies), identify and describe two deliverables, and map the selected competencies to the deliverables.</p>	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least five competencies, at least three of which are foundational				

		<p>The learning agreement is reviewed by a faculty advisor and site preceptor and approved by the Office of Public Health Practice. There is a system in place for edits to ensure that the site's needs, student's needs, and faculty standards are met. The Office of Public Health Practice also reviews and edits the draft learning agreement to ensure that all documentation and curricular requirements are met. During the site visit, faculty confirmed there is a collaborative effort between students, faculty, and the Office of Public Health Practice to review, edit, and finalize the learning agreement.</p> <p>After the experience is complete, the APE faculty advisor reviews and assesses student deliverables using the APE portfolio assessment rubric.</p> <p>In 2023, the school offered its first Career and Practice Fair, inviting employers and practice sites, as well as students and alumni, exposing students to panels of alumni and partners to help them prepare for their APE and capstone. The school implemented this activity to ensure that students address issues that affect communities in their projects and to allow alumni and employers to highlight issues that may inspire students' APE and capstone projects. The school plans to continue to offer this fair annually to further support students.</p> <p>The student samples provided include learning agreements, sample work products, and evaluation rubrics for each work product. One example of a practice site was the Colon Cancer Foundation, and the student developed informational blog posts and infographics as their products. Another example practice site was Pfizer, and</p>		
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		<p>the student developed databases and converted them to different data software and created presentations for different departments. Another student worked with the Warren County Health Department and created promotional materials and resources for the families of children with autism in the county and also evaluated the different support systems available to these families, identified the gaps, and provided recommendations for the leadership team.</p> <p>During the site visit, alumni affirmed a positive experience with the APE. Alumni said that their experiences provided practical field experience and an opportunity to work within industry. One alum acknowledged that it was challenging to be employed full-time and to identify an APE; however, they felt the school was extremely accommodating in helping them locate a site and a project.</p> <p>Alumni and community partners who met with reviewers also had served as preceptors for the APE. They said that they were supported as agency preceptors and that the development of the learning agreement is a collaborative process. Several preceptors also confirmed that students were interested, enthusiastic, and well-prepared for the APE.</p>		
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**D6. DRPH APPLIED PRACTICE EXPERIENCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete at least one applied project that is meaningful for an organization & to advanced public health practice		<p>All DrPH students engage in a comprehensive three-credit APE. The APE connects the skills and knowledge acquired in the classroom with the advanced practice of public health and provides students with an opportunity to sharpen leadership skills and collaborate with practitioners. The APE must occur in an organization outside of the school and may be completed where the student is employed if it is outside of their regular job duties. Students complete the APE concurrently with UGPH 0723: Leadership and Management III: Organizations Contributing to Public Health.</p> <p>All students complete a DrPH APE learning agreement. The learning agreement includes information on the student’s project including the following: a description of the organization site, proposed project, activities and deliverables, the public health issue and background of the problem, the benefits to the project (including leadership aspects), and the competencies that will be addressed. Students must identify a minimum of five DrPH foundational and concentration competencies when developing their learning agreement, and there must be at least one competency from the leadership, management, and governance domain.</p> <p>The Student Handbook and UGPH course syllabus support the APE requirements. The learning agreement includes a</p>	Click here to enter text.	
Project(s) allow for advanced-level collaboration with practitioners				
Project(s) include reflective component				
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
Processes in place to ensure that project(s) demonstrate at least five competencies, including at least one related to leadership				

		<p>detailed description of the competency, process or activity, deliverable, and timeline.</p> <p>During the site visit, faculty confirmed that all DrPH students have at least five years of career experience and are typically working full-time in an organizational setting. Due to students being mid- to senior-level careerists, students have already established collaborative relationships with advanced-level practitioners. During the site visit, faculty explained that they are available in an ad hoc capacity to support relationship development necessary for securing a placement if required.</p> <p>Students are required to identify an APE site aligning with their career interests or their dissertation. In partnership with their APE faculty advisor and site preceptor, the student develops a project plan that advances their leadership skills or abilities by identifying a gap or unmet need and developing a project to meet that gap or unmet need. Students have two deliverables including a work product and a reflection paper. Work products may vary and are approved by the faculty advisor and site preceptor. Students also complete a reflection paper describing their personal and professional reactions to the project.</p> <p>The student samples provided include learning agreements, sample work products, and the evaluation rubric. One example of a practice site was the New Jersey Public Health Association. The student developed a strategic planning process document and supporting standard operating procedures. Another student worked with NYU Langone Health and converted data and policy</p>		
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		<p>information into literature for a policy workshop with policymakers.</p> <p>The assigned faculty advisor assesses the project and deliverables using the APE product rubric. The evaluation rubric clearly links competencies to deliverables and includes a section to evaluate the reflection paper.</p>		
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**D7. MPH INTEGRATIVE LEARNING EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		<p>Students in all MPH concentrations complete a capstone project, developing a high-quality written product such as a program evaluation report, training manual, epidemiological report, or policy brief. A student's project is based on their concentration and topic of interest. Students in the HSAP concentration must complete a policy brief, and students in EPI-related concentrations must complete an epidemiological report. Students in all other concentrations work with their advisors to identify the most appropriate format for their high-quality written report. In the capstone project, students synthesize two foundational and one concentration-specific competency. Students complete this activity in their final semester by enrolling in PRAC 0716, PRAC 0717, or PRAC 0718. Students can enroll in the capstone course for one or two semesters based on their concentration, completing a total of three credits, and the course is graded pass/fail. All students also orally present their project.</p>	Click here to enter text.	
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

		<p>Students complete the capstone following the APE and after developing a capstone learning agreement. In the learning agreement, students propose a project and the competencies they will integrate into their project, with input from their faculty advisor. After developing the agreement, students receive a template for their project type. Three templates are available: one template is available for the policy brief, one for the epidemiological report, and a generic template for all other types.</p> <p>All students are assigned a faculty advisor who advises them for both the practicum and capstone. The school holds an orientation for all faculty to orient them to the capstone prior to advising students. Additional informational sessions and meetings are held within each concentration to ensure that faculty have a clear understanding of expectations. Faculty use a capstone rubric to assess students based on information included in the student's learning agreement, their final project, and integration and synthesis of competencies that are specified on the rubric.</p> <p>Student samples provided in the electronic resource file demonstrate high-quality work. For example, one student assessed lead exposure in children, conducted a risk assessment of lead hazards, and assessed population-level needs for lead exposure control. Another student conducted an epidemiologic analysis of HIV incidence in a given population, describing harm reduction strategies and healthcare access issues for the population and discussing how these strategies and issues impact incidence and prevalence of HIV. One student wrote a policy brief on intimate partner violence policies, with a focus on barriers related to immigrants and legal status.</p>		
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		During the site visit, faculty said that they offer weekly office hours during the semester to support students through their APE and ILE. Students confirmed that they participated in these office hours, noting that the dedicated hour of advising every week was helpful throughout their capstone project. Some students also publish their capstones, though this is not a requirement.		
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**D8. DRPH INTEGRATIVE LEARNING EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students generate field-based products consistent with advanced practice designed to influence programs, policies or systems		To meet the ILE requirements, DrPH students complete a doctoral research project of a field-based public health issue for nine credits, which also serves as their doctoral dissertation. Through this activity, students complete a literature review on a public health topic and conduct independent research that is expected to contribute to the existing public health knowledge base. Projects can take the form of a comprehensive synthesis of evidence on an issue; an evaluation of a policy, practice, or program in the field; or applied public health research. Students propose foundational and concentration-specific competencies at the time of their dissertation proposal and describe how they synthesized them in their final dissertation defense.  Prior to beginning their project, students complete CITI training and a qualifying exam. They identify a faculty member to serve as their dissertation chair and form a dissertation committee. Students complete a dissertation proposal in which they summarize how their project	Click here to enter text.	
Products allow students to demonstrate synthesis of foundational & concentration competencies				
Qualified individuals assess student performance & ensure that competencies are addressed				

		<p>integrates and synthesizes foundational and concentration-specific DrPH competencies, defending their proposal to their dissertation chair and committee. In their proposal, students describe the competencies they will address in their dissertation and record this information on the DrPH candidacy form, which is then reviewed and approved by the dissertation committee chair and members.</p> <p>The student's final dissertation can take the form of a traditional monograph (single dissertation) or a three-article dissertation.</p> <p>The final dissertation defense has two parts: a public presentation, followed by a closed session between the DrPH candidate and public health faculty during which the student's project is assessed. The dissertation committee chair reviews and rates student synthesis of competencies in the final dissertation prior to the student's defense. This assessment is done on the DrPH candidacy form in the "Dissertation Committee Chair-Assessment" section.</p> <p>The first cohort of DrPH students in the leadership, practice and research concentration began in fall 2020 and, to date, none have completed the dissertation with the first expected in spring 2024. As a result, no student samples were provided. However, some students had completed the proposal phase of their project, and reviewers requested these samples ahead of the site visit. The school shared two examples of student dissertation proposal learning agreements, and both summarize each student's proposed project, identifying a total of five to six foundational and concentration-specific competencies they plan to address in their project. The school also</p>		
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		<p>provided each student's proposal, demonstrating that students are integrating their identified competencies into their projects well.</p> <p>During the site visit, faculty described their in-depth involvement with students and the iterative process of working with their advisees as they prepare their dissertation learning agreement and begin working on their projects. Faculty also noted that all DrPH students are currently mid- to senior-level career working professionals, which helps them align their project with advanced practice in the field.</p>		
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**D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS**

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

**D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES**

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

**D11. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES**

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

**D12. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES**

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

**D13. MPH PROGRAM LENGTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		<p>All MPH students complete at least 42 semester-credits of coursework. Most students, including combined degree students, complete 45 credits. The school also offers an MPH option for clinicians with 42 credits of coursework, reducing electives by three credits. Clinicians eligible for the 42-credit degree option include those who have completed an accredited undergraduate program in the United States or its equivalent and are currently licensed as a health care provider in a U.S. state or territory.</p> <p>All combined degree students take the same 18 credits of public health core courses and three credits of practicum as standalone MPH students. They also take the same concentration course credits based on their selected concentration (12-18 credits). The combined degree students share between three and 12 credits of coursework from their programs, which are counted as their required electives to reach the minimum of 42 credits. These courses must be related to public health. During the site visit, faculty explained that these shared course are from a pre-approved list of electives that have</p>	Click here to enter text.	

		<p>been cleared by the school as public health-relevant. The senior associate dean for academic affairs also reviews all courses to ensure they include competencies and objectives related to public health.</p> <p>The site visit team reviewed syllabi from the pre-approved course list of electives across different degrees and confirmed the public health relevance.</p> <p>The school offers its courses of instruction on a traditional semester system that requires 15 contact hours of classroom instruction per credit for all degree programs. A three-credit course requires at least 45 contact hours.</p>		
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**D14. DRPH PROGRAM LENGTH**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
DrPH requires at least 36 semester-credits, 48 quarter-credits of post-master's coursework or equivalent		The DrPH degree requires 48 total credit hours. Of the 48 credit hours, 36 credits comprise post-master's coursework, three credits are for the APE, and nine credits are for the ILE.	Click here to enter text.	
Defines credits appropriately—e.g., credit for thesis writing or independent internship hours not included in 36				

**D15. BACHELOR'S DEGREE PROGRAM LENGTH**

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

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		<p>The school offers four academic master's degrees: MS in biostatistics, MS in epidemiology, MS in pharmacoepidemiology, and MS in health outcomes, policy and economics (HOPE). The Rutgers School of Public Health and Rutgers Ernest Mario School of Pharmacy jointly sponsor the MS in HOPE degree program. Academic master's degrees are at least 30 credits, and students must complete a research paper, research thesis, or a capstone project.</p> <p>Reviewers verified appropriate coverage of all foundational learning objectives, as indicated in the D16 worksheet. For all of the MS degrees except HOPE, the foundational public health learning objectives are covered in two three-credit courses: PHCO 0512: Public Health Foundations and PHCO 0502: Principles and Methods of Epidemiology. During the site visit, reviewers questioned whether PHCO 0502 sufficiently assesses learning objective 6, given that the assessment is a group-</p>	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Ensures curriculum is grounded in appropriate competencies				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge				
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately rigorous discovery-based paper or project at or near end of program				



<p>Students have opportunities to engage in research at level appropriate to program's objectives</p>		<p>based project. Site visitors verified that PHCO 0512 adequately assesses this learning objective on an individual level.</p> <p>For the MS in HOPE, the learning objectives are covered and assessed in PHCO 0514: Public Health Foundations, PHCO 0504: Introduction to Biostatistics, PHCO 0501: Health Systems and Policy, and PHCO 0502: Principles and Methods of Epidemiology.</p> <p>All of the MS degree programs include coursework that prepares students in scientific and analytic approaches to research and discovery using a population health framework through coursework in epidemiology and biostatistics.</p> <p>The MS in biostatistics includes six concentration courses that address five competencies.</p> <p>The MS in epidemiology and pharmacoepidemiology includes 36 credit hours that prepare researchers to conduct epidemiologic and pharmacoepidemiology studies.</p> <p>Students in the MS in HOPE program complete 40 hours of coursework with distinct competencies and preparation to conduct research.</p> <p>MS students in biostatistics, epidemiology, and pharmacoepidemiology complete a research thesis under the supervision of a faculty advisor. MS students in HOPE complete a capstone project that includes a research-based paper. During the site visit, reviewers verified that students create a well-written, data-driven paper or</p>		
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		<p>project at or near the end of the program. Faculty advisors for the HOPE program guide students in the final project. The site visit team reviewed student samples provided in the supplementary materials with the self-study. Projects in the HOPE program included research projects on “Gender and Racial Disparities and All-Cause Mortality in Bladder Cancer Patients” and a “Comparison of Safety and Utilization Outcomes in Inpatient vs. Outpatient Laparoscopic Sleeve Gastrectomy.” One student in the epidemiology program did a project on “Trends in Initiation Patterns of Disease-Modifying Therapies for Multiple Sclerosis Among Commercially Insured Adults and Children in the United States.”</p>		
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D16 Worksheet

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

**D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		In fall 2018, the PhD in public health degree program transitioned to a full-time, funded, research-intensive, mentorship-based program. Prior to that, students could enroll in the doctoral program on a part-time basis.	Following receipt of the site reviewer's feedback during the CEPH accreditation site visit, the PhD in ENOH revised the curriculum and developed three doctoral-level courses to address the issue raised related to a lack of sufficient doctoral-level, advanced coursework in the ENOH concentration.  With the addition of these doctoral-level courses, eight of the 13 required courses for the PhD in ENOH are now doctoral-level courses. Of the remaining five courses, one course addresses the 12 foundational public health learning objectives (completed by PhD students who do not have an MPH degree) and only four courses are shared with MPH students. However, these four courses equip PhD in ENOH students with robust research methods and quantitative analysis training, in addition to the other required doctoral courses. (These four courses as a whole do	The Council reviewed the school's response to the site visit team's report, including attachments, and concluded that the school has addressed the concern identified by the site visit team. Therefore, the Council changed the partially met finding to a finding of met.
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		The PhD degree requires a minimum of 72 credit hours, including nine semester-credits of public health core courses; 39 credits of required concentration courses (including elective courses); and 24 credits of doctoral research.		
Ensures curriculum is grounded in appropriate competencies		The PhD in BIST is designed to equip students with the skills and knowledge needed to address complex statistical challenges in biomedical, clinical, or public health fields. The curriculum combines advanced theory courses with advanced quantitative analysis training.		
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge		The PhD in ENOH integrates advanced scientific knowledge, research methodology training, and practical applications, enabling students to understand, characterize, and mitigate health risks associated with environmental and occupational exposures. The curriculum spans a broad range of topics, including exposure assessment, toxicology, risk analysis, and occupational safety. The main distinction between the PhD program and the environmental health-related MPH is doctoral students' rigorous laboratory-based training, tailored to their dissertation topics, complemented by		
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately advanced research project at or near end of program				
Students have opportunities to engage in research at appropriate level				
Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study				

		<p>their regular participation in group activities, including a journal club and trainee seminar series. However, many of the didactic courses are shared between master's and doctoral students.</p> <p>The PhD in EPID offers intense didactic and experiential training in epidemiological methods, including interpretation of prior epidemiologic research, study design, data collection and analysis, science communication, and teaching.</p> <p>The PhD in HSAP offers doctoral studies specializing in health systems research and policy analysis. Students acquire the necessary skills in contemporary policy analysis and applied quantitative research that are essential for addressing the unique problems and challenges of public health and health care delivery.</p> <p>The PhD in SBHS offers students rigorous training in the concepts, theories/models, methods, and analytic approaches used in the behavioral sciences to design and conduct research studies related to health behavior.</p> <p>All PhD students participate in doctoral colloquium I and II in the first two years of study. In doctoral colloquium I, students gain knowledge and skills to prepare a comprehensive literature review, which students are encouraged to submit for publication. In doctoral colloquium II, students gain knowledge and skills to develop a high-quality grant application (e.g., F31) or equivalent to obtain mentored research training and funding while conducting dissertation research.</p>	<p>not serve as required courses for any single MPH concentration, and none are required for the MPH in EHS, MPH in OEM or MPH in OSH concentrations.)</p> <p>The PhD in ENOH curriculum provides students with the necessary knowledge, skills, and abilities to conduct rigorous research and tackle the multifaceted issues confronting environmental and occupational health. The revised table, Core and Concentration Requirements for PhD in Public Health Degree in Environmental and Occupational Health (ENOH); the revised table outlining the Competencies for Academic Doctoral Degrees in Public Health, PhD in Public Health, Environmental and Occupational Health Concentration; as well as the syllabi for the three new doctoral-level courses are included in Appendix D17. (Doctoral level courses are denoted by 700-level courses.)</p>	
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		<p>In other requirements, students participate in PhD seminars as well as complete an individual development plan each year they are enrolled in the program; complete and pass a qualifying examination (written and oral) before being admitted to PhD candidacy; and students complete a teaching requirement, which includes either earning a teaching certificate from the Rutgers Teaching Assistant Program (TAP) or completing the doctoral course for teaching (HBSP 0725: Effectively Teaching and Training Adults).</p> <p>All PhD students obtain knowledge in the 12 foundational public health learning objectives through the mandatory three-credit core course PHCO 0512: Public Health Foundations. For students who enter the doctoral program with an MPH from a CEPH-accredited school or program of public health, this course is waived, but not the credits.</p> <p>Two other mandatory core courses provide all PhD students with instruction in population-based scientific and analytic approaches: ENOH 0701: Public Health Research Ethics and HBSP 0700: Advances in Public Health Theories.</p> <p>In most cases, the primary distinction between the PhD and MPH programs is the number of research methods and quantitatively focused courses required by the PhD program. However, significant overlap is present in some of the PhD offerings.</p> <p>The concern relates to the team's inability to validate that the curriculum for the PhD in ENOH includes sufficient doctoral-level, advanced coursework that distinguishes</p>		
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		<p>the program from master's-level study. Reviewers noted a considerable overlap between courses taken for the MPH in OSH and PhD in ENOH; only four of 13 required courses for the PhD in ENOH are doctorate-level courses; the remaining seven are shared with MPH students. Both degrees focus on areas such as exposure assessment, toxicology, risk analysis, and occupational safety, which are assessed in the same 500- to 600-level courses for both degree levels. For comparison, students in the biostatistics PhD take only three credits of master's-level coursework, while PhD in ENOH students take 24 credits of master's-level coursework. During the site visit, faculty explained that due to small numbers of students enrolled in the PhD program, doctoral students take courses with master's students, and the syllabi list different competencies and assessments for each degree level. For students who enroll in the PhD program and have already completed the MPH at Rutgers or elsewhere, these master's-level courses are waived, and they must take advisor-guided electives in place of the courses they have already taken. In the case of ENOH, students take courses in other colleges at Rutgers (e.g., Environmental &amp; Biological Sciences or Pharmacy).</p> <p>The advanced research project at the end of the PhD program consists of a dissertation, which may take the form of a traditional monograph or three-article dissertation. Doctoral students must pass a qualifying examination (with written and oral components) and develop a dissertation proposal before beginning their dissertation research. A student's dissertation committee consists of a minimum of four members: three must be SPH faculty members, and one must be outside of the school. Of the three SPH faculty members, a minimum of</p>		
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		<p>two faculty members must be from the candidate's concentration (one who will serve as chair must be a primary faculty member), and a third faculty member may hold a primary or secondary appointment at the school.</p> <p>Examples of dissertations reviewed by site visitors include the following:</p> <ol style="list-style-type: none"><li>1. Monitoring Ongoing Clinical Trials under Fractional Brownian Motion with Drift</li><li>2. Health and Health Care among Historically Institutionalized Populations: Implications for Policy</li><li>3. An Assessment of an Integrated Community-Based Training Program to Reduce Pesticide Exposure and Enhance Safety among Mothers of Children Age 0-72 Months in Ban Luang, Nan, Thailand</li><li>4. A longitudinal analysis of chronic stress, substance use, and mental health among a sample of young sexual minority men in New York City</li><li>5. The Impact of State-level Physician Assistant Regulations on Utilization and Wages</li></ol> <p>Reviewers determined that the dissertation examples are high-quality, in-depth studies.</p> <p>During the site visit, students said that research opportunities are abundant and readily available. Students heard about opportunities through various sources including academic advising, the Office of Career Services, emails from faculty, and social events with faculty. One student noted, "looking for research opportunities is easy, and faculty are willing to work with you if you express interest."</p>		
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		During the site visit, doctoral students stated that, while they often took courses with master's students, doctoral students had different assignments from those of the master's students enrolled in the course.		
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D17 Worksheet

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

**D18. ALL REMAINING DEGREES**

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



**D19. DISTANCE EDUCATION**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		<p>At the time of the site visit, the school offered one MPH concentration, global public health, in a fully distance-based format. Beginning in fall 2024, the school will also offer the MPH in population aging in a fully distance-based format and discontinue the campus-based offering. The school had committed substantial resources toward the development of a variety of online asynchronous courses for several years prior to offering the online MPH in global public health degree option. The COVID-19 pandemic confirmed the school's commitment to offering an online MPH degree option as student preference for distance education options increased. The school stated that adding an option to complete a fully online MPH degree also increased graduate public health training opportunities for those who work full-time as well as those who do not live near one of the two school locations or who live in locations outside of New Jersey.</p> <p>The school ensures all students have the necessary administrative, information technology, and student support services accessible to them. Canvas support is provided by the school's e-learning support specialist as well as standard support from instructional designers from Rutgers' Teaching and Learning with Technology Center and Canvas Help through Rutgers University, which provides 24/7 assistance. Students receive additional support through their concentration directors, as needed. The school's Office for Information Technology offers technical support to online</p>	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements				
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification				

		<p>MPH students, which is the same support provided to campus-based students.</p> <p>Recruitment and retention services are provided for online MPH students through the school's Office for Admissions and Recruitment and the global health concentration. The same will apply for the population aging concentration when it moves online.</p> <p>Students in the online MPH take courses as a cohort. The first cohort accepted in fall 2022 were all full-time students, and beginning in fall 2023, the school began to enroll part-time students as well. All faculty who are interested in teaching an asynchronous course work with the senior associate dean for education and global program development to orient them to online delivery. After faculty have registered for a non-credit Course Design Foundations course, they work with instructional designers from the Teaching and Learning with Technology Center to develop online courses. Faculty create a course map to map competencies to class readings, activities, and assessments. Courses assess the same competencies, regardless of the mode of teaching. The global public health concentration hired a full-time faculty member who is the primary liaison for online students and works closely with the concentration director to review courses and to ensure alignment with campus-based offerings. The same model will be used for the population aging concentration.</p> <p>The school uses several mechanisms to evaluate the rigor of the online program and is committed to making improvements. Faculty use the Outcomes tool in Canvas to measure the assessment of competencies in all required courses. On an individual course basis, instructors also use</p>		
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		<p>rubrics to provide feedback to students. The school offers faculty development sessions to instructors of the required courses related to assessments, rubric development, and using the Outcomes tool. The primary liaison, the concentration director, the e-learning support specialist, the academic support counselor who advises online students, the senior associate dean for academic affairs and the senior associate dean for educational and global program development also meet monthly to discuss and review the online MPH degree offerings.</p> <p>During the site visit, faculty shared that the Office for Academic Affairs and faculty who teach core public health courses have been collaborating on an effort to standardize the MPH core courses. Each department has identified a core course coordinator who is developing standard syllabus templates and standard Canvas course templates. These standard templates will be used by all core course instructors to ensure that students receive the same baseline knowledge, regardless of the instructor teaching the course or the modality. This standardized approach will ensure alignment in the curriculum across all MPH students.</p> <p>Students access course materials including assignments and quizzes via Canvas, using their school-issued electronic credential (NetID) and password. As of April 2022, all students at Rutgers University are required to use a two-step login with Duo. Students need to use their NetID password and another method, typically a smartphone with the Duo app, to verify their identity when logging into any service requiring the NetID, including Canvas. The school also uses tools such as Turnitin and Respondus Lockdown browser within the learning management system.</p>		
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**E1. FACULTY ALIGNMENT WITH DEGREES OFFERED**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The school's curriculum is taught by 83 primary and nine non-primary faculty. All primary faculty hold doctoral degrees, and at least 52 hold a public health or public health-adjacent degree. Two hold dual terminal (MD/PhD) degrees.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		<p>Faculty members have training in foundational fields of epidemiology, health education, behavioral science, environmental science, medicine, family and community health, and policy analysis/administration, among others.</p> <p>A review of faculty CVs indicates that the faculty are appropriate instructors for master's- and doctoral-level education emphasizing both research and practice aspects of the field.</p> <p>During the site visit, administrators described the process for vetting adjunct faculty as follows: the senior associate dean for faculty affairs and course coordinator review the applicant's CV for experience in the content area of the course to be taught. The offer letter notes that adjunct faculty will meet with the course coordinator prior to the semester to obtain access to e-Learning and the Canvas Toolkit. When adjunct faculty teach core courses, they are also provided with the course syllabus to ensure competencies are maintained. Adjunct faculty are re-appointed each year.</p>		

		Students who met with the site visit team felt that faculty were well-matched to their courses and were experts in their fields; they described faculty as very relatable and noted that they speak from professional and research experience.		
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**E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		Many faculty have experience in both academia and outside organizations. For example, one faculty member was the director of policy and external affairs for the New Jersey Department of Community Affairs. Another faculty member was the special projects coordinator for the Bureau of HIV/AIDS Prevention and Control in the NYC Department of Health and Mental Hygiene. Another faculty member was a principal research scientist at The Guttmacher Institute in New York.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

		<p>brain cancer clusters in Colonia High School, Woodbridge, NJ).</p> <p>During the site visit, faculty confirmed that they engage adjunct professors and guest practitioners to support instruction. Faculty indicated that students provide positive feedback about the opportunity to learn from guest lecturers. Additionally, faculty provided an example of an industrial hygiene course that includes practitioner-led, bi-weekly site visits touring facilities. Another example was a course on migration and refugee health in Greece where students worked with Doctors Without Borders on an immunization campaign. Faculty noted that many guest lecture and site visit opportunities evolve into APE or other assignments.</p>		
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**E3. FACULTY INSTRUCTIONAL EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		The school implements multiple processes to review instructional effectiveness for courses taught by primary and adjunct instructors. Students are encouraged to complete course evaluations after fall, spring, and summer semesters. Department chairs review this feedback each semester and work with instructors to improve teaching as applicable and reassign course instruction to other faculty when needed. In addition, Rutgers' Teaching and Learning with Technology Center reviews online courses using a Quality Matters quick	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				

<p>Supports professional development &amp; advancement in instructional effectiveness for all faculty</p>		<p>review form and assigns an instructional designer to work with instructors on online courses after the course has been offered at least twice. Chairs, the senior associate dean for academic affairs, senior associate dean for educational and global program development, and Teaching and Learning with Technology Center e-learning associate meet to review the feedback. During the COVID-19 pandemic, the school also implemented a peer-review process with faculty sitting in on remote courses to examine student-led learning, use of group breakout rooms and facilitation, and student engagement strategies. Chairs review faculty annually for their contributions to teaching, curricular developments and innovations, student evaluations of courses taught, and informal feedback provided to the chair, setting instructional goals with faculty during the annual review.</p> <p>Both primary and adjunct instructors have access to support through the university's Office of Teaching Evaluation and Assessment Research and the Teaching and Learning with Technology Center, which provide instructional design support. At the school level, the senior associate dean for academic affairs, senior associate dean for educational and global program development, and full-time e-learning specialist provide instructional support to faculty, and the self-study provides examples of this support. The self-study summarizes school-specific support from the e-learning specialist who offers tutorials four days per week as well as individual sessions; the specialist met with 22 primary faculty and 29 adjunct instructors between July 2022 and October 2023. Another example describes university-led support through the Teaching and Learning with Technology Center where each faculty member in the</p>		
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		<p>school who developed an asynchronous course is enrolled in a course design workshop and assigned an instructional designer to ensure they integrate best practices for asynchronous instruction.</p> <p>Department chairs and the school's senior associate dean for academic affairs match instructors, both primary and adjunct, to courses they teach based on the instructor's training, experience, and area of expertise. In addition, the school encourages faculty to participate in collaborative research, discipline-specific conferences and meetings through organizations such as the Society for Epidemiologic Research, and supplemental training activities and workshops through the Teaching and Learning with Technology Center and the school's Center for Public Health Workforce Development to maintain currency in areas of instruction. Adjunct faculty are rehired annually to meet the school's instructional needs, and the reappointment process includes a review of the instructor's CV, teaching reviews, and other contributions to the school as relevant to ensure currency in areas of instruction.</p> <p>Departmental promotion committees and the school's Appointments and Promotions Advisory Committee review course evaluation feedback for instructors for advancement and promotion. The school notes that lack of teaching or poor teaching evaluations will be detrimental to faculty advancement, regardless of the faculty member's performance in research.</p> <p>The school provides information for three indicators related to instructional effectiveness: diversity, equity, and inclusion (DEI) content in coursework, student ratings</p>		
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		<p>on course evaluations, and online course offerings. The self-study describes DEI course reviews between 2020 and 2023, reviewing DEI content in all core, required, and concentration courses using a DEI curriculum assessment tool. During the site visit, faculty noted that, to date, assessments were done for all courses, including electives, and they are now working on implementing planned course changes for fall 2024 (phase two of the DEI assessment initiative). Faculty who completed the assessment for their courses noted that it helped them step back and reflect on how they are integrating DEI into their course, and how they could further enhance DEI content. Feedback from concentration directors and the school's Curriculum Committee also helped them to identify opportunities to strengthen their DEI content.</p> <p>For student course evaluations, the school set a benchmark of 85% or more students rating each course 4.0 or above (on a scale up to 5.0 with 5.0 representing highest quality). In 2020, the school did not meet this benchmark (81% rated courses at 4.0 or above). However, in all subsequent years up to 2023, the school achieved a rating of 85% or higher, meeting the goal.</p> <p>The school also describes increasing the number of online courses, a goal that aligns with the strategic plan, from 15 courses in 2019-20 to 37 in 2022-23. During the site visit, faculty and staff described plans to be intentional about developing more online courses, seeking and integrating student feedback into their future online course plans. They plan to focus on more online elective course options in the future to better meet student needs.</p>		
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**E4. FACULTY SCHOLARSHIP**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>Faculty are appointed to one of five different tracks, and research expectations vary accordingly: a tenure track and four non-tenure tracks (teaching, clinical, professional practice, and research). All faculty, except those on the professional practice track, are expected to engage in research and scholarly activity.</p> <p>There are clear expectations for faculty research and scholarly activity. Faculty employed on the research track are full-time researchers and do not have teaching responsibilities. Clinical-track or teaching-track faculty may focus their scholarly work on practice-based research, workforce development, interprofessional practice, and/or activities that improve pedagogy and teaching practice. On average, the amount of time dedicated to research and scholarship is approximately 75% for tenure-track faculty, 15% for teaching faculty, 30% for clinical faculty, and 85% for research faculty.</p> <p>The school defines scholarship in the contexts of research, teaching, and practice: scholarship in research includes the generation of research proposals, protocols, working papers, journal articles, research reports, book chapters, and books. Scholarship in teaching includes publications associated with teaching materials or methods, developing funded grant proposals to support instructional activities, producing and disseminating videos and curricula intended for instructional purposes,</p>	Click here to enter text.	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>and publishing textbooks, review articles, and books. Scholarship in practice includes technical reports, presentations at professional meetings that summarize new knowledge or new applications of practice-based principles, the publication of new materials or principles for public health program content, and contributions to the writing of new public health policy and legislation.</p> <p>The school has policies around faculty expectations and promotion criteria with regard to scholarship for each track and rank. Data related to research productivity are reviewed as part of the faculty’s annual merit review process and as part of their promotion review packet.</p> <p>RBHS and Rutgers University provide a robust infrastructure supporting research that includes the following services: Office of Sponsored Research (proposal review and submission); Office of Research Financial Services; Ethics and Compliance; Office of the Executive Vice President for Academic Affairs (faculty development programs); Office of Advanced Research Computing; and a variety of internal funding mechanisms. The school also has an Office of Research that further supports research via start-up funds, seed funding for pilot work, mentoring, internal grant review panels, and monthly orientation sessions for new faculty.</p> <p>Faculty research activities are integrated into the curriculum, as noted by the following examples:</p> <ol style="list-style-type: none"> <li>1. In HBSP 0710 (a grant writing course), students work with early drafts of successful grant applications to identify flaws in logical reasoning or narrative flow and recommend areas for improvement.</li> </ol>		
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		<p>2. In EPID 0601: Cancer Epidemiology, the faculty member integrates examples from her current research in occupational cancer to discuss classification of agents as to their carcinogenicity.</p> <p>3. In ENOH 0654: Occupational Safety and Workplace Risk Mitigation, the professor shares results of a safety and health management process from a Bridges and Tunnels project in New York City with his students who then develop process improvements through class activities and course assignments.</p> <p>Both doctoral and master's students have been actively involved with research projects in a paid or volunteer capacity, as noted in the following examples:</p> <ol style="list-style-type: none"> <li>1. Center for Health, Identity, Behavior and Prevention Studies (CHIBPS): 10-15 students each year gain experience in several aspects of research, including survey design, recruitment, interviews, data cleaning, literature reviews, manuscript preparation and (limited) grant writing. Students have co-authored manuscripts.</li> <li>2. mHealth-delivered Mindfulness Therapy: students are paid research assistants and are engaged with recruitment and data collection.</li> <li>3. Various HIV projects: students are employed to conduct literature reviews, analyze data, and generate tables and figures for manuscripts and presentations.</li> </ol> <p>The school identified three outcome measures for faculty research: 1) total research funding, 2) number of citations, and 3) percent of primary faculty participating in research activities. The target for total research funding, an</p>		
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		<p>increase by \$300,000 annually, was exceeded, increasing more than 10 times the targeted amount (\$3,761,393) from years one to three. Similarly, the target for citations (increase the average "H" Index of publications by 10% annually) was exceeded (more than doubled), with increases from 23 to 28 citations over the course of three years. The target of 75% of faculty participating in research was met in year three, increasing from 69% in year one.</p> <p>The self-study indicates that the narrow tenure and promotion criteria, apparently focused almost exclusively on NIH or equivalent external funding achievements, may be counter to goals of inclusiveness and equity. The school is actively working with RBHS leaders to advance tenure and promotion criteria that are more aligned with the tenets of inclusive excellence.</p> <p>During the site visit, students indicated that research opportunities were abundant and readily available.</p>		
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**E5. FACULTY EXTRAMURAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		Extramural service expectations are outlined in offer letters and discussed during annual faculty review meetings.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		<p>Most faculty members contribute an average of 20% to service activities, including but not limited to extramural service. Examples of service activities include the following: participation in professional associations, participation in boards of community-based organizations, involvement in governmental and community-based steering committees, contributions to public health departments, peer reviews for journals and national agencies, planning and implementation of conferences and symposiums, and media interviews to disseminate public health information.</p> <p>The university supports faculty members by providing resources, opportunities, and a conducive environment to encourage participation in extramural activities. During the site visit, faculty affirmed the commitment to service and the emphasis on community engagement.</p> <p>Faculty regularly incorporate real-life examples from extramural service into classes. For example, the environmental health courses incorporate examples from interactions with community/citizen groups and from decided/settled legal cases. In other classes, students are invited to participate in select projects when there are relevant leadership opportunities.</p>		

**F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The school formally engages its constituents through its Education Advisory Board (EAB), which includes members of the school's external community. EAB members are selected to provide a representation of the broad community served by the school, with a content expert representing each degree and concentration. The board was formed in 2021 and consists of 43 public health professionals from local and state health departments, community clinics and health centers, non-profit organizations, and public health organizations. The board meets once per semester. In fall 2022, the meeting focused on the MPH and MS degrees, and the spring 2023 meeting focused on the doctoral programs.	Click here to enter text.	
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> <li>• student outcomes</li> <li>• curriculum</li> <li>• overall planning processes</li> <li>• self-study process</li> </ul>		The EAB provides feedback on competencies, curriculum, student outcomes, and other academic-related matters, such as proposed new degrees or concentrations. The EAB reviews the educational programs to determine whether the school is preparing students with the knowledge, skills, and abilities to meet workforce needs and public health challenges, and the extent to which the school advances or values diversity and inclusion, health equity, social justice, and anti-racism.		
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback		During the site visit, the school explained that EAB meetings are conducted over Zoom and use breakout sessions to meet in smaller groups. The dean starts the meeting, giving updates to the group and informing them		

		<p>about changes that have been implemented based on discussions from the previous EAB meeting. Faculty then join the breakout sessions and discuss the curriculum. A few of the EAB members also received sections from the self-study and were asked to review them with a particular focus on the weaknesses and plans for improvement sections.</p> <p>The school also provided the site visit team with several examples of changes that were made based on the EAB meetings and feedback. One example was that members reviewed the preliminary self-study feedback related to competencies and provided suggestions on how to strengthen the competencies. Another example was how the EAB used feedback from employers and preceptors related to the need for improvement in students' writing and communication skills. They suggested to faculty to include more op-eds and writing assignments as opposed to quizzes and exams and suggested the creation of writing modules to help students. During the spring 2023 meeting, members who reviewed the DrPH program suggested adding skills-based training to an on-campus sessions rather than primarily focusing on course content. As a result, the Rutgers library provided hands-on training sessions on using EndNote and library databases at the September 2023 DrPH student session.</p> <p>In addition to the EAB, the school also gathers feedback from other external groups. For example, the school has strong partnerships with external constituents, including state, county, and local health departments, non-profit organizations and pharmaceutical companies. The school engages these public health-related practitioners and professionals as guest speakers, lecturers, and instructors,</p>		
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		<p>to ensure that the topics most relevant to current practice and future directions are integrated into courses. Additionally, the school gathers feedback from alumni and preceptors during site orientations, alumni events, and informal conversations related to the curriculum.</p> <p>The school also engages external constituents in strategic planning every five years, specifically related to the guiding statements. In 2020, the school sent a survey to 233 individuals (47% response rate) and held key informant interviews to collect feedback related to the school's goals, objectives, and evaluation plan.</p> <p>More formally, the school also uses the RBHS Internal Review process to gather feedback. RBHS requires an independent review of each school every five years. The objectives of this five-year review are to 1) assure ongoing excellence within the discipline; 2) assess the alignment of the school's goals with the strategic goals of RBHS and Rutgers University; 3) provide schools with opportunities for review and assessment of directions, goals, strengths, areas for improvement in education, research, and patient care; 4) assess the present and future programmatic and operational needs to achieve stated goals; 5) provide a mechanism for faculty to express their views on the performance of the program and responsiveness of leadership; and 6) illustrate how the school is reflecting and implementing the overarching values of the university. The school underwent this review in 2022. The RBHS chancellor appointed an internal review committee that comprised senior faculty members from within the school, as well as senior faculty members across RBHS and Rutgers University. The committee conducted interviews and focus groups with faculty, staff,</p>		
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		<p>and students as well as reviewed documents and other materials to prepare a final comprehensive report. Three external reviewers who have expertise in public health participated in an on-campus site visit.</p> <p>The school conducted an employer survey and interviews to assess how well graduates were prepared for public health practice. The data collection included employers who routinely hire graduates, preceptors, and members of the EAB. Approximately 65% of respondents reported hiring a graduate from the school and, of those, 70% reported being somewhat satisfied to extremely satisfied with hiring the school's graduates. Employers were also asked whether the competencies were applicable to the work performed in their organizations and the level of preparedness of graduates. Overall, 75% of employers reported that graduates were somewhat or very prepared to perform applicable competencies.</p> <p>During the site visit, school representatives shared that although they collect meaningful and useful feedback from community members, they are working on ways to collect feedback that is more specific to each department rather than the school as a whole. They explained that this would benefit newer or struggling concentrations to focus on their needs and address issues such as decreased enrollment. These new efforts will allow faculty and concentration directors to review overarching data and compare it to their specific concentrations and find common weaknesses in the school, at the university, and among other schools of public health.</p>		
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**F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		Students are introduced to service, community engagement, and professional development activities through two primary avenues: 1) school-affiliated student organizations/clubs and 2) the Office for Career Services' programs and promotions. As of spring 2023, the school recognizes six student-led organizations and clubs. These student organizations promote shared interests and provide opportunities for students to connect with their peers, faculty, staff, other groups, and organizations. The school's student-led organizations are as follow:	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		<ul style="list-style-type: none"> <li>• Student Government Association</li> <li>• Volunteer Opportunities in Community Engaged Service (VOICES)</li> <li>• Multicultural Student Organization (MSO)</li> <li>• Stonewall Alliance for Health</li> <li>• Black Public Health Student Alliance (BPHSA)</li> <li>• Doctoral Public Health Student Association (DPHSA)</li> </ul> <p>Each semester, student leaders work in consultation with the Office for Student Services and Alumni Affairs to establish programs and events to engage student members in the internal school and external local communities. While VOICES is the school's primary volunteer and community service organization, the school encourages all groups to collaborate with each other around service initiatives to maximize both overall student participation and benefit to communities served.</p>		

		<p>Some examples of service opportunities that were organized by VOICES include the following:</p> <ul style="list-style-type: none"> <li>• Coordinating food drives and volunteering service hours at the RBHS Food Pantry</li> <li>• Developing and hosting family-friendly public health games and activities for Rutgers Day</li> <li>• Hosting bone marrow registry information tables in collaboration with Rutgers Gift of Life chapter</li> <li>• Gathering donations and conducting school community donor outreach for Rutgers Adopt-a-Family</li> </ul> <p>The Equity in Action Summer Internship Program (EASI) at Rutgers University is a seven-week paid summer interprofessional program for health professions students. Working in small interprofessional teams, students are placed at participating community sites in the greater Newark or Central New Jersey area where they co-create a program with the guidance of a community site preceptor and EASI co-directors. Each year, one to three public health students participate in the RU-EASI program, and activities include developing vaccine hesitancy programs; creating online navigation tools for individuals with disabilities; serving homeless communities; and organizing craft workshops with residents in permanent supportive housing, among others.</p> <p>As the school's primary resource for connecting students to professional opportunities, the Office for Career Services regularly hosts internal professional development sessions and promotes external</p>		
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		<p>opportunities for students to become involved professionally in hands-on, community-based public health and community service initiatives.</p> <p>During the site visit, school leaders explained that they are working with student groups to hold more events and opportunities to ensure that all students have an opportunity to participate during their time at the school. Students who met with the site visit team said that they have endless opportunities to participate and work with the community, especially because the faculty have significant experience and connections in the community in organizations like Planned Parenthood and Doctors Without Borders.</p>		
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**F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs of the current public health workforce		<p>The school advances public health by addressing the professional development needs of the current public health workforce. The self-study lists examples of recent workforce development offerings.</p> <p>The school’s Center for Public Health Workforce Development (CPHWD) is recognized as a provider of quality training opportunities for the current public health workforce in New Jersey and beyond. CPHWD provides continuing education for those who work in the varied public and private health, environmental, occupational health, and safety fields. Topics are identified through a variety of means, including, but not limited to, training</p>	Click here to enter text.	

		<p>needs assessments, suggestions from program participants, and recognition of timely and relevant public health issues.</p> <p>For the last 20 years, CPHWD has hosted a monthly 'Public Health Seminar Series' (now 'Webinar Series') on varied relevant and timely public health issues. During the site visit, faculty explained that both CPHWD staff and the faculty work together and present these webinars, which are funded by a HRSA grant. They added that a symposium is also held during National Public Health Week.</p> <p>Faculty also developed a <i>Five Minutes to Help</i> training to address the opioid issue in New Jersey. This eight-hour instructor training was developed to help first responders better engage with individuals who have been revived from an opioid overdose. Specifically, the training provides guidance in understanding stigma associated with substance use, substance use disorder, harm reduction, and motivational interviewing. The goal is to equip responders with additional tools to aid in getting people with substance use disorders into treatment. The focus is on training instructors to teach a four-hour course to local first responders.</p> <p>CPHWD and the faculty also developed a Contact Tracer and Social Support Coordinator Training in 2020. Faculty developed and delivered an asynchronous training for more than 2,100 new contact tracers and 21 social support coordinators, who were then assigned to local health departments throughout New Jersey. In addition, approximately 1,800 existing (and newly hired) public health professionals were trained in the necessary software used for case investigations and contact tracing.</p>		
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		Lastly, a team of internal Rutgers University contact tracers were hired and trained to conduct internal tracing activities for students, staff, and faculty. Of the participants (n=4,000), 70% were external partners; the remainder were students.		
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**G1. DIVERSITY & CULTURAL COMPETENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		The school's Diversity Strategic Plan (AY 2021-2026) aligns with the university-wide Diversity Strategic Plan.	Click here to enter text.	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals		The school identified four groups that are important to improve diversity at the school:		
Learning environment prepares students with broad competencies regarding diversity & cultural competence		<ul style="list-style-type: none"> <li>• Group 1: Recruit and retain a diverse faculty that is a reflection of the composition of the school's students (with a focus on Black and Hispanic faculty).</li> <li>• Group 2: Recruit and retain diverse graduate students (with a focus on Black and Hispanic students).</li> <li>• Group 3: Recruit and retain a diverse administrative and professional staff.</li> <li>• Group 4: Expand pipeline programs designed to provide educational opportunities for students from under-represented and underserved populations of New Jersey.</li> </ul>		
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)		Several actions and strategies serve to create and maintain a culturally competent environment:		
Regularly collects & reviews quantitative & qualitative data &		1. A DEI curriculum assessment tool, developed by the School's Curriculum Committee, is used to evaluate		

uses data to inform & adjust strategies		the content of current courses focusing on DEI related to pedagogy and course content. A similar assessment tool is now required for all new course proposals.		
Perceptions of climate regarding diversity & cultural competence are positive		<ol style="list-style-type: none"> <li>2. The school established a DEI Committee as a standing committee (incorporated into the school's bylaws) to implement the school's Diversity Strategic Plan.</li> <li>3. The DEI Committee will review the school's core courses and make recommendations to integrate anti-racism across the curriculum.</li> <li>4. The Office for Student Services and Alumni Affairs provides support and guidance for several student organizations and supports student community engagement projects.</li> <li>5. The Equity in Action Summer Internship (EASI) Program focuses on social determinants of health with a social justice lens. Students work in interprofessional teams of three or four and are placed at one of the participating community sites in the greater Newark or Central New Jersey area where they co-create a program with the guidance of a community site preceptor and EASI co-directors.</li> <li>6. The school appointed its first assistant dean for DEI in 2018. During the site visit, the school shared that in 2023, the school hired a second assistant dean for DEI to focus on faculty and staff development.</li> </ol> <p>Over the past three years, the school recruited additional minority faculty. Total faculty numbers grew 10% (from 75 to 83). The percentage of Black faculty grew from 5.3% to 6.0%; the percentage of Hispanic faculty increased from 1.3% to 3.6%. Overall, the percentage of White faculty decreased from 74.7% to 71.1%.</p>		



		<p>Fewer than one-third of students are White. The self-study noted that overall student diversity was fairly constant during these three years, reflecting the school's ability to retain diverse graduate students. However, there was no growth in recruiting a more diverse student body. There was a slight decrease in Black enrollment (23.7% to 21.2%), and a slight increase in Hispanic enrollment (10.6% to 11.3%).</p> <p>A climate survey administered to staff and faculty in spring/summer 2022 (overall response rate of 47%) found that faculty and staff were generally satisfied with the DEI climate at the school and felt that it has improved over the past five years. The majority (more than 58%) of respondents were very satisfied or satisfied with the experience/environment regarding DEI, the extent to which they experienced a sense of belonging, the gender diversity of the faculty and staff, and the racial/ethnic diversity of staff members. The one area in which respondents expressed a lower level of satisfaction (33%) was in the racial/ethnic diversity of the school's faculty.</p> <p>The qualitative analysis of the responses reflected that the school is changing in the right direction. However, some respondents expressed apprehension and skepticism, noting difficulty in retaining minority faculty. One faculty member stated that "recruitment and retention of faculty related to [the] two R01 requirements for tenure is a major issue." Consequently, the school is continuing to work with RBHS provosts and chancellor to review guidelines for promotion and tenure and to ensure that policies are conducive to the retention of underrepresented faculty and staff.</p>		
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		<p>A climate survey of current students in spring 2023 had a 30% response rate (189 of 626 students). Most respondents expressed satisfaction with the climate at the school. Over 80% were very satisfied or satisfied with the acceptance of personal identities at the school. Respondents were also very satisfied or satisfied with the diversity of the student body (83%), the diversity of the faculty (74%), and the diversity of the staff (74%). Respondents also expressed satisfaction (73%) with the availability of diversity-related programs, events, and services.</p> <p>The highest rates of dissatisfaction concerned faculty diversity (10%) and availability of diversity-related programs, events, and services (13%).</p> <p>During the site visit, faculty and staff reinforced the fact that the school’s diversity plan was developed in 2021 (and published in 2022) to align with the chancellor’s strategic plan for diversity. The school developed targets to enhance student diversity based on the New Jersey population and their current recruitment efforts.</p> <p>Faculty also verified that reviewing data is part of a regular, ongoing process. Data from student surveys are presented and reviewed at leadership team meetings as well as at all-school meetings. The assistant dean for justice, equity, diversity, and inclusion for education and the assistant dean for justice, equity, diversity, and inclusion for faculty and talent development provide recommendations for change to the Leadership Council and also consult department chairs for input. An example of action taken based on school data is the decision to eliminate the GRE requirement for admission.</p>		
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		Also, during the site visit, students confirmed that they participated in climate surveys and reported that the school's programs were diverse due to the background diversity of faculty, staff, and students. One student suggested the need for more extracurricular inclusion groups for students; another student countered that the school offers several student organizations in which to get involved and have connections outside of class.		
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**H1. ACADEMIC ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		All students have access to an academic advisor from the time of enrollment. There is a newer academic advising system for MPH students, and two dedicated academic support counselors support students based on academic concentration. MPH students are assigned both an academic support counselor and a faculty member who serves as their practicum and capstone advisor. Academic support counselors are full-time academic advisors and are selected based on qualifications. Academic support counselors must have three years of experience related to advising, admission, registration, or student services.	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		<p>assigned by department chairs or concentration directors. All faculty receive an overview of the academic advisor role and responsibilities in new faculty hire orientation and onboarding.</p> <p>Students are encouraged to meet with their academic advisors at least once a semester and to discuss course selection and registration. Students can meet with advisors in-person, by phone, by email, or through the learning management system.</p> <p>Academic advisors proactively reach out to students to provide timely information and resources. This outreach also serves as an opportunity to intervene in situations where a student may be experiencing academic challenges but still has time to improve performance and succeed in coursework. The Office for Student Services and Alumni Affairs, the Office of the Registrar, and the Office for Academic Affairs coordinate on an early warning grade notification system. At the midterm of each semester, the Office of the Registrar requests instructors to report student performance using a satisfactory or unsatisfactory grade for each student. An unsatisfactory grade indicates that the student is at risk of failing the course. The Office for Student Services and Alumni Affairs follows up individually with each student receiving one or more early warning grades to notify them of the grade, provide relevant academic and health-related resources, and inform them of all relevant academic leave options. Academic advisors are copied on each notification, and students are encouraged to connect with their instructors and academic advisors.</p>		
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		<p>During the site visit, students affirmed they feel supported by their academic advisors. Students can set up calls with their advisors and have a one-on-one conversation. Students indicated they speak to their academic advisor more frequently than other advisors and a lot of feedback goes through their academic advisors. Students also can assess academic advisors following each academic session. Alumni also indicated they received support from academic advisors, with advisors continuing to serve as mentors following graduation in some instances.</p> <p>Students are required to complete an online new student orientation course, providing information about navigating onboarding procedures, degree requirements, and student services and resources. There is also a discussion board where students can connect with advisors, faculty, and other students.</p>		
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**H2. CAREER ADVISING**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice		The school launched an Office of Career Services in fall 2019. The office helps students find and develop professional identities, provides skills-based training and professional development resources, and engages with community partners to promote employment opportunities. Since the Office of Career Services launched relatively recently, the school continues to evaluate performance and sets annual goals to support growth and development.	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		<p>The office also manages a student and alumni career services platform, which is hosted on the learning management system platform. The platform serves as the primary hub for student and alumni career resources and programs, and includes weekly updates with job opportunities and events, public health career frequently asked questions, and exclusive resource guides.</p> <p>The Office for Career Services is staffed by the assistant director for student support services (now the acting director for student services). Hiring criteria included a combination of education and experience, and the director received comprehensive orientation training. The assistant director is responsible for the full scope of career services, including advising sessions, reviewing student job material submissions, curating relevant job and scholarship opportunities, and managing all content on the Canvas learning management system.</p> <p>During the site visit, students indicated that they are familiar with and frequently use the Office of Career Services to help get on-campus jobs, identify a site for their applied practical experience and capstone project, support developing CVs, resumes, and cover letters, mock interviews, and tips and insights to help find a job after graduation. One student commented, "Career Services was a requirement for me and so much better than I ever anticipated it being."</p> <p>During the site visit, alumni shared positive impressions of the Office of Career Services. Many alumni noted the ongoing growth and development of this office since its inception in 2019. Additionally, many alumni said that they subscribe to e-mails and use resources posted to the</p>		
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		<p>Canvas platform. Faculty confirmed that alumni have access to the same resources as current students. Additionally, alumni can consult the office for ongoing career support, and faculty cited examples like workplace conflict and first job transition following graduation.</p> <p>Faculty members support students by providing career guidance and serving as mentors and advisors on academic and professional journeys. Staff across the school and individuals in the community provide case-by-case career advising to the students they serve as advisors, mentors, and instructors. During the site visit, alumni affirmed faculty support in finding jobs and ongoing mentorship following graduation.</p> <p>The self-study provided several examples of career services including resume, CV, and cover letter review, one-on-one career advising, events, panels, and workshops, and resource guides. In the last two years, 372 students have participated in the resume and cover letter services, and 476 students and alumni have used one-on-one career advising. Survey data indicate positive student and alumni perceptions of career services. In the most recent survey for academic year 2022-23, satisfaction (defined as very satisfied or satisfied) was 67%. When accounting for neutral ratings (those who may not have used career services or chose not to respond to the question), the overall ratings increased to 94%.</p> <p>One weakness identified in the self-study was that enrollment has grown but Office of Career Services staffing remains the same. Faculty described interim solutions including expanding the Office of Student Affairs and training practicum staff on career counseling.</p>		
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		Additionally, faculty created digital resource guides for both students and alumni to answer basic questions prior to a consultation.		
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**H3. STUDENT COMPLAINT PROCEDURES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances		<p>There is a defined system for formal complaints and another for informal complaints. If a student has a formal complaint, they are first expected to discuss concerns with the instructor. If a resolution is not reached, students are encouraged to notify the Office for Student Services and Alumni Affairs to discuss their complaint and identify support options. There is a navigation icon for "raising a grievance or concern" on the learning management system information page.</p> <p>Students receive information about filing a complaint or a grievance during the online new student orientation course. The school's course syllabi templates include a mandatory statement to inform students that they should communicate with the Office for Student Services and Alumni Affairs about any concerns they may have. When a student files a grievance, the information is initially reviewed by the assistant dean for student services and alumni affairs to make sure the grievance includes necessary information. Students can also file a grievance without self-identifying.</p> <p>The formal grievance policy defines five situations in which a formal complaint or grievance can be filed</p>	Click here to enter text.	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				



		<p>including grade appeal, academic progression committee decision appeal, complaint about another student, complaint about an instructor in class, and complaint about a faculty or staff member outside of class. There is a defined process for review and appeal for each of these five situations, and grievances are documented in Qualtrics.</p> <p>For any informal grievances, students are encouraged to notify the Office for Student Services and Alumni Affairs. Instructors, faculty, and staff are also expected to notify the office and refer students to the office if they are made aware of any informal complaints or grievances.</p> <p>During the site visit, students who met with site visitors indicated that they have not had to file a formal complaint or grievance. Students noted that if they needed to file a complaint, they can access information on the process in the student handbook and website. Students also noted that there are questions about filing a complaint in the orientation quizzes.</p> <p>In the last three years, the school has received 20 grievances. Most documented grievances (18) relate to academic performance, probation, or grade appeals. The other two grievances are related to registrar fees related to the capstone. All grievances had been resolved at the time of the site visit.</p>		
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**H4. STUDENT RECRUITMENT & ADMISSIONS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>The school uses several methods to recruit students, including an annual open house, monthly information sessions, campus visits, and graduate recruitment events. The school also hosts events throughout the school year to raise awareness of public health programming. Scholarships are available to provide support to students in the public health degree programs.</p>	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>The Office for Admissions and Recruitment initially processes all applications to the school. The school uses the SOPHAS centralized application service for master’s and doctoral applicants. After all required application materials are received, the application is considered complete, and the Office for Admissions and Recruitment prepares the file for committee review. Admissions processes and documentation required vary by degree type and are clearly outlined by degree type. For example, DrPH applicants must have a master’s degree and a minimum of five years professional experience within a public health or health-related setting. The DrPH Admissions Committee reviews all submitted applications for quality and program compatibility. For PhDs, each applicant to the PhD in public health program is required to submit a full application as specified on the School of Public Health website, including identification of an area of proposed research. Application materials are reviewed by at least two school faculty members in each concentration accepting doctoral students. The</p>		

		<p>concentration-level committees review doctoral applications for quality and compatibility with the interests of the faculty. Applicants for admission to the MPH and MS programs must have completed a bachelor's degree program accredited in the United States or its equivalent. After submission, applications are reviewed by the specific concentration's admissions committee. The admission committee reviews MPH and MS applications for quality and compatibility with the program.</p> <p>The school has defined targets for three outcome measures. For average GPA for newly matriculated master's students, the target is 3.2, and for the last three years has been between 3.35 and 3.39. For PhD students, the target is 3.5, and the school has maintained an average GPA between 3.62 and 3.85 over the past three years. For DrPH students, the target is also 3.2, and the school has maintained an average GPA between 3.65 and 3.77 over the past three years.</p>		
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**H5. PUBLICATION OF EDUCATIONAL OFFERINGS**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		All of the catalogs and bulletins used to describe educational offerings are publicly available on the school's website. The school's policies, standards, and requirements are accurately described on the school's website. All advertising, promotional, and recruitment materials include accurate information.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity				

standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

**AGENDA**

**Sunday, December 3, 2023**

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

**Monday, December 4, 2023**

9:15 am            **Guiding Statements and Evaluation**

<b>Participants</b>	<b>Topics of Discussion</b>
<ol style="list-style-type: none"> <li>1. Perry Halkitis, PhD, MS, MPH – Dean, Hunterdon Professor of Public Health &amp; Health Equity, and Distinguished Professor</li> <li>2. Samuel Barreto-Rios – Facilities Manager</li> <li>3. Anthony Cheung – Associate Dean for Finance and Administration</li> <li>4. Michelle Edelstein, MPH – Director of Marketing and Communication</li> <li>5. Sean Glasgow, MSCIS – Director of Information Technology</li> <li>6. Kamal Kornegay, MA – Assistant Dean for Admissions and Recruitment</li> <li>7. Teri Lassiter, PhD, MPH – Assistant Dean for Justice, Equity, Diversity, and Inclusion for Education</li> <li>8. Laura Liang, DrPH, CHES, CPH – Senior Associate Dean for Academic Affairs</li> <li>9. Paris Mourgues, LMSW – Chief of Staff</li> <li>10. Marian Passannante, PhD – Senior Associate Dean for Educational and Global Program Development</li> <li>11. Rafael Pérez-Figueroa, MD, MPH – Associate Dean for Community Engagement and Public Health Practice</li> <li>12. Jaya Satagopan, PhD – Associate Dean for Faculty Affairs</li> <li>13. Kymberle Sterling, DrPH – Assistant Dean for Justice, Equity, Diversity, and Inclusion for Faculty and Talent Development</li> <li>14. Katie Zapert, MA – Assistant Dean for Research</li> </ol>	<i>Guiding statements – process of development and review? (Criterion B1)</i>
	<i>Evaluation processes – how does school collect and use input/data? (Criterion B2)</i>
	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed? (Criteria C2-C5)</i>
	<i>Budget – who develops and makes decisions? (Criterion C1)</i>

10:30 am            **Break**

10:45 am **Curriculum 1 – MPH Programs: BIST-EPID (BIST, EPID, PHP) and HBSP (HSAP, POAG, PMH, SBHS)**

Participants	Topics of Discussion
1. Emily Barrett, PhD – Vice Chair, Department of Biostatistics and Epidemiology	<i>Foundational knowledge (Criterion D1)</i>
2. Paul Duberstein, PhD – Chair, Department of Health Behavior, Society, and Policy	<i>Foundational competencies – didactic coverage and assessment (Criteria D2)</i>
3. Marybec Griffin, PhD, MA, MPH – Assistant Professor, Department of Health Behavior, Society, and Policy	<i>Concentration competencies – development, didactic coverage, and assessment (BIST-EPID: BIST, EPID, PHP and HBSP: HSAP, POAG, PMH, SBHS)</i>
4. Jun-Yan Hong, PhD – Core Course Coordinator (PHCO 0503)	<b>(Criterion D4)</b>
5. Sarah Kelly, MPH – Assistant Dean for Student Experiences and Alumni Affairs	<i>Applied Practice Experience (BIST-EPID: BIST, EPID, PHP and HBSP: HSAP, POAG, PMH, SBHS) (Criterion D5)</i>
6. Elissa Kozlov, PhD – Assistant Professor, Department of Health Behavior, Society, and Policy	<i>Integrative Learning Experience (MPH) (Criterion D7)</i>
7. Laura Liang, DrPH, CHES, CPH – Senior Associate Dean for Academic Affairs and Core Course Coordinator (PHCO 0505 and PHCO 0513)	
8. Marian Passannante, PhD – Senior Associate Dean for Educational and Global Program Development	
9. Zorimar Rivera-Núñez, PhD – Core Course Coordinator (PHCO 0502)	
10. Jason Roy, PhD – Chair, Department of Biostatistics and Epidemiology	
11. Jaya Satagopan, PhD – Associate Dean for Faculty Affairs and Core Course Coordinator (PHCO 0504)	
12. Kevin Schroth, JD – Associate Professor, Department of Health Behavior, Society, and Policy and Core Course Coordinator (PHCO 0501)	
13. Helmut Zarbl, PhD – Chair, Department of Environmental and Occupational Health and Justice	

12:00 pm **Break & Lunch in Executive Session**

12:45 pm **Curriculum 2 – MPH Programs: EOHJ (EHS, OEM, OSH) and UGPH (GPH, LGBT, PHNU, SWPH, URPH) AND DrPH-LPR**

Participants	Topics of Discussion
1. Phil Demokritou, PhD – Vice Chair, Department of Environmental and Occupational Health and Justice	<i>Foundational knowledge (Criterion D1)</i>
2. Merlene Fredericks-James, DrPH, MBBS – Associate Professor, Department of Urban-Global Public Health	<i>Foundational competencies – didactic coverage and assessment (Criteria D2 &amp; D3)</i>
3. Mackey Friedman, PhD, MPH – Associate Professor, Department of Urban-Global Public Health	<i>Concentration competencies – development, didactic coverage, and assessment (EOHJ: EHS, OEM, OSH and UGPH: GPH, LGBT, PHNU, SWPH, URPH)</i>
4. Panos Georgopoulos, PhD – Executive Director for Doctoral Studies	<b>(Criterion D4)</b>
5. Leslie Kantor, PhD, MPH – Chair, Department of Urban-Global Public Health	<i>Applied Practice Experience (EOHJ: EHS, OEM, OSH and UGPH: GPH, LGBT, PHNU, SWPH, URPH, DrPH-LPR) (Criterion D5 &amp; D6)</i>
6. Sarah Kelly, MPH – Assistant Dean for Student Experiences and Alumni Affairs	<i>Integrative Learning Experience (DrPH-LPR) (Criterion D8)</i>
7. Koshy Koshy, PhD – Associate Professor, Department of Environmental and Occupational Health and Justice	<i>Distance education (Criterion D19)</i>
8. Laura Liang, DrPH, CHES, CPH – Senior Associate Dean for Academic Affairs	
9. Marian Passannante, PhD – Senior Associate Dean for Educational and Global Program Development	
10. Derek Shendell, DEnv, MPH, AB – Professor, Department of Environmental and Occupational Health and Justice	
11. Vince Silenzio, MD, MPH – Professor, Department of Urban-Global Public Health	
12. Pamela Valera, PhD, MSW – Assistant Professor, Department of Urban-Global Public Health	
13. Helmut Zarbl, PhD – Chair, Department of Environmental and Occupational Health and Justice	

2:00 pm **Break**

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

<b>Participants</b>	<b>Topics of Discussion</b>
1. Emily Brown, MPH student (Urban Public Health)	<i>Student engagement in school operations (Criterion A3)</i>
2. Shawn Fairbourn, MPH student (Population Mental Health)	<i>Curriculum (competencies, APE, ILE, etc.) (Criterion D)</i>
3. Nakaysha Gonzalez, MPH student (Social and Behavioral Health Sciences)	<i>Resources (physical, faculty/staff, IT) (Criterion C)</i>
4. Eward Greene, MPH student (Urban Public Health)	<i>Involvement in scholarship and service (Criteria E4, E5, F2)</i>
5. Michelle Kennedy, MPH'05, DrPH student	<i>Academic and career advising (Criteria H1 &amp; H2)</i>
6. Ryan Kreutzberg, MPH student (Epidemiology)	<i>Diversity and cultural competence (Criterion G1)</i>
7. Lydia Lee Lee, PharmD/MS-HOPE student	<i>Complaint procedures (Criterion H3)</i>
8. Madison Menkevich, MPP/MPH student (Health Systems and Policy)	
9. Sophee Niraula, MPH student (Epidemiology)	
10. Halie Pratt, MPH student (Global Public Health)	
11. Shromona Sarkar, MS student (Epidemiology)	
12. Nimit Shah, MPH'19, PhD candidate (Epidemiology)	
13. Andie Weiser-Schlesinger, MPH student (LGBTQ Health)	

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

5:00 pm **Adjourn**

**Tuesday, December 5, 2023**

8:45 am **Team Setup on Campus**

9:30 am **Curriculum 3 – MS and PhD Programs**

Participants	Topics of Discussion
<ol style="list-style-type: none"> <li>1. Emily Barrett, PhD – Vice Chair, Department of Biostatistics and Epidemiology</li> <li>2. Phil Demokritou, PhD – Vice Chair, Department of Environmental and Occupational Health and Justice</li> <li>3. Paul Duberstein, PhD – Chair, Department of Health Behavior, Society, and Policy</li> <li>4. Panos Georgopoulos, PhD – Executive Director for Doctoral Studies</li> <li>5. Greta Bushnell, PhD – Assistant Professor, Department of Biostatistics and Epidemiology</li> <li>6. Chintan Dave, PharmD, PhD – Assistant Professor and MS-HOPE Academic Director</li> <li>7. Laura Liang, DrPH, CHES, CPH – Senior Associate Dean for Academic Affairs</li> <li>8. Jason Roy, PhD – Chair, Department of Biostatistics and Epidemiology</li> <li>9. Kevin Schroth, JD – Associate Professor, Department of Health Behavior, Society, and Policy</li> <li>10. Helmut Zarbl, PhD – Chair, Department of Environmental and Occupational Health and Justice</li> </ol>	<p><i>Academic public health degrees [MS-BIST, MS-EPID, MS-HOPE, PhD]</i>  <b>(Criteria D16 &amp; D17)</b></p>

10:45 am **Break**

11:00 am **Instructional Effectiveness**

Participants	Topics of Discussion
<ol style="list-style-type: none"> <li>1. Perry Halkitis, PhD, MS, MPH – Dean, Hunterdon Professor of Public Health &amp; Health Equity, and Distinguished Professor</li> <li>2. Claire Brown, MPH – Director of Student Experiences and Alumni Affairs</li> <li>3. Anthony Cheung – Associate Dean for Finance and Administration</li> <li>4. Irene Karmazsin – Coordinator, Faculty Personnel Administration</li> <li>5. Sarah Kelly, MPH – Assistant Dean for Student Experiences and Alumni Affairs</li> <li>6. Laura Liang, DrPH, CHES, CPH – Senior Associate Dean for Academic Affairs</li> <li>7. Marian Passannante, PhD – Senior Associate Dean for Educational and Global Program Development</li> <li>8. Mitchel Rosen, PhD – Associate Professor, Department of Urban-Global Public Health and Director, Center for Public Health Workforce Development</li> <li>9. Rafael Pérez-Figueroa, MD, MPH – Associate Dean for Community Engagement and Public Health Practice</li> <li>10. Jaya Satagopan, PhD – Associate Dean for Faculty Affairs</li> <li>11. Katie Zapert, MA – Assistant Dean for Research</li> </ol>	<p><i>Currency in areas of instruction &amp; pedagogical methods</i> <b>(Criteria E1 &amp; E3)</b></p>
	<p><i>Scholarship and integration in instruction</i> <b>(Criterion E4)</b></p>
	<p><i>Extramural service and integration in instruction</i> <b>(Criterion E5)</b></p>
	<p><i>Integration of practice perspectives</i> <b>(Criterion E2)</b></p> <p><i>Professional development of community</i> <b>(Criteria F1-F3)</b></p>

12:00 pm **Break & Lunch in Executive Session**



12:45 pm **Strategies & Operations**

Participants	Topics of Discussion
1. Claire Brown, MPH – Director of Student Experiences and Alumni Affairs	<i>Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data? (Criterion G1)</i>
2. Kristal Calloway – Registrar	
3. Kamal Kornegay, MA – Assistant Dean for Admissions and Recruitment	<i>Recruiting and admissions, including who chose the measures and why did they choose them (Criterion H4)</i>
4. Sarah Kelly, MPH – Assistant Dean for Student Experiences and Alumni Affairs	
5. Teri Lassiter, PhD, MPH – Assistant Dean for Justice, Equity, Diversity, and Inclusion for Education	<i>Advising and career counseling, including who collects and reviews the data (Criterion H1 &amp; H2)</i>
6. Laura Liang, DrPH, CHES, CPH – Senior Associate Dean for Academic Affairs	
7. Paris Mourgues, LMSW – Chief of Staff	<i>Staff operations (Criteria C3)</i>
8. Kymberle Sterling, DrPH – Assistant Dean for Justice, Equity, Diversity, and Inclusion for Faculty and Talent Development	<i>Complaint procedures (Criterion H3)</i>
9. Fay West – Coordinator Staff Resources and Administration	

1:45 pm **Break**

3:00 pm **Community Partners / Alumni Feedback & Input via Zoom Meeting**

Participants	Topics of Discussion
1. Reginald Bledsoe, Director, Essex County Office of LGBTQ+ Affairs	<i>Involvement in school evaluation &amp; assessment (Criterion F1)</i>
2. Linda Brown, MPH, MCHES, Executive Director, NJACCHO	<i>Perceptions of current students &amp; school graduates (Criteria D5, D6, F1)</i>
3. May Chan-Liston, MPH'14, Sr. Reviewer, Division of Risk Management Office of Surveillance and Epidemiology, Center for Drug Evaluation and Research, U.S. Food and Drug Administration	<i>Perceptions of curricular effectiveness (Criterion B5)</i>
4. Susie Gervolino, MPH'22, Youth Program Coordinator, Hudson Pride Center	<i>Applied practice experiences (Criteria D5 &amp; D6)</i>
5. Carissa Greco, MPH'23, Research Project Coordinator, Bloustein Center for Survey Research, Edward J. Bloustein School of Planning & Public Policy	<i>Integration of practice perspectives (Criterion E2)</i>
6. Mackenzie Henderson, MS-EPID'23, PHEP Associate Director, Pharmacoepidemiology at Daiichi Sankyo, Inc.	<i>School delivery of professional development opportunities (Criterion F3)</i>
7. Kelly Lenahan, MPH'19, Associate Director, Content Strategy and HTA, ISPOR (International Society for Pharmacoconomics and Outcomes Research, Inc.)	
8. Keri Logosso, Director of Faith Formation, St. Cassian Church and Former Executive Director, Greater Newark Health Care Coalition	
9. Melissa Mascolo, Director of Program Management, Mission First / Making it Possible to End Homelessness	
10. Suzanne Miro, MPH'98, Research Scientist I – Health Education, New Jersey Department of Health	
11. Lauriel Porter, MPH'20, Freelance Strategy Consultant	
12. Jennifer Turner, DrPH'19, Founder and President, MAD COOL COMMUNITY, Inc.	
13. Shane Walsh, MPH'18, Consulting Director, Sg2 Consulting, a Vizient Company	
14. Meizhen Yao, MS'21 (Biostatistics), Biostatistician, Mount Sinai	

4:00 pm **Break & Executive Session**

5:00 pm **Adjourn**

**Wednesday, December 6, 2023**

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

<b>Participants</b>	<b>Topics of Discussion</b>
1. Prabhas V. Moghe, PhD ( <i>Pruh-bhaas Moe-ghee</i> ) – Executive Vice President for Academic Affairs and Distinguished Professor, Rutgers University	<i>School's position within larger institution (Criteria A1 &amp; A4)</i>
2. Brian L. Strom, MD, MPH – Chancellor, Rutgers Biomedical and Health Sciences and Executive Vice President for Health Affairs, Rutgers University	<i>Provision of school-level resources (Criterion C)</i>
3. Enobong (Anna) Branch, PhD – Senior Vice President for Equity, Rutgers University	<i>Institutional priorities</i>
4. Sangeeta (Gita) Lamba, MD, MS-HPed – Vice Chancellor for Diversity and Inclusion, Rutgers Biomedical and Health Sciences and Vice President for Faculty Development and Diversity, Rutgers University	
5. M. Bishr Omary, MD, PhD – Senior Vice Chancellor for Academic Affairs and Research and Henry Rutgers Professor, Rutgers Biomedical and Health Sciences	

10:30 am **Site Visit Team Executive Session**

12:00 pm **Site Visit Team Working Lunch**

1:00 pm **Exit Briefing**