REVIEW FOR ACCREDITATION

OF THE

SCHOOL OF PUBLIC HEALTH

AT

GEORGIA STATE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
February 22-24, 2021

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

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INTRODUCTION

Georgia State University was founded in 1913 as a public research university in Atlanta. Georgia State University is organized into eleven schools and colleges: School of Public Health; Andrew Young School of Policy Studies; Byrdine F. Lewis School of Nursing and Health Professions; College of Arts and Sciences; College of the Arts; College of Education and Human Development; College of Law; Honors College; Institute of Biomedical Sciences; J. Mack Robinson College of Business; and the Perimeter College. The university offers seven bachelor's degrees in 61 majors, 23 master's degrees in 93 disciplinary areas, six doctoral degrees in 46 disciplinary areas, and one professional preparation program. As of 2018, the university employed 2,013 full-time faculty and enrolled 51,545 students, and as of 2020, the university employed 5,018 staff.

The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges. The university's accreditation was reaffirmed in 2019 for a term of 10 years. Specialized accreditors to which the university responds include the National Association of Schools of Public Affairs Administration, the Council for the Accreditation of Counseling and Related Education Programs, the Commission on Accreditation in Physical Therapy Education, and the National Association of Schools of Music.

The school originated from a graduate certificate program in 2002 with the first MPH students enrolled in 2004. The program received initial CEPH accreditation in 2007 and enrolled its first PhD students in 2011. The program transitioned to a school and received initial accreditation for five years in this category in 2016 with no interim reporting. The school admitted its first BSPH students in 2016 and added DrPH students in 2018. Currently, the school offers a BSPH, an MPH with six concentrations, a PhD in four concentrations, a DrPH, and dual degree programs with law and community psychology. As of fall 2020, the school enrolled 497 BSPH students, 263 MPH students, three dual degree students, 34 DrPH students, and 58 PhD students. At the time of the site visit, MPH enrollments included 13 students in the biostatistics concentration, 16 in environmental health, zero in environmental epidemiology, 132 in epidemiology, 58 in health promotion and behavior, and 44 in health management and policy. For the PhD, six students are enrolled in the environmental health concentration, 30 in epidemiology, 17 in health promotion and behavior, and five in health services and policy research. The school's degrees are organized into two departments, the Department of Health Policy and Behavioral Sciences and the Department of Population Health Sciences. The school also houses the Center for Health Development.

Due to COVID-19-related restrictions on travel and gatherings, this site visit was conducted via distance technology, with all attendees participating via the Zoom platform with video. CEPH conducted an on-campus visit on July 19, 2021 to confirm the site visit team's observations and conclusions made during the virtual site visit.

Instructional Matrix - Degrees and Concentrations						
Bachelor's Degrees				**Categorized as public health**	**Campus based**	**Distance based**
Generalist			BSPH	X	BSPH	
Master's Degrees		**Academic**	**Professional**			
Biostatistics			MPH	X	MPH	
Environmental Health			MPH	X	MPH	
Environmental Epidemiology			MPH	X	MPH	
Epidemiology			MPH	X	MPH	
Health Promotion and Behavior			MPH	X	MPH	
Health Management and Policy			MPH	X	MPH	
Doctoral Degrees		**Academic**	**Professional**			
Generalist			DrPH	X	DrPH	
Environmental Health		PhD		X	PhD	
Epidemiology		PhD		X	PhD	
Health Promotion and Behavior		PhD		X	PhD	
Health Services and Policy Research		PhD		X	PhD	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		**Academic**	**Professional**			
2nd Degree Area	**Public Health Concentration**					
Law	Health Management and Policy		MPH-JD	X	MPH	
Community Psychology	Epidemiology or Health Promotion and Behavior		MPH-PhD	X	MPH	

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, implementation		The school's organization and administrative processes are sufficient to support its mission and ensure faculty input. The school has six standing committees: Faculty Affairs Committee; Academic Affairs Committee; Assessment and Evaluation Committee; Faculty Promotion and Tenure Committee; Student Affairs Committee; and Workforce Development Committee. Two other ad hoc committees (the Executive Committee and the Leadership Team) advise the dean. Each committee has a different membership formula and meets at different frequencies. For example, the Executive Committee consists of the dean, the associate deans, the assistant dean, the department chairs, the college administrative officer, and the executive assistant to the dean and meets weekly.	Click here to enter text.	
Faculty have opportunities for input in all of the following: • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities				
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The Academic Affairs Committee makes decisions regarding degree requirements, curriculum design, and admissions policies and decisions. The Assessment and Evaluation Committee makes decisions on student assessment policies and processes. Ad hoc faculty search committees, with input from the associate dean for research and faculty affairs and the school's human resources officer, determine faculty recruitment. The Faculty Promotion and Tenure Committee, with guidance from the associate dean for research and faculty affairs and support from the department chairs and the Faculty Affairs Committee, is responsible for faculty promotion. The department chairs evaluate research and service		

| | | activities with input from the Faculty Affairs Committee, the dean's office, the Workforce Development Committee, the associate dean for research and faculty affairs, and the college administrative officer.

Committees vote on recommendations, known in the school as "charges," which then go to the full faculty for a vote. The Executive Committee monitors the implementation of the charges if changes are approved by the full faculty. All faculty members who are at least .5 full-time equivalent (FTE) are eligible to vote.

Faculty participate in committees at the university level as well, including the University Task Force on Racial Equity and Inclusion, the Senate Research Committee, the Promotion and Tenure Committee, and the Data Access, Governance, and Security Committee.

Full- and part-time faculty members have opportunities to interact at monthly department meetings and end of semester faculty department socials. All faculty members are also included on department and school newsletter distributions. Additionally, part-time faculty are encouraged to participate in the university's Center for Excellence in Teaching, Learning, and Online Education professional development opportunities. The school also has a separate Part-Time Faculty Development Day. Site visitors validated interactions through email communications and event invitations. | | |

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		The school has several opportunities for students to participate in school-related decision making and policy-making activities. The first is through representation on the Academic Affairs Committee, the Student Affairs Committee, and the Workforce Development Committee. One student representative for each of the four programs (BSPH, MPH, PhD, and DrPH) serves on the Academic Affairs Committee, and representatives from all but the DrPH serve on the Student Affairs Committee. Student representatives serve one-year terms. The chair of the Workforce Development Committee appoints at least one student (from any degree level) to the committee.	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate		In addition to the standing committees, students serve on the recently formed university-level Race and Inclusion Task Force as well as on faculty search committees. During the site visit, students confirmed that they are regularly invited to faculty search presentations and have opportunities to meet the faculty candidates during student meetings. The school sends students electronic		

		surveys to collect their feedback on faculty candidates. Students noted that they felt comfortable providing feedback both formally and informally.		

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		The school has equal status and the same level of autonomy and independence afforded other schools and colleges at Georgia State University. The dean reports directly to the provost, who reports directly to the president, as do all other school and college deans. Both the president and provost confirmed this reporting structure during the site visit and told reviewers that they meet with all deans twice a month.	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 six MPH concentrations, four PhD concentrations, and a DrPH. The school partners with other schools and colleges to offer two dual degree programs in conjunction with the MPH. The instructional matrix in the introduction of this report presents the school's entire list of degrees and concentrations.	Click here to enter text.	
Offers public health doctoral degree programs in at least two distinct concentrations				

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 and mission come from the strategic plan developed for fiscal years 2017-2022. The school's vision is *"to be a leading public health research institution dedicated to understanding and solving contemporary health problems. We are the destination of choice for students seeking an affordable and meaningful public health education."*	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		The school's mission is to *"provide the high quality and relevant teaching, research and service needed to evolve public health practice in a changing world. By investigating the contemporary problems that challenge diverse urban communities, we are preparing the next generation of public health professionals to make a difference through leadership, scholarship and practice in Georgia communities and around the globe."*		
Guiding statements reflect aspirations & respond to needs of intended service area(s)				
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		Other guiding statements also taken from the strategic plan include goals and objectives for scholarship, teaching, and service, and values that anchor the work of the school. The school is guided by three goals related to teaching, scholarship, and service, and each of these goals has between three and five objectives.

The school's mission focuses on diverse urban communities, which connects to stated goals and objectives related to recruiting and retaining a diverse student body and establishing a center to conduct | | |

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments

interdisciplinary research on health issues that impact urban communities.

The school's guiding statements reflect its aspirations to serve its students and community, prepare a public health workforce ready to address important public health problems, and to carry out high impact research. The guiding statements are sufficiently specific to allocate resources and guide decision making. For example, school goals identify specific benchmarks for success in scholarship, education, and service, such as doubling the number of peer reviewed articles and increasing external financial support for graduate students.

B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The school reports graduation rates that exceed the thresholds for this criterion. While no BSPH and DrPH students have reached the maximum time to graduation, the attrition rates are low enough that the school can meet the thresholds, except for the 2016 BSPH cohort.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		For the MPH, the school reports a graduation rate of 85% for the 2014-15 cohort, which has reached the maximum time to graduation of six years. The 2015-16, 2016-17, and 2017-18 cohorts have already exceeded the 70% threshold, and the attrition rates are low enough that the 2018-19 and 2019-20 cohorts can meet the threshold.		

| | | For the PhD, the school reports a graduation rate of 89% for the 2011-12 cohort, which has reached the maximum time to graduation of nine years. The 2012-13, 2013-14, 2014-15, and 2015-16 cohorts have already exceeded the 60% threshold, and the attrition rates for the remaining cohorts are low enough that they can meet this threshold too.

Data provided in the self-study indicate that currently enrolled PhD and DrPH students appear to be progressing through their programs of study, based on the number of students completing coursework and advancing to candidacy.

The Office of Academic Assistance provides graduation data to the assistant dean for academic programs, who reports the data both to the ASPPH Data Center and to the annual Assessment and Evaluation Committee meeting for consideration and analysis. | | |

B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The school exceeds the threshold for positive post-graduation outcomes from the BSPH, MPH, and PhD programs. For the BSPH, the school reports the following positive post-graduation placement rates for 2017-18 and 2018-19: 94% and 91%. For the MPH, the school reports	Click here to enter text.	

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
Chooses methods explicitly designed to minimize number of students with unknown outcomes		the following positive post-graduation placement rates for 2016-17, 2017-18, and 2018-19: 92%, 99%, and 98%. Finally, for the PhD, the school reports a positive post-graduation placement rate of 100% for 2016-17 through 2018-19. Not all graduates were accounted for, but unknown rates fall between five and 15%. The DrPH program did not yet have any graduates at the time of the site visit.		
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		The school uses an alumni survey via Qualtrics to capture these data. The Office of Institutional Effectiveness survey research team works with the assistant dean for academic programs to ensure that the survey is distributed and reaches out to graduates who did not yet complete the survey to increase response rates. The director of development and faculty advisors can also reach out to graduates to encourage them to complete the survey. The assistant dean for academic programs compiles post-graduation placement data and brings rates that do not meet expectations to the Assessment and Evaluation Committee for review.		

B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The school assesses alumni self-perceived mastery of competencies twice: immediately upon graduation as part of an exit survey and again 12 months after graduation as part of the alumni survey. The Office of Institutional	Click here to enter text.	

Documents & regularly examines its methodology & outcomes to ensure useful data		Effectiveness facilitates the surveys and submits a summary report to the school. The school reviews these data annually as part of the Assessment and Evaluation Committee meetings. The school sets targets for the level of competence alumni indicate and review any competencies across all degree offerings that did not meet the target rate. Based on the data from 2018-19 graduates, only three competencies did not meet the target. During the site visit, school administrators explained that the data collected as part of this process are useful and allow the Assessment and Evaluation Committee to make necessary curricular changes and enhancements such as the second example detailed in Criterion B6.
Data address alumni perceptions of success in achieving competencies		
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements		
		The most highly rated MPH foundational competencies from both the alumni and exit surveys were related to cultural competence, needs assessments, and the effects of structural bias, social inequities, and racism on health and health equity. MPH concentration competencies met the internal school targets, with the exception of three biostatistics competencies. PhD concentration competencies also met the internal school targets. BSPH alumni provide responses for competencies and cross-cutting areas, with the most highly rated competencies and concepts related to community dynamics, cultural contexts, ethical decision making, and the impact of socioeconomic, behavioral, and environmental factors on human health.

The school also tracks competency attainment via rubric scores for the BSPH and MPH cumulative experiences and the PhD dissertation for internal purposes. These data are included in the school's annual report, which is reviewed |

		during the Assessment and Evaluation Committee annual meeting.		

B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		The school has 13 evaluation objectives with measures in place to track its progress. Five of these objectives assess progress toward achieving research goals. The other eight objectives assess diversity of the students, staff, and faculty; student time to degree completion; expansion of online and hybrid course offerings; support for graduate students through faculty external funding; the launch of a DrPH program; community and school relationships; and workforce development efforts. As mentioned in previous criteria, once a year, the Assessment and Evaluation Committee reviews progress on all the evaluation measures and identifies needed improvements. These charges are compiled in the Assessment and Evaluation Committee's annual report and communicated to school's departments and programs, which have the responsibility for implementing the changes. The Executive Committee monitors progress on a monthly basis.

One example of an evaluation objective related to research is that the school's number of peer-reviewed publications each academic year would double from the number generated in 2016-17. The school tracks these data through its faculty information system (Digital Measures). The school noted that it has not been | Click here to enter text. | |
| Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review | | | | |

| | | successful in achieving this goal but has made considerable progress in 2019-20. Overall, the selected evaluation measures are aligned with the school's mission and goals. The indicators represent an authentic attempt to measure the school's efforts to address its mission and achieve its goals. The evaluation measures appear to be meaningful and specific enough to guide ongoing evaluation. Measures assess progress in advancing the field of public health, particularly related to research and service, as well as student success. While the school collects data regarding time to degree completion as part of its evaluation plan, it routinely monitors many other student-level indicators of academic success, such as grades and competency attainment. | | |

B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		As detailed in Criterion B6, the Assessment and Evaluation Committee's annual review of evaluation measures leads to identification and selection of process and program improvements. These strategic discussions take place once a year.	Click here to enter text.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		One example of an action the school took based on data it reviewed was introducing a new integrative learning experience based on graduation and retention data from 2011-2017 to improve MPH graduation rates. A second was placing greater emphasis on competencies in courses, the applied practice experience, and the integrated		

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding
		learning experience to boost self-efficacy ratings of MPH alumni on competencies not associated with their own concentrations. A third was creating a new MPH concentration, environmental epidemiology, based low enrollment in the MPH environmental health concentration. Finally, a fourth action was taken to increase shared governance among school faculty by creating two departments within the school and shifting some management responsibilities from associate deans to elected faculty members. This last action was based on school faculty satisfaction data from spring 2018 collected by the Office of Institutional Effectiveness.

C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The Georgia General Assembly provides legislative funding to the University System of Georgia, which then allocates approved funds to its institutions, including Georgia State University. All institutions in the system prepare operational budgets for educational and general activities within their allocated budgets. The chancellor approves the budgets.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		Once received, the university divides and allocates funds to colleges, schools, and administrative divisions. This university process is directed by the university president based on consultations with and recommendations from the senior vice president and the Fiscal Advisory Committee, which includes representation from the faculty, staff, students, and senior administrators. The		

		process is influenced by the university's strategic plan. One of the initiatives of the strategic plan is the establishment and sustainment of an accredited School of Public Health. The dean has the ultimate responsibility for the school's finances. The dean began presenting the budget to the faculty in 2019 as part of the budget process. Funding for faculty salaries comes from a combination of state appropriations and external funding. At the time of hire, each faculty member's salary is determined by a formula. The formula is based on the individual faculty member's planned teaching, research, and service responsibilities. The formula is determined in consultation with the dean, department chairs, college administrative officer, and the associate dean. It is also approved by the provost. Faculty salaries are guaranteed through rolling contracts. The school has successfully covered faculty salaries, providing alternative workloads for temporary periods when expected funding or teaching loads have not been attained. Funding for additional faculty or staff is requested through the annual budget funding proposal process or through the academic programs proposal process. During the annual budget process, the school may submit written proposals that focus on student success, teaching excellence, research output, growth in external revenues, and other areas. The requests must align with the strategic plan and include data and metrics for determining success. For the academic programs proposal process, the school may submit a proposal for a new degree and detail the faculty and staffing needs. Funded additions are selected		

by the provost and senior vice president with the assistant provost.

Operational costs include non-personnel costs, such as furniture, office supplies, travel, technology, printing, and copying services. These costs are part of the school-controlled budget and are determined by reviewing planned enhancements or reductions to historical actuals.

The school maintains approximately $500,000 for student support costs each fiscal year, which provides for school-funded assistantships, travel, and support for public health student organizations.

The school commits $1,000 in an annual travel or professional development budget for each faculty member. Additional funding may be given when available or pre-approved. The allocation has been reduced to $700 due to COVID-19 budget reductions.

Funding for operational costs, student support costs, and the professional development budget comes from a combination of state appropriations and external funding. The school may request additional operational, student support, or faculty development monies through the annual budget funding proposal process.

The university receives a tuition differential on public health graduate degree credit hours. It is $324 for all in-state or out-of-state students enrolled for 12 credit hours or more during the semester. For students taking fewer than 12 credit hours, a differential of $27 per credit hour is charged. The school receives $70,000 annually based on projected student enrollment derived from historical

	enrollment figures. At the site visit, school administrators explained that less than 5% of the graduate tuition revenues generated by school students come to the school and that the tuition allocation for undergraduate courses taught comes as part of the overall general allocation from the university. Indirect cost rates are used to reimburse the university for the infrastructure support costs it provides such as facilities and administrative costs associated with sponsored research and other sponsored agreements. For fiscal year 2022, the on-campus indirect cost rates at the university are 56% for research, 53.5% for instruction, and 43% for all other activities. Off-campus rates are 26%. Historically, the indirect rates have been based on a formula that allocated 10.87% of all indirect costs to the Georgia State University Research Foundation to cover administrative and operating costs. The remaining funds have been split between the school and the university. The university receives 62.61% of the funds, and the school receives the remaining 26.52%. The school first recoups administrative costs incurred in support of the school's research endeavors and then any remaining balances provides a small source of non-lapsing funds that the school can use across fiscal years to aid in funding a variety of expenditures.		

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 to support its degrees and mission. The school has a total of 54 primary instructional faculty (PIF) and 13 non-PIF. Each of the school's eight concentrations has an appropriate number of PIFs for the degrees offered.	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable		The school calculates full-time equivalent (FTE) by courses. While all PIF are full-time to the school at 1.0, non-PIF FTE is calculated by the number of courses and credits taught. For example, one three credit-hour course equals .21 FTE, and one four credit-hour course equals .27 FTE.		
Ratios for general advising & career counseling are appropriate for degree level & type		For general advising, faculty have an average of 31 bachelor's students, three MPH students, and three doctoral students. For the bachelor's cumulative or experiential activity, faculty supervise an average of 10 students. For the MPH integrative learning experience, faculty advise an average of three students and advise an		
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable		average of one doctoral student for PhD dissertations and DrPH integrative projects.		
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable		The school collects student perceptions of class size and faculty availability through exit surveys. In 2019-20, the average rating for undergraduate satisfaction with class size was 9.4 out of 10, and graduate satisfaction was 9.0. For faculty availability, the average satisfaction rating was 9.1 for undergraduate students and 8.6 for graduate		

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)		students. The exit survey includes open ended questions regarding class size and faculty availability. Responses were very positive with students saying that class sizes were "great" and "perfect" and that faculty members were "very available" and "incredibly accessible."		
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)		During the site visit, students, alumni, and stakeholders were highly complimentary of faculty. Students and alumni explained that faculty are always available and extremely helpful, and stakeholders said that they could see that faculty truly care about their students.		

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's staff to help it meet its stated mission and goals. Twenty-one FTE staff assist with academic affairs, admissions, development, finance, administration, human resources, information technology, marketing, and communications. Six FTE work in student affairs, and 54.4 FTE staff work in research support and administration.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable		In addition, the school employs several students in hourly work-study positions or in graduate assistantship positions. Student jobs are limited to no more than 20 hours per week. These jobs include serving as a teaching assistant, research assistant, lab assistant, or administrative assistant. University staff provide the school with other services such as financial aid, housing, library, advising, career counseling, etc.		

	While most of the staff in the school are externally funded to provide research support, overall staffing support is adequate, with many staff having been with the school since its establishment. The school added and filled a new career and employer relations specialist position in early 2021. The dean indicated that the school is doing well in the staffing area and is well supported by the university. The school hopes to add additional staff support in communications in the very near future. The university president and provost recognize the school's growth and see the school's needs as a high priority when funding becomes available.			

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		Since its initial accreditation, the school has grown significantly, and the university has accommodated that growth by allocating additional space as needed. The university committed 11,500 square feet of new space in 2012 and another 31,400 square feet of new space in 2014. The school was then housed in eight different buildings. In 2014, the university committed to move the school to the Urban Life Building where it would then control approximately 94,000 square feet which doubled its space and allowed for future growth.	Click here to enter text.	
Physical resources appear sufficiently stable				

The first phase of the renovation of the new building was completed in 2017, and most of the faculty, staff, and students were relocated that year. The school is currently working on the next phase to build out the remaining space to house the school's research centers and areas for future growth.

Full-time faculty have private offices equipped with a computer, wired network, Wi-Fi capabilities, telephone, filing space, local or nearby network printers, and if requested, bookshelves and whiteboards. Part-time instructors may reserve a faculty office space if needed, and there are also "flex" office spaces available as needed.

Nearly all staff members have private offices similarly equipped as the faculty offices. A few staff have cubicle space when their work is appropriate for the shared space environment.

The school has access to both university classroom space and private classroom space. Several of its private classrooms have been made into active learning spaces with movable tables and chairs that allow for "flipped" classroom environments and group collaboration. Many have video conferencing setups so guest lecturers may contribute from off-site locations.

Graduate assistant workrooms, conference rooms, and lounge areas make up the shared student space. Students may schedule available conference rooms through an online system. Currently there is an excess of graduate assistant workrooms with computer carrels, which can be used by students on a first come first served basis.

		Administrative staff, during the site visit, expressed their appreciation for the space in the new facility and for having the dedicated classroom space, indicating that the additional space has made a significant difference in coordinating school processes and activities. Faculty and staff were looking forward to having the full research arm of the school located in the building soon, as well. Specifically, they mentioned how well it works to have doctoral students in areas near their faculty advisors for connectedness. The school shares space with the nursing and psychology departments, which has allowed for collaboration with these two departments on dual degree programs as well as joint project, grants, and research activities. Students told reviewers that they are satisfied with the school's physical resources.		

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 university's library system provides students with information resources, assistance with research, and state-of-the-art technology. It has a collection of over 1.75 million volumes and additional special collections and archives. The library is a part of the wider University System of Georgia and provides students and faculty with expanded access to monographs and serials from other	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty				

| Library & IT resources appear sufficiently stable | | libraries within the system. The library can fill interlibrary loan article requests with desktop delivery to graduate students and faculty. The library is also able to request books nationally and internationally through the ILLiad Resource Sharing Management system.

A university librarian subject specialist is assigned to the school to provide dedicated library support. The librarian is available to provide one-on-one research consultation with students. A Research Support Desk offers online chat support as well. The library is open 131 of the 168 hours per week, with extended hours during final exams.

Public health students have access to multiple computer labs at the downtown Atlanta campus or any of the university perimeter campus locations. Standard computer labs include Windows stations and iMACS with 3D printers and a variety of software, cameras, and multimedia equipment. Most equipment can be checked out by students free of charge. The university maintains several software licenses along with many programs that students can download for free.

Faculty members have the same access as students on both their office and personal machines. They have the option to have the school provide additional software as needed. All maintained classroom computers have consistent software configurations, and faculty can also request additional software on classroom computers.

Technical assistance for faculty, staff, and students is available any time through the Technology Service Desk by phone or email. The school's dedicated technology team resolves most issues, but unresolved issues can be | | |

| | | addressed by the university technology team. Common issues and training needs are addressed on student, faculty, and staff resource pages.

Statistical support is available for the school's graduate students through the school's Graduate Biostatistics Computer Lab.

Faculty and staff expressed satisfaction with the technology support they receive from both the university and school staff. Faculty indicated that they have access to needed research software. They feel that the library is a champion for the school with a dedicated librarian that often reaches out to them to ensure that needs are being met.

The students also expressed their satisfaction with the technology personnel. They were particularly appreciative of the school's dedicated technology staff who were both helpful and timely in their responses to issues. They described the library staff as being extremely helpful with gathering articles for students and even helped develop a web page. | | |

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)		The school ensures that all students are grounded in foundational knowledge through one course, PHPH 7010: Foundations of Public Health. The syllabus aligns with all foundational knowledge areas. All students must take this course and cannot test out of this requirement. The site	Click here to enter text.	

		visit team was able to validate didactic coverage of all learning objectives, as shown on the D1 worksheet.		

D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		The program ensures coverage and assessment of the foundational competencies for all students through five required courses: PHPH 7011: Epidemiology for Public Health; PHPH 7711: Epidemiologic Methods I; PHPH 7017: Fundamentals of Biostatistics I; PHPB 7140: Health	Click here to enter text.	

	Promotion Planning, Administration, and Evaluation; and PHPB 7160: Fundamentals of Health Systems, Leadership, and Policy. Examples of assessments include exams, an issue paper, and a health promotion program plan. Site visitors reviewed self-study documentation and syllabi and were able to validate most competencies. During the site visit, reviewers discussed the assessments for foundational competencies 16 and 22 with faculty. Faculty members explained that for the assessment for foundational competency 16, students must apply leadership principles in their reflection assignments by explaining the principles and strategies they would use if they held a leadership position in the case study scenario. For the group project mapped to foundational competency 22, students must create at least one systems thinking tool, typically a process map or causal loop diagram, as a group but must be able to individually answer questions about it during the presentation. The faculty member also requires students to list their contributions and to complete self- and peer assessments. The site visit team was satisfied that the school assesses each student on all foundational competencies. Reviewers' findings are summarized in the D2 worksheet. Alumni expressed satisfaction with the curriculum and said that they felt well prepared for their employment settings.		

D2 Worksheet

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

D3. DRPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all DrPH students, at least once, on their ability to demonstrate each foundational competency (see worksheet for detail)		The school ensures coverage and assessment of the foundational competencies for all DrPH students through six required courses: PHPB 9005: Doctoral Seminar: Public Health Policy, Analysis, and Advocacy for Leaders; PHPB 9010: Doctoral Seminar: Urban Health, Diversity, and Cultural Competency; PHPB 9140: Advanced Research Methods; PHPB 9300: Public Health Leadership and Practice; PHPB 9310: Public Health Management and Finance; and PHPB 9320: Public Health Education and Workforce Development. Examples of assessments include grant proposals, critiques, projects, and a portfolio review. Site visitors reviewed self-study documents and syllabi and were able to validate most competencies. Reviewers asked about assessments for foundational competencies 7, 12, 13, and 17 during the site visit. Faculty explained that students work in groups to create all components of a strategic plan because this activity is rarely completed by one individual in isolation in real-world settings, and faculty want students to learn how to collaborate. The assessments for foundational competencies 7, 12, 13, and 17 are group projects, but faculty assess students individually using self- and peer assessments as well as detailing their specific contributions to the project. In addition, a faculty member clarified that didactic preparation for competency 17 is covered extensively through lectures, as well as simulation activities. The site visit team was satisfied that these	Click here to enter text.	

	activities ensure that all students are didactically prepared for and assessed on each of the foundational competencies. Reviewers' findings are summarized in the D3 worksheet.		

D3 Worksheet

DrPH Foundational Competency	Yes/CNV
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 & 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 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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
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		Each of the school's seven MPH and DrPH concentrations has between five and nine competencies that, as a whole, define appropriate knowledge and skill. Each concentration has between three and five concentration courses that are used to teach and assess the concentration competencies. The DrPH curriculum includes two competencies that are mapped to a course that is also required for MPH students in the epidemiology and environmental epidemiology concentrations. Site visitors reviewed self-study documents and syllabi and were able to validate most competencies based on these documents.	The school thanks the team for the commentary related to the concentration competencies for the DrPH only capturing a small subset of the skills that students are learning in their courses. The school agrees that it may benefit from revising the set of statements to better illustrate the advanced skills that the DrPH students are learning across the curriculum. At its spring 2021 semester meeting, the school's academic affairs committee (AAC) chair charged its DrPH subcommittee for presenting revised statements that better illustrate the advanced skills that the DrPH students are learning across the curriculum at the upcoming fall 2021 semester AAC meeting.	The Council appreciates the school's response regarding its plans to review its DrPH concentration competencies in the future.
Assesses all students at least once on their ability to demonstrate each concentration competency				
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)	N/A	During the site visit, reviewers engaged in additional discussion about concentration competency statements and assessments in the biostatistics, epidemiology, health promotion, and generalist MPH concentrations. Faculty members provided additional detail about mapped assignments as well as other assignments in which students demonstrate the concentration competencies. The site visit team was satisfied that the assessments appropriately address the competency statements. Additionally, faculty explained that while biostatistics concentration competencies eight and nine have similarities to foundational competencies four and 19 respectively, the school determined that these competencies were essential for the concentration and		

| | | that interpreting and communicating results, especially in written format, required additional emphasis. These skills are also emphasized in the American Statistical Association's guidelines, which the school used to develop the biostatistics concentration competency set.

The school also acknowledged an overlap between health policy and management concentration competency seven and foundational competency 16. While the two biostatistics concentration competencies mentioned above and health policy and management concentration competency seven overlap with foundational competencies, the site visit team validated that these MPH concentrations have more than five distinct concentration competencies that are sufficient to satisfy this criterion's minimum expectations when the duplicative competencies are omitted.

The site visit team also asked the school about the environmental epidemiology concentration sharing competencies and concentration courses with both the environmental health and epidemiology concentrations. The faculty indicated that students identified an interest in environmental epidemiology that could not be achieved through either of the existing concentrations. This interdisciplinary concentration allows students to gain data analysis skills and focus on environmental health issues.

In addition, the site visit team asked the school about DrPH students sharing a concentration course, PHPH 8721: Epidemiologic Methods II, with the MPH students in the environmental epidemiology and epidemiology concentrations. The faculty explained that this course and | | |

the specific skills learned are important for students at both degree levels. Additionally, if an MPH student in the environmental epidemiology or epidemiology concentration subsequently enrolls in the DrPH program, the school considers the associated DrPH concentration competencies complete, based on previous completion of PHPH 8721 and requires them to take more advanced courses related to these competencies. The site visit team validated that the assessments for the MPH and DrPH are appropriate for the degree levels.

The commentary relates to the concentration competencies for the DrPH only capturing a small subset of the skills that students are learning in their courses. The school may benefit from revising the set of statements to better illustrate the advanced skills that the DrPH students are learning across the curriculum.

Reviewers' findings are summarized in the D4 worksheet.

D4 Worksheet

MPH Environmental Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Interpret the implications of regulations, laws, standards, and various types of policy on activities aimed at protecting environmental health.	Yes	Yes
2. Describe approaches to risk assessment for a wide variety of environmental hazards.	Yes	Yes
3. Evaluate how human health is impacted by exposure to environmental and occupational contaminants that interact with the environment.	Yes	Yes
4. Apply biological, chemical, physical and public health principles to develop approaches for designing and maintaining health-promoting physical environments, and for assessing, preventing and controlling environmental hazards that pose risks to human health.	Yes	Yes
5. Identify important susceptible human sub-populations with respect to environmental exposures and the sources of variability.	Yes	Yes

MPH Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.	Yes	Yes
2. Apply basic (univariate and bivariate) descriptive and inferential techniques commonly used with public health data.	Yes	Yes
3. Apply advanced (multivariate) descriptive and inferential techniques used with public health data.	Yes	Yes
4. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.	Yes	Yes
5. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.	Yes	Yes
6. Apply basic informatics techniques (storage, access, management, organization, visualization, and evaluation of public health data) in public health research.	Yes	Yes
7. Describe different public health study designs, measures, and the appropriate statistical analyses for answering particular research questions.	Yes	Yes
8. Interpret results of statistical analyses found in public health studies.	No	N/A
9. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.	Yes	Yes

MPH Environmental Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Interpret the implications of regulations, laws, standards, and various types of policy on activities aimed at protecting environmental health.	Yes	Yes
2. Evaluate how human health is impacted by exposure to environmental and occupational contaminants that interact with the environment.	Yes	Yes
3. Evaluate key sources of data for epidemiologic purposes and their strengths and limitations.	Yes	Yes
4. Assess risk factors and their relationship to health outcomes.	Yes	Yes
5. Demonstrate the application of advanced epidemiologic methods to the design of epidemiologic studies of both infectious and noninfectious disease.	Yes	Yes
6. Assess, synthesize and critically evaluate epidemiologic literature for strengths and weaknesses.	Yes	Yes
7. Evaluate interventions to reduce prevalence of major public health problems.	Yes	Yes
8. Identify and weigh ethical dilemmas in epidemiologic research.	Yes	Yes
9. Examine policy implications of epidemiologic research findings.	Yes	Yes

MPH Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess risk factors and their relationship to health outcomes.	Yes	Yes
2. Demonstrate the application of advanced epidemiologic methods to the design of epidemiologic studies of both infectious and noninfectious disease.	Yes	Yes
3. Assess, synthesize and critically evaluate epidemiologic literature for strengths and weaknesses.	Yes	Yes
4. Evaluate key sources of data for epidemiologic purposes and their strengths and limitations.	Yes	Yes
5. Demonstrate the application of data analysis techniques and appropriate interpretation of results.	Yes	Yes
6. Design, analyze, and evaluate an epidemiologic study.	Yes	Yes
7. Evaluate interventions to reduce prevalence of major public health problems.	Yes	Yes
8. Identify and weigh ethical dilemmas in epidemiologic research.	Yes	Yes
9. Examine policy implications of epidemiologic research findings.	Yes	Yes

MPH Health Policy and Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Demonstrate application of economic principles to analyze public health issues.	Yes	Yes
2. Understand the market structure and the underlying sources of market power in the context of interlocking market segments in the health care system.	Yes	Yes
3. Apply the principles of program and financial management across the health care and public health systems.	Yes	Yes
4. Use strategic and business planning principles to develop and align the mission, vision, goals, and objectives for operating a public health or health care organization and assure that plans align with evidenced-based approaches to improve population health.	Yes	Yes
5. Explain key elements of human resource management in the public health and health care contexts.	Yes	Yes
6. Describe public health and health care financing in the U.S., including revenue sources and reimbursement methods, historical origins and current policy, and their impact on health service delivery and population health.	Yes	Yes
7. Describe and demonstrate the attributes of effective leadership and the skills of effective leadership including decision making, vision setting, team building, conflict management, and strategic collaboration.	No	N/A
8. Evaluate the challenges and opportunities for health policy leadership to improve population health and advance health equity.	Yes	Yes
9. Utilize commonly used frameworks and theories of policymaking to develop policy proposals that address public health challenges, health equity, and improve population health.	Yes	Yes
10. Apply strategies for analyzing, evaluating, and advocating for public health and health care policies and programs.	Yes	Yes

MPH Health Promotion and Behavior Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.	Yes	Yes
2. Describe how social and behavioral risk factors contribute to health outcomes.	Yes	Yes
3. Describe steps and procedures for the developing, planning, implementing and evaluating public health programs, policies and interventions.	Yes	Yes
4. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision making in public health.	Yes	Yes
5. Develop a logic model for use in program development, implementation, and evaluation.	Yes	Yes
6. Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.	Yes	Yes
7. Differentiate the purposes of formative, process, and outcome evaluation, and explain how findings from each are used.	Yes	Yes
8. Collaboratively assess individual, organizational, and community concerns and resources for public health programs.	Yes	Yes
9. Assess evaluation reports in relation to their quality, utility, and impact on public health.	Yes	Yes

DrPH Generalist Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critically review, synthesize, and evaluate the scientific literature and present appropriate implications for public health practice, public policy, and further research.	Yes	Yes
2. Establish culturally appropriate goals, policies, and communication strategies — recognizing that cultural differences affect all aspects of health and health systems — and infuse them throughout public health planning, operations, and interventions.	Yes	Yes
3. Develop expertise in research methods and the ethical conduct of research to address scientific questions regarding health promotion research and practice.	Yes	Yes
4. Demonstrate proficiency in epidemiological research by: (1) formulating a research question and/or corresponding hypotheses, (2) developing the study design, (3) participating in data collection, (4) conducting statistical analyses, and (5) interpreting scientific	Yes	Yes
5. Understand health effects of chemical, physical and biologic agents and the interrelationship of toxicity and dose in defining levels of risk.	Yes	Yes

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		The school has a structured applied practice experience (APE) that includes 240 hours of field work spread between one or two semesters as part of the PHPH/PHPB 7960: MPH Applied Practice Experience course. Students are eligible to enroll in these courses after completing all core courses and at least two concentration courses. Once enrolled, students must complete a learning contract that outlines at least two work products and the associated competencies. Students must choose five competencies, with at least three foundational competencies. Students submit the learning contract to the school for approval. The course instructor and school's practice coordinator review the learning contract to ensure that products are linked to competencies and that the planned products are useful to the practice partner. The practice coordinator also ensures that an affiliate agreement is in place with the proposed site and that the preceptor is qualified to supervise.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least 5 competencies, at least 3 of which are foundational				
		Students complete the 240 hours along with agreed upon deliverables for the practice partner, which are organized into a portfolio, as well as a poster summarizing their experiences, products, and competencies. The preceptor provides feedback about the student via midterm and final evaluation forms. Additionally, students complete midterm and final evaluations. The faculty instructor reviews the deliverables in the portfolio and the poster to confirm competency attainment, and this review as along		

| | | with the preceptor and self-evaluations are form the basis for an overall grade.

Examples of work products include data analyses using SAS, environmental health infographics, and program evaluation surveys. Examples of practicum sites include Grady Hospital, Grady Health Services, Alzheimer's Association, and Open Hand.

During the site visit, preceptors indicated that the students coming for practical experiences were well prepared. One indicated that as a preceptor and employer, he has found that the school's students are the highest performers. Another preceptor told reviewers that faculty members are incredible partners in working with the students and site preceptors on the APEs. Alumni also expressed satisfaction with the APE, and several noted that they were hired at their APE sites. | | |

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		To start the APE process, students must choose a site that is not their regular work setting and complete a proposal and scope of work form. The scope of work document requires students to choose five competencies and define planned activities and work products. The school requires all DrPH students to choose foundational competency 11 as a leadership competency. Students may choose the other four from foundational and/or concentration	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		competencies. Once students have completed this form, they must submit it to their faculty supervisors and the DrPH program director. The DrPH program director and faculty advisor review the scope of work to ensure mapping to DrPH competencies and that the activities and work products will be useful to the practice partner.		
Processes in place to ensure that project(s) demonstrate at least 5 competencies, including at least 1 related to leadership		Once the DrPH program director and faculty advisor approve the scope of work document, students enroll in PHPH/PHPB 9970: DrPH Applied Practice Experience. Course instructors are either the student's faculty supervisor or the DrPH program director, and they assure that the experience meets DrPH standards and is applicable to the student's professional goals. Examples of student work products included a report on policy options for improving infection prevention in skilled nursing facilities using communicable disease reporting requirements, an analysis of the Support of Early Childhood Education Programs for the Health and Well-Being of Georgia Families, and a paper with recommendations for using systems modeling to center equity in the COVID-19 response. Site visitors reviewed student samples and were satisfied that the projects are appropriate for a doctoral degree and allow for advanced-level collaboration with practitioners. In addition to the activities and work products that students identify as part of their proposal and scope of work, they must complete four reflective journal entries related to leadership for foundational competency 11. Students must reflect on the organization or agency's formal and informal leadership structures and organizational culture, leadership styles and alignment		

		with goals, and their own leadership strengths and opportunities for growth. Faculty supervisors review the student work products and journals to assess competency attainment.		

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		Students complete the integrative learning experience (ILE) in the final semester. The ILE can take the form of a thesis or capstone. The student identifies a committee and together the committee and student decide on the format.	Click here to enter text.	
Project occurs at or near end of program of study		For the thesis option, students must develop a research question, generate a hypothesis based on existing research, and systematically analyze primary or secondary data to determine whether the hypothesis is supported. The capstone is generally more applied, and students may create products that can be used by communities, organizations, or agencies.		
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies		After students identify a committee, they fill out a thesis or capstone application. The school has specific thesis and capstone applications for each concentration. On the applications, students work with the chosen committee chair, who is a faculty member, to identify a minimum of five competencies, of which at least three must be foundational. Once the committee chair approves the application, the student can enroll in the course associated with the chosen ILE format. For the thesis option, students		

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		from all six concentrations enroll in the independent option, PHPH 7990: Thesis. For the capstone, in all but the biostatistics concentration, students can enroll in the independent option, PHPH 7991: Capstone, or the course-based option, PHPH 7992: Integrative Learning Experience. Students in the biostatistics concentration only have the independent option for the capstone due to low enrollment. The committee determines the thesis or capstone timeline, provides feedback on drafts, and determines if the student is ready for the thesis or capstone defense. The committee completes a results form to provide students with feedback about the defense and any changes they need to make to final documents before uploading a final copy to ScholarWorks. Once the student has made any necessary changes, the committee chair approves the final copy to be uploaded and uses a rubric populated with the student's chosen competencies to assess for competency integration and synthesis. The site visit team reviewed multiple examples of ILE products, which are of high-quality and appropriate to the degree level.		

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		After passing the comprehensive exam, students can begin the ILE process. Students select a faculty member as the	Click here to enter text.	

practice designed to influence programs, policies or systems		committee chair and work with the chair to select a topic, dissertation format, and other members of the Doctoral Dissertation Committee. Students then develop a dissertation proposal and present it to the committee during a proposal meeting. The proposal must outline the rationale of the dissertation, theoretical framework, the statement of purpose, research questions, hypotheses, proposed methods, and how the product(s) demonstrate(s) synthesis of the student's chosen competencies. The committee chair must certify that the proposal is satisfactory, and the whole committee must sign the approval of dissertation proposal form. During this process, the committee must ensure that the dissertation is field-based and designed to influence programs, policies, or systems. Students then conduct their dissertation work and develop a written version. The committee chair reviews and provides feedback to the student. Once the committee chair is satisfied with the completed dissertation, the chair will approve it, distribute copies to each of the committee members for review, and schedule the final oral defense. In the weeks leading up to the defense, the committee must evaluate the dissertation and confirm readiness for the oral defense. During the oral defense, the committee assesses application and synthesis of chosen competencies using a rubric and assesses the student's presentation using a results form. The committee may require revisions. The committee chair then submits the completed rubric to the assistant dean for academic programs and the results form to the Office of Academic Assistance and Career Services to confirm the student's grade.		
Products allow students to demonstrate synthesis of foundational & concentration competencies				
Qualified individuals assess student performance & ensure that competencies are addressed				

| | | At the time of the site visit, no DrPH students had completed a dissertation. The school provided site visitors with one student's dissertation proposal which appeared to be of high quality. While the DrPH program is newer and no students have completed the dissertation and graduated, the ILE requirements and guidelines are clear, and the program has a clear track record of implementing similar processes for MPH and PhD degree programs. | | |

D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students introduced to all domains:		All BSPH students take courses in the university core curriculum that satisfy each of the four domains. For the first domain, students must take two semesters of biology or chemistry courses from the natural and computational sciences category such as BIOL 1103K: Introductory Biology I and BIOL 1104: Introductory Biology II. Students must also take two semesters of courses from the social and behavioral sciences category for the second domain, one semester of statistics (MATH 1401: Elementary Statistics) for the third domain, and two semesters of courses from the humanities, fine arts, and world language category for the fourth domain. Examples of courses in the social and behavioral sciences category include ANTH 1102: Introduction to Anthropology and PSYC 1101: Introduction to General Psychology; examples of courses in the humanities, fine arts, and world language category include PHIL 2010: Introduction to Philosophy and MUA 1930: Music, Society, and Culture.	Click here to enter text.	
1. Foundations of scientific knowledge, including biological & life sciences & concepts of health & disease				
2. Foundations of social & behavioral sciences				
3. Basic statistics				
4. Humanities / fine arts				

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)	(green)	All BSPH students complete 120 credits, of which 60 are in university core courses and 33 are in public health courses. The school maps 14 required public health courses to this criterion's domains. Each foundational domain is covered at the mastery level and introduction/reinforcement level in at least two different courses. For example, public health history (domain 1), is covered at the mastery level in PHPB 2000: Introduction to Public Health and at the introduction/reinforcement level in PHPB 3040: Public Health Careers and Profession. The seven courses that cover domains at the mastery level are as follows:	Click here to enter text.	
If curriculum intends to prepare students for a specific credential (eg, CHES), curriculum addresses the areas of instruction required for credential eligibility	N/A			
		• PHPB 2000: Introduction to Public Health • PHPH 2001: Fundamentals of Epidemiology • PHPB 2020: Determinants of Health • PHPH 3010: Introduction to Research Methods in Public Health • PHPB 4010: Fundamentals of Health Policy • PHPB 4020: Project Implementation in Public Health • PHPB 4060: Public Health Informatics The team reviewed syllabi and validated coverage for all of the foundational domains as demonstrated in the D10 worksheet.		

D10 Worksheet

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements: 1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences 2. ability to locate, use, evaluate & synthesize public health information		The school ensures that all BSPH students can demonstrate the ability to (a) communicate public health information and (b) evaluate and synthesize public health information through three required courses: PHPB 4040: Public Health Communication, PHPH 3010: Introduction to Research Methods in Public Health, and PHPH 3020: Statistical Reasoning in Public Health. These competencies are assessed through assigned papers, presentations, infographics, posters, and annotated bibliographies. The site visit team validated, through syllabi review, didactic coverage and assessment, all aspects of both competencies as shown in the D11 worksheet.	Click here to enter text.	

D11 Worksheet

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

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		The school relies on two courses to provide required cumulative and experiential activities: PHPH/PHPB 4991: Public Health Signature Experience: Prospectus and PHPH/PHPB 4992: Public Health Signature Experience: Capstone. Together, the two-course sequence fulfills requirements for the GSU Signature Experience and provides BSPH students the opportunity to integrate, synthesize, and apply the public health knowledge they have gained from their coursework.	Click here to enter text.	
Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies		In the first course (PHPH/PHPB 4991), students individually develop a proposal within one of the following five categories: global, research, city, service learning, or		

		professional. In the second course (PHPH/PHPB 4992), students carry out the proposed project. Students who choose "global" typically travel internationally and engage with community-based research or service organizations, while students who choose "research" become a member of a research team. Students who choose "city," engage with organizations in Atlanta to understand the unique challenges of the urban environment, and students who choose service-learning work directly with local organizations to complete a project. Finally, students who choose "professional," complete a supervised internship experience. At the end of the second course, each student must submit a culminating product that is evaluated by a faculty member for synthesis using a standardized rubric. Additionally, students must complete a competency reflection and summarize their understanding of the domains, competencies, and cross cutting experiences. Students must also identify activities where they practiced these skills in their experience and project. Examples of projects include a program evaluation, community-based surveys, case studies, and an analysis of existing data.		

D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		Students are exposed to all 12 cross-cutting concepts through extracurricular experiences and coursework. For example, the first concept – "advocacy for protection and	Click here to enter text.	

		promotion of the public's health at all levels of society" – is addressed through participation in the student-run Undergraduate Public Health Club events. The fifth concept – "ethical decision making as related to self and society" – is addressed in PHPB 4010: Fundamentals of Health Policy, PHPB 4030: Social and Behavioral Dimensions of Public Health, and PHPH 4050: Health Equity and Disparities: Urban and Global Health Challenges. The 11th concept – "systems thinking" – is addressed in PHPB 4060: Public Health Informatics. The site visit team was able to validate opportunities for exposure to all cross-cutting concepts through a review of the syllabi, as shown on the D13 worksheet.		

D13 Worksheet

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

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		All students in the MPH program must complete a minimum of 42 semester credit hours to graduate. The university defines one credit as equal to 50 minutes of contact or classroom time per week. A three-credit graduate course meets three times a week for a semester.	Click here to enter text.	

D15. DRPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
DrPH requires at least 36 semester-credits of post-master's coursework or equivalent		All DrPH students must complete a minimum of 54 semester credits to graduate. Of these 54 credits, at least 36 are post-master's level, not including the applied practice experience and integrative learning experience. One of the required courses, PHPH 8721: Epidemiologic Methods II, is also taken by MPH students in the environmental epidemiology and epidemiology concentrations and was not counted towards the 36 post-master's level credits.	Click here to enter text.	
Defines credits appropriately—eg, credit for thesis writing or independent internship hours not included in 36				
		The university's definition of a credit hour is the same as the definition for the MPH in Criterion D14.		

D16. BACHELOR'S DEGREE PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Required credit hours commensurate with other similar degrees in institution Clear, public policies on coursework taken elsewhere, including at community colleges		The school's BSPH degree requires the completion of 120 credit hours, as do all GSU baccalaureate degrees. The credit hour definition for the BSPH is the same as that defined in Criterion D14. Students accepted for undergraduate transfer admission will generally have previously completed coursework from other accredited universities accepted at GSU. Within some undergraduate domains, there are limits on the number of credit hours that can be transferred from another university. The school only accepts public health transfer credits from other CEPH-accredited schools and programs. The school reserves the right to require a transfer student accepted in the BSPH program to complete a different course to substitute for accepted transfer credit hours.	Click here to enter text.	

D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

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

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers a PhD in four concentrations, environmental health; epidemiology; health promotion and behavior; and health services and policy research. All PhD students must complete 59 credit hours including a teaching practicum and dissertation and must pass a comprehensive exam. Students who do not have a CEPH-accredited bachelor's or MPH degree must take additional pre-requisites. The school ensures didactic preparation and assessment of all 12 learning objectives through a three-credit course, PHPH 7010: Foundations in Public Health. Students complete chapter and final exams associated each learning objective. The school waives this course for students who have a CEPH-accredited bachelor's or master's degree. The site visit team validated didactic coverage and assessment through a review of the syllabus and discussions during the site visit, as shown in the D18-1 worksheet. Reviewers noted that some the assessment questions for learning objectives, such as learning objective three, were minimally compliant but could be more robust. Each of the four concentrations has six or seven concentration competencies. Reviewers validated that each concentration has a defined set of skills that is	The school thanks the team for the commentary related to the opportunity to identify assessments that link more clearly with some of the concentration competencies, especially those that are more complex with multiple elements, such as environmental health concentration competency five. The school agrees it may benefit from revising the statements to capture the specific skills students are learning or more clearly linking assessments to the competencies as written. At its spring 2021 semester meeting, the school's Academic Affairs Committee (AAC) chair charged its PhD subcommittee for presenting at the upcoming fall 2021 semester AAC meeting revised statements that better capture the specific skills students are learning or more clearly linking assessments to the competencies as written.	The Council appreciates the school's response regarding its plans to review its PhD competencies in the future.
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level				
Assesses all students at least once on their ability to demonstrate each concentration competency				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework				
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				

50

Students have opportunities to engage in research at appropriate level	appropriate for the degree and area of study, as shown in the D18-2 worksheet. During the site visit, faculty members explained that in the rare instance that an MPH student takes a doctoral concentration course linked to competencies and then enrolls in the PhD program, the school considers this student already assessed on the PhD concentration competencies but requires the student to take a more advanced course that addresses that same competency. Reviewers also validated didactic coverage and assessment of many concentration competencies through syllabi and supplemental documentation review.	
Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study	During the site visit, reviewers asked about assessments in each of the concentrations. Faculty members explained the assessments in greater detail and highlighted as additional assessments that address the competencies. For example, epidemiology concentration competency five requires students to "demonstrate mastery and independence as a researcher by pursuing and completing a specialized area of epidemiologic research." The school mapped this competency to an assignment with research elements but did not necessarily demonstrate mastery and independence as a researcher. Faculty members provided information on other required research projects as well as the dissertation as examples of additional assessments that address this competency more fully. In another instance where faculty did not provide an additional assessment fully covering environmental health concentration competency five, reviewers determined the assessment was minimally compliant and in an advanced doctoral course despite not being as clearly linked to all aspects of the competency statement.	
	The commentary relates to the opportunity to identify	

assessments that link more clearly with some of the concentration competencies, especially those that are more complex with multiple elements, such as environmental health concentration competency five. The school may benefit from revising the statements to capture the specific skills students are learning or more clearly linking assessments to the competencies as written.

All students receive instruction in scientific and analytical approaches through four core courses and concentration courses. The four core courses are PHPH 8721: Epidemiologic Methods; PHPB 9140: Advanced Research; PHPH 9810: Biostatistical Methods I; and PHPH 9820: Biostatistical Methods. In addition to these 12 credits of core courses, students in each concentration must take other advanced research and statistical courses from a pre-approved list.

The doctoral dissertation process starts after a student has completed their comprehensive exams. The PhD doctoral dissertation follows the same process as the DrPH dissertation outlined in Criterion D8, however PhD students must complete dissertations that will contribute to theoretical, conceptual, and/or empirical research and must be original research that merits publication. Site visitors reviewed student samples and validated that they are of high quality.

Faculty, students, and alumni confirmed that students have opportunities to engage in research in addition to their dissertations. Doctoral advisors make students aware of research opportunities and involve students in their research. Additionally, students have access to

| | opportunities through several research centers including the Center for Health Development. Lastly, doctoral seminars provide students with grant writing and contract experience.

All four concentrations have sufficient doctoral-level course work. Of the 18 core credits, 15 are doctoral courses. Students in each concentration must also take between 24-27 credits of doctoral courses in addition to professional seminars, a teaching practicum, and dissertation credits. | | |

D18-1 Worksheet

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

D18-2 Worksheet

PhD Environmental Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Effectively communicate the concepts of source to receptor of environmental and occupational hazards and the differentiation of the concepts of exposure from dose.	Yes	Yes
2. Critically analyze alternate routes of entry of toxins into the body including inhalation, ingestion (both dietary and non-dietary) and dermal and the importance of integration of routes with regards to total dose.	Yes	Yes
3. Demonstrate expertise with instrumentation and their underlying constructs employed for the measurement of chemical, physical and biologic hazards in air, water, soil, and dust.	Yes	Yes
4. Understand health effects of chemical, physical and biologic agents and the interrelationship of toxicity and dose in defining levels of risk.	Yes	Yes
5. Critically review, synthesize, and evaluate community and governmental agency conduct of environmental research and interventions and present appropriate implications for public health practice, public policy, and further research.	Yes	Yes
6. Incorporate ethical standards of practice as the basis of interactions with organizations, communities, and individuals.	Yes	Yes

PhD Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Understand the strengths and weaknesses of various epidemiologic study designs and research methods.	Yes	Yes
2. Demonstrate expertise in the ethical conduct of human subjects' research, including confidentiality and vulnerable populations.	Yes	Yes
3. Critically review, synthesize, and evaluate the scientific literature and present appropriate implications for public health practice, public policy, and further research.	Yes	Yes
4. Demonstrate proficiency in epidemiological research by: (1) formulating a research question and/or corresponding hypotheses, (2) developing the study design, (3) participating in data collection, (4) conducting statistical analyses, and (5) interpreting scientific results.	Yes	Yes
5. Demonstrate mastery and independence as a researcher by pursuing and completing a specialized area of epidemiologic research.	Yes	Yes
6. Effectively present and disseminate findings from epidemiologic research to scientific and lay audiences.	Yes	Yes

PhD Health Promotion and Behavior Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Develop expertise in social and behavioral theory, and application of theory to address public health problems at the individual, community or population level.	Yes	Yes
2. Critically analyze research in terms of the appropriateness of the study design, sample, measures, data analysis, results, and interpretation and critically evaluate the potential impact of the new knowledge gained on public health practices and policies.	Yes	Yes
3. Develop expertise in research methods and the ethical conduct of research to address scientific questions regarding health promotion research and practice.	Yes	Yes
4. Develop expertise in statistical and analytic methods used in health promotion research and practice.	Yes	Yes
5. Develop expertise in planning, implementation, evaluation, and dissemination of social and behavior interventions and/or policies that address public health and health behavior, especially around social-ecological interventions and interventions that address health disparities.	Yes	Yes
6. Develop expertise in the communication of scientific findings, both writing and oral presentations, for both scientific and lay audiences.	Yes	Yes

PhD Health Service and Policy Research Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply social science (economics, political science, sociology, etc.) concepts, theories and methods to the framing and analysis of research questions in health services delivery and health care policy.	Yes	Yes
2. Describe major problems in health services delivery and health care policy that are currently the subject of empirical investigations.	Yes	Yes
3. Apply advanced methods of analysis and research design to describe policy relevant issues in contemporary health care, such as: access to health care, health care financing, insurance market functioning, physician and hospital performance, healthcare management and organization, patient safety and quality of care, and health care workforce.	Yes	Yes
4. Effectively teach concepts and methods of health services and health policy research to students.	Yes	Yes
5. Design a health services or health policy research proposal involving qualitative, quantitative, or mixed methods approaches.	Yes	Yes
6. Conduct a health services or health policy research activity investigation suitable for peer-reviewed publication as an independent researcher.	Yes	Yes
7. Function as a collaborative team member in the design and conduct of a health services or health policy investigation.	Yes	Yes

D19. ALL REMAINING DEGREES

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

D20. DISTANCE EDUCATION

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

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The school has 54 PIF who teach and supervise students. These PIF have diverse educational backgrounds and work experiences that align with their instructional responsibilities. Of the 54 PIF, 52 have doctoral or terminal degrees, with the other two PIF holding an MPH. Degrees are in public health related fields such as public health education, environmental health sciences, health promotion and behavior, biostatistics, and global health.

The school also has 11 non-PIF. Among these faculty, nine of 11 hold doctoral degrees and eight of 11 have an FTE less than .50 to the school. These faculty members are also well qualified, and their education and experiences align with their instructional responsibilities. | Click here to enter text. | |
| Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, practice) | | | | |

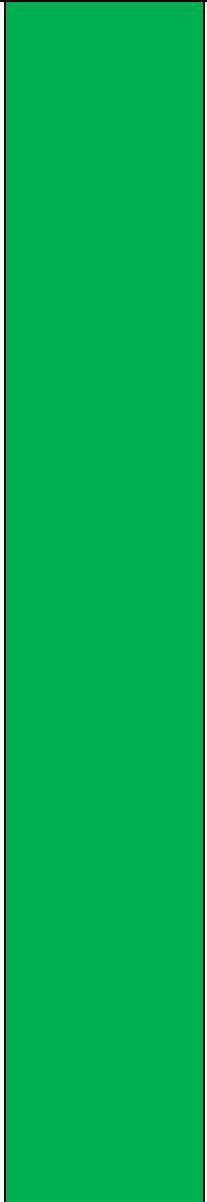|		Students told site visitors that they knew that several school faculty were significant national scholars in their respective fields, and this benefits the educational experience. Stakeholders were also highly complementary of faculty members' expertise.		

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The school incorporates practice perspectives in its faculty complement by employing PIF with prior practice experience as well as through non-PIF who are employed outside of academia and through guest lecturers.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		Twenty-nine PIF have significant employment histories in public health settings, including the Centers for Disease Control and Prevention, National Institutes of Health, Bill and Melinda Gates Institute for Population and Reproductive Health, US Nuclear Regulatory Commission, DeKalb County School System, New York State Department of Health, and Kaiser Permanente.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		Non-PIF include a policy, planning, and program researcher at the Georgia Department of Public Health, a research informatics analyst at Emory University Hospital, and multiple employees at the Centers for Disease Control and Prevention.		
		The school utilizes a variety of guest lecturers with much expertise, especially from the Centers for Disease Control		

| | | and Prevention and the Georgia Department of Health. The school also engages other public health university instructors, medical school instructors, and local organizations.

The school encourages faculty members to engage with local public health agencies in service to inform their research and teaching. The school also encourages faculty to bring local expertise into the classroom in the form of classroom examples, projects in which students engage local public health agencies, and practicum experiences, in addition to guest lecturers.

Stakeholders and alumni expressed satisfaction with integration of practice into the curriculum and the hands-on learning opportunities with community partners. | | |

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 has a variety of methods to ensure that faculty members are current in their areas of instructional responsibility and pedagogical methods. Department chairs conduct annual reviews of all faculty members to assess their currency, instructional effectiveness, scholarship, and service. For currency and instructional effectiveness, department chairs review peer evaluations, student evaluations, integration of technology to enhance learning, and scholarship and service activities linked to currency. As part of this process, faculty members must	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				

Supports professional development & advancement in instructional effectiveness for all faculty		complete a self-assessment and upload the most recent version of their CV to Digital Measures. If a faculty member is not meeting school expectations, the department chair may help develop a professional plan and goals and encourage the faculty member to use their school-allocated professional development funds. For promotion for tenure-track faculty, faculty members compile a dossier with evidence of instructional quality and effectiveness including student and peer evaluations, course syllabi, teaching awards, contributions to student accomplishments, and a teaching portfolio. To be promoted, the faculty member must be rated by the Promotion and Tenure Committee as very good or excellent in teaching. Non-tenure track faculty members who have teaching expectations follow a similar process to tenure-track faculty and must be rated by the committee as excellent or high quality. The school and university offer multiple instructional resources for both full- and part-time faculty. The school provides $1,000 to each faculty member annually for travel or professional development with the potential for additional funding when available or pre-approved. At the university level, faculty members have access to pedagogical training through the Center for Excellence in Teaching, Learning, and Online Education (CETLOE). An example of a training that all faculty members had access to in the summer of 2018 through CETLOE was *Mastering Online Public Health Teaching*. This six-week online course focused on how to be an effective public health instructor. CETLOE also offers pedagogical consultation, syllabus evaluation, and help adapting courses to digital platforms. CETLOE offers Group Instructional Feedback Technique		

		sessions, which the school encourages faculty members to attend. These sessions provide opportunities for faculty members to get confidential feedback from students at mid-semester to improve the course.

The school measures instructional effectiveness through three indicators: annual or other regular reviews of faculty productivity, relation of scholarship to instruction; student satisfaction with instructional quality; and courses that integrate technology in innovative ways to enhance learning. For the first measure, in both 2018-19 and 2019-20, faculty uploaded activities to Digital Measures and department chairs reviewed student evaluations with each faculty member. The school also participated in the university's academic analytics rating. For the second measure, the Faculty Senate revised the student evaluation instrument to be more learning centered and provide more qualitative feedback in 2018-19. In 2019-20, the university provided the school with a summary of the student evaluations using the new instrument and department chairs reviewed the feedback with all course instructors. For the third indicator, the school increased the number of course sections that integrate technology from 23 in 2017-18 to 84 in 2019-20. | | |

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		The school expects all faculty members to demonstrate evidence of scholarly activities, primarily through publications, with minimum expectations varying by	Click here to enter text.	

		faculty appointment. All tenure-track faculty members have scholarship expectations, with the most common expectation being 37.5% of time devoted to scholarship. All tenure-track faculty can increase their time devoted to scholarship through sponsored funding that allows them to reduce their teaching loads. The school also expects non-tenure track research faculty members to support their scholarship activities through sponsored funding.		
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		For tenure and promotion, tenure-track faculty and non-tenure track faculty with high scholarship expectations must document their research activities in the dossier described in Criterion E3. Tenure-track faculty must receive a very good or excellent rating for scholarship, and non-tenure track faculty must receive an excellent rating if they are non-clinical, and high quality if they are clinical.		
Students have opportunities for involvement in faculty research & scholarly activities				
		Support for faculty scholarship exists at the school and university levels. At the school level, the associate dean for research and faculty affairs provides support and began rebuilding the school's Office of Research and Sponsored Projects in 2019. In 2020, the newly hired office director sent faculty a survey to assess needs and areas of satisfaction and dissatisfaction. The office's updated website has resources for both faculty and research administrators on campus, and the office employs two grants and contracts specialists. Additionally, the associate dean met with new faculty in 2019 to ensure appropriate mentorship and support. By the end of the academic year, all the new junior faculty members had submitted at least one collaborative grant. The associate dean plans to repeat this process for all new junior faculty members going forward. At the university level, faculty have access to University Research Services		

	and Administration, which provides research trainings and a library of resources for faculty and student researchers and scholars. School faculty integrate their scholarship in courses. Two examples include a faculty member who integrated research on the translation of tobacco control messaging and communication from an NIH grant into PHPB 8255: Health Communication and another faculty member who translated work on health disparities of refugees and migrants from a Centers for Disease Control and Prevention grant into a new course, PHPH 7460: Forced Migration and Health. Students from each degree level have many opportunities to engage in faculty research. For example, as part of the GSU Mindful Living Lab, students worked with faculty members to develop a text messaging program to help low-income adults quit smoking, administered community surveys and biomedical assessments, and conducted in-depth interviews. In the last three years, students have co-authored 13 peer-reviewed journal articles and 16 conference presentations. The school hires both undergraduate and graduate students as research assistants as well. During the site visit, several faculty and students shared examples of student involvement in scholarship, including being involved in the development of multi-language information brochures on Covid-19 and the importance of vaccination, as well as assisting with research into parenting issues and child abuse.		

| | | The school chose three indicators to measure scholarship: average number of students advised/mentored on research, number of articles published in peer-reviewed journals, and total research funding. The school appears to have set ambitious targets, and while it did not meet its targets, it significantly increased the number of articles in peer-reviewed journals and total research funding from the 2017-18 to 2019-20. The number of articles increased from 107 to 191, and the total research funding increased from $11.8 million to $16.7 million. The school maintained similar averages year over year for the first target related to number of students advised. | | |

E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		The school generally expects tenure-track faculty and non-tenure track clinical faculty members to commit 12.5% of their time to service activities. Other non-tenured faculty may have expectations regarding service depending on their contracts as negotiated. The school defines service as professional activities that enhance the university, community, and individual profession. Examples include community activities, service to professional organizations, and contributions to the mission and goals of the school and university.

All faculty can access professional development funds yearly to attend conferences or travel to other organizations to engage with professional organizations to offer service. Faculty are active in the American Public | Click here to enter text. | |
| Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means | | | | |

Health Association, Association of Schools and Programs of Public Health, and the Georgia Public Health Association. Additionally, the school's director of communications helps connect faculty members with specific expertise needed to appropriate media contacts or other means of sharing information with the community.

Faculty have built strong community partnerships through multiple avenues such as the Workforce Development Committee and Mark Chaffin Center for Health Development. These strong partnerships allowed faculty members to quickly coordinate the use of qualified graduate student volunteers and interns to serve as case investigators and contact tracers with the Georgia Department of Public Health during the COVID-19 pandemic.

Many faculty members draw on their professional service experiences to benefit instruction. For example, one faculty member served on a state Healthy Housing Coalition and brought an example to PHPB 7635: Health Policy and Health Equity. The class used this example as a case study and discussed a state bill that would provide protections for tenants living in substandard housing.

Another faculty member serves on the Program Committee for MedShare and engaged students in PHPH 3035: Introduction to Maternal and Child Health to design a survey about Clean Birthing Kits to be distributed to MedShare recipients and partners. A third faculty member integrates his public health non-profit finance, management, and advocacy service into PHPB 4010: Fundamentals of Health Policy and PHPB 7330: Health

Care Management and Finance. He has students examine public health related bills being tracked through the Georgia Legislature by the Georgia Public Health Association and discusses how the finances of the association are managed to promote the association's public health service mission.

Faculty members also provide opportunities for students to participate in their service activities. For example, under the guidance of a faculty member, an MPH student partnered with a Master of Public Administration student to conduct an evaluation of an initiative of the Atlanta Bicycle Coalition called "Atlanta Streets Alive." The evaluation focused on streets that are closed to cars and opened to people (pedestrian, bicycles, etc.). As another example, undergraduate and graduate students worked with a faculty member to host PhotoVoice and Critical Consciousness workshops for youths at Atlanta-area YMCAs in early 2020.

The school chose the following three indicators to measure service: percent of faculty participating in extramural service activities; faculty appointed on a professional practice track; and public/private or cross-sector partnerships for engagement and service. For the first measure, faculty are required to track their professional information pertaining to their teaching, research, and service activities in the Digital Measures system. One hundred percent of faculty uploaded their acts of service, with over 800 acts of service each in both 2018-19 and 2019-20. For the second measure, the school set an internal target of more than seven faculty members holding graduate professional faculty status. The school exceeded this target in both 2018-19 and 2019-20. For the

| | | third measure, the school set an internal target of more than five partnerships, which it exceeded in both 2018-19 and 2019-20.

Stakeholders and alumni emphasized the value of partnerships between faculty and community organizations. Site visitors also noted the faculty's dedication to its community and to service. | | |

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 engages community members regularly through two formal avenues, the Board of Advisors and the Alumni Board. The Board of Advisors is composed of 12 community stakeholders and the school's dean. The Alumni Board is composed of seven alumni, mostly from the MPH program. The Board of Advisors meets three times a year, and the Alumni Board meets monthly except during the summer.

The Board of Advisors provides feedback to the school about its guiding statements, self-study document, changing practice and research needs, the curriculum, and graduates' ability to perform competencies. The board also reviews all new degree program proposals, including competencies, to provide feedback. The Alumni Board provides feedback about curricular programs and mentors current students. | Click here to enter text. | |
| Ensures that constituents provide regular feedback on all of these:
• student outcomes
• curriculum
• overall planning processes
• self-study process | | | | |
| Defines methods designed to provide useful information & regularly examines methods | | | | |
| Regularly reviews findings from constituent feedback | | | | |

| | | While collecting employer data is a challenge, the school collects these data from employers on the Board of Advisors as well as through interviews with preceptors who have hired program graduates. The school confirmed that the qualitative data collected through these avenues is very useful and informs curricular changes. Additionally, the school recently hired a career and employer relations specialist who will maintain relationships with public health employers and collect useful data.

The school reviews data collected from stakeholder groups at the Assessment and Evaluation Committee's annual data review meeting and reviews the data collection methods.

The site visit team was able to validate stakeholder engagement via meeting minutes and discussions with community members during the site visit. During site visit discussions, stakeholders specifically mentioned that they provided the school with feedback about marketing, building community partnerships, student recruitment, governance, and increasing financial opportunities. Stakeholders told reviewers that their feedback is well received and that participation on the Board of Advisors has been a positive experience. | | |

F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The school provides multiple opportunities for students to engage in professional and community service through clubs and course activities.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		The school and university have multiple clubs for each of the three degree levels. The Undergraduate Public Health Club brings students together with an interest in advancing population-based health, and the Public Health Student Association provides professional development and service opportunities for MPH students. The Public Health Doctoral Research Network creates an environment for public health doctoral students to share, exchange, and collaborate on academic, professional, and community opportunities.

All students in each of the programs can become members of the clubs. For the Public Health Student Association, students apply to be in leadership positions, and the current leadership team picks the next leadership team. All three clubs meet periodically throughout the semester and host events. The Public Health Doctoral Research Network is fairly new and is building up its events and activities.

In addition, students have opportunities to participate in professional and community service activities through courses. For example, the BSPH program has a required | | |

		course, PHPB 3040: Public Health Careers and Professions, that requires service. Examples of professional and service opportunities that students have participated in include days of service in October 2019 and February 2020, during which 14 students volunteered with Food4Lives: Feeding the Homeless and National Influenza Week, during which 10 students assisted with efforts to connect community members to free flu shots. Other examples include a public health professional panel in 2019 with 30 students involved, and donation drives for Our House Atlanta and a food pantry at the university's Atlanta campus in 2019, with 80 students contributing.		

F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Periodically assesses, formally and/or informally, the professional development needs of individuals in priority community or communities		The school's Workforce Development Committee, the standing committee responsible for identifying the school's professional communities of interest, chose three groups: the Georgia public health workforce, including practitioners at state and local government agencies and non-governmental organizations; employees of the Centers for Disease Control and Prevention (CDC); and community agencies whose work supports and/or impacts public health and who seek to draw from school faculty expertise for allied-public health work. The committee chose these groups based on the school's relationships with the Georgia Public Health Association and the CDC, as		

	well as individual faculty member relationships with community organizations. The school assesses professional development needs using different methods for each of the three communities of interest. For the Georgia public health workforce, the school's Workforce Development Committee distributes a survey on even years at the Georgia Public Health Association Annual Meeting. For CDC employees, the school uses the CDC's agency-wide needs and interest assessments. For the third group, faculty members solicit training needs directly from the organizations that they work with. The Workforce Development Committee reviews the data and determines which continuing education opportunities the school will offer to its different communities of interest. This committee then works with individual faculty members to develop activities and offerings based on the decided continuing education topics. Examples of workforce development training needs identified by the three priority populations include social marketing and communication, public health policy, public health intervention methods, translating evaluation findings into action, adverse childhood experiences and impacts to health, and positive behavioral interventions.		

F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		As described in Criterion F3, the Workforce Development Committee reviews training needs data and works with faculty to develop and deliver trainings. Examples of workforce development trainings include a research translation training offered in 2018 and 2019, a communication strategies training offered in 2018, and public health policy trainings offered in 2018, 2019, and 2020 to CDC employees. In addition, faculty co-sponsored the training "Social Marketing and Health Communications – Skills for Public Health Practitioners," which had 50 attendees and covered tools and strategies for social marketing and using health communication in public health practice, based on the survey facilitated at the Georgia Public Health Association Annual Meeting. Examples of faculty trainings with specific community partners include 15 presentations to more than 250 people between 2018-2020 about the long-term impacts of adverse childhood experiences and online and in-person trainings about positive behavior intervention and supports. The behavioral intervention trainings took place during multiple conferences and using online platforms between 2017 and 2020 and had thousands of attendees and online viewers. The site visit team was able to validate a clear link between the workforce development needs identified by the	Click here to enter text.	

		priority populations and the trainings that the school has offered and continues to offer. Stakeholders told reviewers that trainings that faculty conducted with their organizations were very helpful.		

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 has identified its priority under-represented groups among students as Black/African American and Hispanic/Latino. Among faculty and staff, the priority groups are the same. In addition, the school identifies women as a priority under-represented group among tenure-track and tenured faculty. School leaders indicated that they adopted these university-defined priority populations based on demographic data and the school's mission. The school's goals for advancing diversity and cultural competence include enrolling at least 39% of students who identify as Hispanic/Latino or Black/African American and enrolling at least one Fulbright student each year. The school's staff and faculty goal is to increase the number of Hispanic/Latino and Black/African American faculty and staff members by one individual year over year. In addition, the school's goal for tenure-track or tenured faculty, is to increase the number of women by one individual year over year.	Click here to enter text.	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data &				

uses data to inform & adjust strategies		The school reviews data regarding the school's evaluation objective of attracting and retaining a diverse student body, staff, and faculty annually as part of the Assessment and Evaluation Committee annual meeting. The school determines effective strategies to continue as well as identifies new strategies when necessary. In 2018-19, the committee recognized the school needed to do more to attract Black/African American and Hispanic/Latino PhD students. With additional funding allocated by the dean, the school added recruitment events at Historically Black Colleges and Universities as part of the school's permanent recruiting schedule. The school is also considering removing the GRE as an admission requirement to reduce barriers for priority student populations. Additional strategies for recruiting and retaining Hispanic/Latino or Black/African American and Fulbright students include providing access to resources through the university's Center for the Advancement of Students and Alumni in Graduate School and Professional Programs and access to student organizations such as Black Student Achievement, Latinx Student and Scholar Services, and the Multicultural Center. The Multicultural Center maintains a list of resources and organizations where students, faculty, and staff from different backgrounds can engage in meaningful experiences. Specifically related to the pandemic, the dean has been working to ensure equitable return to campus plans while ensuring access to online learning options and contingency plans to support and protect international students.

The school has also appointed a special advisor to the dean for diversity, equity, and inclusion who will support the implementation of recommendations from the Task Force | | |
| Perceptions of climate regarding diversity & cultural competence are positive | | | | |

on Racial Equity and Inclusion in areas including student recruitment, admissions, and retention.

Strategies for recruiting and retaining Black/African American and Hispanic/Latino faculty and staff members as well as tenured or tenure-track female faculty include advertising jobs in diverse publications and requiring search committees to develop a large and diverse pool of applicants that must be approved by the Office of AA/EEO Investigations and Hiring. This office conducts an audit of the diversity both the applicant pool and the search committee. The dean conducts a separate audit to determine the diversity of the applicant pool and search committee. The dean has also required trainings over the years. He required department chairs in 2019 and all search committee chairs in 2020 to attend a workshop focusing on best practices for conducting inclusive faculty searches. Additionally, in 2021, the dean has requested that all assistant and associate deans in the school attend two workshops regarding equity, diversity, and inclusion in higher education and implicit bias. For staff, the dean directed funds to make two trainings available regarding inclusive staff searches and maintaining a culturally competent environment in 2020.

The school has undertaken several actions to create and maintain a culturally competent environment. For example, all undergraduate public health majors are required to complete a course entitled PHPH 4050: Health Equity and Disparities: Urban and Global Challenges, which covers health equity and health disparities. The school also has its own foundational competency focused on cultural competence. This competency is mapped to PHPB 7160: Fundamentals of Health Systems, Leadership, and Policy, a

course required of all MPH and graduate certificate in public health students and a pre-requisite for the PhD and DrPH programs.

In addition to these course and competencies, topics such as health equity and cultural competence are core components of most courses. The school also supports study abroad programs and virtual exchange programs. In addition, the school has hosted several invited presentations and workshops seeking to strengthen cultural competence, including presentations and workshops about understanding racism in public health.

The school has relied on several surveys of students, faculty, and staff to assess the school's climate related to diversity and cultural competence. In 2018-19, undergraduate respondents averaged 5.5 (out of 6) when asked if the school promotes an inclusive and respectful environment and 4.5 when asked if faculty members include diverse perspectives in class discussions and assignments. Graduate students averaged 5.2 when asked if faculty are fair and unbiased and 5.3 when asked if the school promotes an inclusive and respectful environment. Additionally, 71% of graduate alumni respondents said their programs of study gave them the ability to work with diverse populations, and 84% said their programs gave them the ability to analyze problems from different perspectives.

Faculty averaged 4.1 (out of 6) when asked if they feel comfortable expressing their views in school meetings and 4.3 when asked if the school actively supports a shared and inclusive understanding of diversity in 2018-19. In 2019-20,

| | | faculty averaged 3.7 (out of 5), and staff averaged 3.9 when asked if the school prioritizes diversity and inclusion.

During the site visit, several students, faculty, and external stakeholders told site visitors that the school makes authentic efforts to promote cultural competence, hire diverse faculty, and address barriers for students from underrepresented communities. Students indicated that they are appreciative of the school's efforts thus far. | | |

H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		The school provides academic advising services to students in all degree programs. Both undergraduate and graduate students have access to advisors through the Office of Academic Assistance and Career Services Advising. Undergraduate pre-public health majors can access advisors through the University Advisement Center.	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		Office of Academic Assistance and Career Services Advising advisors are responsible for monitoring program requirements and progress towards graduation. The school also encourages MPH students to seek out faculty mentors and assigns PhD students to a faculty advisor. DrPH students select a faculty advisor based on guidance from the program director. Faculty mentors and advisors provide public health advising based on student career goals and serve as the student's primary advisor for the ILE or dissertation. The university's International Student		
Orientation, including written guidance, is provided to all entering students				

| | | and Scholar Services also provides support to international students and serves as a liaison with academic departments.

University Advisement Center (university) advisors, Office of Academic Assistance and Career Services Advising (school) advisors, and faculty mentors are trained differently. The University Advisement Center hires its own advisors and provides training through the center. The director of the Office of Academic Assistance and Career Services Advising hires school advising staff through a search committee. Advisors must have a graduate degree in counseling, college student personnel services, or public health. The director provides these school advisors with any additional training needed. School advisors also work with university advisors to ensure that all pre-major undergraduate students receive accurate and up to date information.

Faculty mentors must achieve graduate professional or research faculty status before being able to serve as a faculty mentor/advisor. Program directors and department chairs provide support and training to faculty mentors/advisors and encourage faculty members who have not yet achieved the necessary status to observe integrative learning experience and dissertation defenses and familiarize themselves with the mentoring/advising process.

The university has a digital tracking system for undergraduate students to monitor and support students experiencing challenges. School leaders manually follow graduate students to identify and support students experiencing difficulties. During the site visit, school | | |

administrators said that they would like to have a digital system in the future for graduate students, but the manual process is working right now.

The school collects satisfaction data through the exit survey. Graduates from all degree levels rate advising from one to 10, with 10 being the highest. Undergraduates rated school advising staff at 9.0 and above and faculty members between 8.0 and 9.7 for 2017-18, 2018-19, and 2019-20. Graduate students rated school advisors between 8.2 and 8.4 and faculty advisors/mentors between 7.8 and 8.4 for the same period. Response rates, particularly for the undergraduate students, are low. School administrators told reviewers that, despite low response rates, they find the data the school collects to be actionable. The school recently added the exit survey to a clearance for graduation form which has improved response rates.

Both students and alumni spoke very highly of advising they received from faculty advisors/mentors, school advisors, and university advisors.

The university provides undergraduate orientation, and the school provides graduate orientation. The university hosts new student orientation that covers academic advising, curricular requirements, course scheduling, and university resources. New student orientation also makes students aware of opportunities to participate in the freshman learning community. This learning community covers information about academic demands and provides more in-depth information about rules, procedures, resources, and academic, social, and personal "survival skills" that contribute to academic success.

| | | The school hosts a half-day orientation for MPH and PhD students and a full-day orientation for DrPH students. All graduate students meet school leaders, department chairs, and program directors and are oriented to their programs, academic and career advising, and other student services. MPH and PhD students end their orientations with a luncheon, and DrPH student end their orientation with a reception for networking purposes. All orientations have been held via Zoom during the pandemic, with time for questions and networking. The school is also developing a more polished fully online orientation for MPH students that it may use even when social distancing is no longer required. | | |

H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		The school and university provide students and alumni at all degree levels with career advising. In terms of courses, undergraduate students must take PHPB 3040: Public Health Careers and Profession, which covers an overview of career options, preparation for employment, and applying for graduate school. MPH students complete mock job interviews and receive feedback on their resumes as part of their capstone courses and doctoral students receive professional development in their seminar courses. Additionally, at the school level, MPH and PhD students receive career advising through their faculty mentors/advisors, and DrPH students through the program director and their faculty advisor. Faculty mentors and advisors must meet the same status as	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

outlined in Criterion H1 to provide career counseling. Both undergraduate and graduate students can also reach out to school advising staff for career counseling, including resume and cover letter assistance. Graduate students can access networking support through the school's alumni LinkedIn group. The school's recently hired career and employer relations specialist will also support career counseling efforts.

At the university level, all students have access to university career services, which include resume support, professional headshots, and job searches. Undergraduate students also have access to career counseling through the College to Career initiative, which helps students understand how to identify transferable and marketable skills they learned in their coursework.

The school hosts career advising events and programs that are open to all students and alumni. Recent events that both alumni and current students attended include a federal government contracting and consulting alumni panel, a presentation by the chief of the epidemiology and surveillance unit in the Office of Health Services for the Peace Corps, and a presentation about applying to PhD programs. Thirteen students and one alumnus attended the first event, 24 students attended the second event, and 12 students attended the third event. Alumni most commonly take advantage of individual meetings with the school's career coordinator through the Office of Academic Assistance and Career Services. The current career coordinator previously worked at the Centers for Disease Control and Prevention and has a background in leadership, mentoring, and career development. Between

| | | 2017-18 and 2019-2020, the career coordinator hosted 40 meetings with alumni.

The school collects satisfaction data using the same exit survey outlined in Criterion H1. Undergraduate students rated faculty between 7.2 and 9 during 2017-18, 2018-19, and 2019-20 and rated university career services staff between 6.3 and 9 for the same period. Reviewers noted that the satisfaction rates decreased for undergraduate students for both faculty and university career advising during these academic years. Graduate students rated faculty mentors/advisors between 7.8 and 8.1 and school advisors between 7.9 and 8.7 for the same period.

During the site visit, students and alumni expressed satisfaction with career advising from the school advisors and faculty advisors/mentors. One student explained that she relied mostly on school and faculty career counseling as an undergraduate because she felt there was a disconnect with university career services. | | |

H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		Students may make formal academic or non-academic complaints by following the procedures in the university's Student Code of Conduct. Students are required to confirm their receipt of the code when they enroll.	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		The school first encourages students to discuss their concerns with the instructor or academic administrator directly involved before filing a complaint or appeal. If the concern is unresolved and a student decides to file a formal complaint, the department chair is responsible for review and provides a written determination within 10 business days.		
Designated administrators are charged with reviewing & resolving formal complaints		The student can choose to appeal the department chair's decision to the dean in writing within 10 business days of the notification of the decision. The dean may appoint an advisory panel to review the complaint and make a recommendation to him. Within the school, the advisory panel usually includes the assistant and associate deans, the chair of the academic affairs committee, and/or members of the school's Student Affairs Committee. The dean issues a written decision within 10 business days.		
All complaints are processed & documented				
		The dean's decision can then be appealed to the provost in writing within 10 business days of the decision. From the provost, the decision can be appealed to the president, and the president's decision can be appealed to the University System of Georgia Board of Regents (except for grade appeals).		
		The school reported that there have been no formal complaints in the last three years.		
		During the site visit, a couple of students indicated that they experienced challenges with a doctoral exam process and were not satisfied with faculty responses. The same students also acknowledged that they feel heard in all other ways. Recent graduates of the same program did not indicate any issues with doctoral exams. While these		

| | | students were not familiar with grievance procedures, the site visit team validated that the school communicates the procedures to the students via the Student Code of Conduct at orientation, year two orientation for graduate students, and via course syllabi. Advisors told site visitors that they encourage students to come to them with questions or concerns and point them to appropriate procedures as needed. They also told site visitors that it is very infrequent that issues rise to the level of a formal complaint, as they are often addressed during these conversations. Students can also bring concerns to the Student Affairs Committee. | | |

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		For recruitment, the school has representatives attend targeted recruitment events annually, including events hosted by the Schools of Public Health Application Service, nearby universities, and national public health conferences. Priorities for the school, to help it attract a diverse student body, include events at Historically Black Colleges and Universities, as mentioned in Criterion G1, and events organized or recommended by the university's Office of Latino Student Services and Outreach. In addition, the school hosts in-person and virtual open houses for prospective students. The university admits undergraduate students into the pre-public health major based on the admission standards for the university. The school then has separate standards	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				

for admission into a full public health major. In addition to meeting the university requirements, students must finish certain university core courses with a 2.0 GPA and other courses with a 2.8 GPA for an overall GPA of 2.5 or higher.

Admissions requirements for the BSPH/MPH 4+1 program include having completed a minimum of 75 credits but no more than 110, a minimum GPA of 3.0, the names of two school faculty members who can speak to their ability to do graduate work, and a personal statement of interest.

For the Master of Public Health, each of the two school departments (as explained in the introduction) establish admission committees consisting of at least two faculty members who review the applications based on the following criteria: academic preparation, quantitative measures including undergraduate GPA and test scores, personal statement, work experience, community service, and references. If the two faculty members disagree, a third faculty member must cast the deciding vote.

The PhD program Admission Committee has representatives from all four PhD concentrations. Each application is reviewed for the stated concentration and for the applicant's research interest. Applicants are reviewed according to the following criteria: academic preparation, quantitative measures (undergraduate GPA; and any of the following that are available - graduate GPAs, GRE scores, Graduate Management Admission Test scores), personal statement, work experience, community service, previous publications or professional presentations, and references.

		For the DrPH program, the Admissions Committee is led by the DrPH program director and composed of representative faculty from the school. Applicants are reviewed by the following criteria: academic preparation, quantitative measures (undergraduate GPA; and any of the following that are available - graduate GPAs, GRE scores, Graduate Management Admission Test scores), personal statement, applied public health experience, community service, leadership experience/potential, and references. All graduate admissions committees also assess applicants for the diversity they might bring to the program they are applying to. The school selected two measures, SAT composite of accepted and enrolled undergraduate students and GRE quantitative and verbal percentiles for accepted and enrolled graduate students. The school set an internal target of greater than 1,000 for the first measure and greater than 37 for quantitative and 50 for verbal percentiles for the second measure. The school exceeded the target for the first measure in 2017, 2018, and 2019. The school exceeded the target for the second measure in 2017, dropped below the target in 2018, and then increased to almost meet the target in 2019. The dean indicated during the site visit that the diversity of students enrolled is a success and strength for the school. The dean also explained that school administrators and faculty review what a qualified student means to them and have been willing to take a risk on students who may be considered less conventional. The admissions and		

		recruitment processes have helped the school recruit an increasing number of qualified students.		

H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The school maintains current and accurate information about curricular requirements and key policies on the school's website. Recruiting and promotional materials available for review also presented 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				

Georgia State University School of Public Health

Sunday, February 21, 2021

5:00 pm ET
Site Visit Team Executive Session 1

Monday, February 22, 2021

8:45 am ET
Site Visit Team Executive Session 2

9:15 am ET
Guiding Statements and Evaluation

Participants	Topics on which participants are prepared to answer team questions
• *Rodney Lyn, PhD – Interim Dean*	*Guiding statements – process of development and review?*
• *Dan Whitaker, PhD – Associate Dean for Research and Faculty Affairs* • *Lindy Parker, PhD – Assistant Dean for Academic Programs* • *Katherine Masyn, PhD – Interim Chair of the Department of Population Health Sciences* • *Shannon Self-Brown, PhD – Chair of the Department of Health Policy & Behavioral Sciences*	*Evaluation processes – how does school collect and use input/data?*
• *Travis Chambers, MBA – College Administrative Officer*	*Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?*
	Budget – who develops and makes decisions?
Total participants: 6	

10:30 am ET
Break

11:00 am ET	
Curriculum 1: MPH, PhD, and DrPH Foundational Knowledge and Foundational Competencies	
Participants	**Topics on which participants are prepared to answer team questions**
• *John Steward, MPH – Senior Academic Professional in the Department of Population Health Sciences* • *Missale Ayele, JD, MPH – Lead Education Technology Specialist* • *Lindy Parker, PhD – Assistant Dean for Academic Programs*	*Foundational knowledge*
• *Katherine Masyn, PhD – Chair of the Academic Affairs Committee (AAC) and Interim Chair of the Department of Population Health Sciences* • *Shannon Self-Brown, PhD – Chair of the Department of Health Policy & Behavioral Sciences* • *Matt Hayat, PhD – Professor* • *Harry Heiman, MD – Director of the DrPH Program* • *Ike Okosun, PhD – Associate Professor* • *Collins Airhihenbuwa, PhD – Professor* • *Shanta Dube, PhD – Associate Professor* • *Sheryl Strasser, PhD, MPH, MSW – Associate Professor* • *Colin Smith, DrPH – Clinical Assistant Professor* • *Christine Stauber, PhD –Associate Professor* • *Laura Salazar, PhD – Director of the PhD Program* • *Ashli Owen-Smith, PhD – Assistant Professor* • *Terri Pigott, PhD – Professor* • *Richard Rothenberg, PhD – Regents' Professor*	*Foundational competencies – didactic coverage and assessment*
Total participants: 17	

12:15 pm ET	
Break	

1:00 pm ET	
Students	
Participants	**Topics on which participants are prepared to answer team questions**
• *Jake Coldiron, Current student, BSPH*	*Student engagement in school operations*

• *Andrea Washington, Current student, BSPH* • *Daniel Milam, Recent graduate, BSPH* • *Addie Balenger, Current student, MPH Epidemiology* • *Jalissa Shealey, Current student, MPH Epidemiology* • *Kathryn O'Hara, Current student, MPH, Health Promotion and Behavior* • *Rachel Culbreth, Recent graduate, PhD Epidemiology* • *Argita Salindri, Current student, PhD Epidemiology* • *Jessica Brown, Recent graduate, PhD Health Promotion and Behavior* • *Robert Fairman, Current student, PhD Health Promotion and Behavior* • *Krishna Kota, Recent graduate, PhD Health Promotion and Behavior* • *Liz Perry, Current student, PhD Health Promotion and Behavior* • *Bridgette Schram, Current student, PhD Health Services and Policy Research* • *Rebecca Wells, Recent graduate, PhD Health Services and Policy Research* • *Kristy Joseph, Current student, DrPH* • *Jyll Walsh, Current student, DrPH* • *Tony Price, Current student, DrPH*	*Curriculum (competencies, APE, ILE, etc.)* *Resources (physical, faculty/staff, IT)* *Involvement in scholarship and service* *Academic and career advising* *Diversity and cultural competence* *Complaint procedures*
Total participants: 14	

2:00 pm ET   **Break**

2:15 pm ET **Curriculum 2: MPH and DrPH**	
Participants	**Topics on which participants are prepared to answer team questions**
• *Katherine Masyn, PhD – Chair of the Academic Affairs Committee (AAC) and Interim Chair of the Department of Population Health Sciences* • *Shannon Self-Brown, PhD – Chair of the Department of Health Policy & Behavioral Sciences* • *Christine Stauber, PhD –Associate Professor* • *Lisa Casanova, PhD – Associate Professor* • *Matt Hayat, PhD – Professor* • *Ruiyan Luo, PhD – Associate Professor*	*MPH and DrPH Concentration competencies – development, didactic coverage, and assessment* *MPH and DrPH Integrative learning experiences*

• *Sheryl Strasser, PhD, MPH, MSW – Associate Professor* • *Jidong Huang, PhD – Associate Professor* • *Colin Smith, DrPH – Clinical Assistant Professor* • *Ashli Owen-Smith, PhD – Assistant Professor* • *Monica Swahn, PhD, MPH, Distinguished University Professor* • *Heather Bradley, PhD – Assistant Professor* • *Richard Rothenberg, PhD – Regents' Professor* • *Dan Whitaker, PhD – Associate Dean for Research and Faculty Affairs* • *Laura Salazar, PhD – Director of the PhD Program* • *Emily Graybill, PhD – Clinical Assistant Professor* • *Gina Sample, MPH – Curriculum and Advisement Coordinator* • *Lindy Parker, PhD – Assistant Dean for Academic Programs*	
• *Jessica Pratt, MPH – Practice and Career Coordinator* • *David Ashley, PhD – Professor* • *Kathleen Baggett, PhD – Associate Professor* • *Harry Heiman, MD – Director of the DrPH Program*	*MPH and DrPH Applied practice experiences*
Total participants: 21	

3:30 pm ET   **Site Visit Team Executive Session 3**

4:30 pm **Adjourn**

Tuesday, February 23

8:30 am ET   **University Leaders**

Participants	Topics on which participants are prepared to answer team questions
• *Mark Becker, PhD – President*	*School's position within larger institution*
• *Wendy Hensel, JD – Provost and Senior Vice President for Academic Affairs*	*Provision of school-level resources*
• *Michael Galchinsky, PhD – Associate Provost for Institutional Effectiveness* • *Nicolle Parsons-Pollard, PhD – Associate Provost for Faculty Affairs* • *Allison Calhoun-Brown, PhD – Vice President for Student Engagement and Programs*	*Institutional priorities*

• *Tim Denning, PhD – Vice President for Research and Economic Development*	
Total participants: 6	

9:00 am ET
Break

9:15 am ET
Curriculum 3: BSPH and PhD

Participants	Topics on which participants are prepared to answer team questions
• *Kim Ramsey-White, PhD – Director of the Undergraduate Program and Special Advisor to the Dean for Diversity, Equity, and Inclusion* • *Elizabeth Armstrong-Mensah, PhD – Clinical Assistant Professor* • *Jacque-Corey Cormier, PhD – Clinical Assistant Professor* • *Sarah McCool, PhD – Clinical Associate Professor* • *Lindy Parker, PhD – Assistant Dean for Academic Programs*	*Public health bachelor's degrees*
• *Laura Salazar, PhD – Director of the PhD Program* • *Katherine Masyn, PhD – Chair of the Academic Affairs Committee (AAC) and Interim Chair of the Department of Population Health Sciences* • *Shannon Self-Brown, PhD – Chair of the Department of Health Policy & Behavioral Sciences* • *Matt Hayat, PhD – Professor* • *Monica Swahn, PhD, MPH, Distinguished University Professor* • *Richard Rothenberg, PhD – Regents' Professor* • *Lisa Casanova, PhD – Associate Professor* • *Christine Stauber, PhD –Associate Professor* • *Ashli Owen-Smith, PhD – Assistant Professor* • *Jidong Huang, PhD – Associate Professor* • *Lucy Popova, PhD – Assistant Professor* • *Claire Spears, PhD – Associate Professor*	*Academic public health degrees* *PhD Concentration competencies – development, didactic coverage, and assessment*
Total participants: 18	

10:30 am ET
Break

10:45 am ET	
Instructional Effectiveness	
Participants	**Topics on which participants are prepared to answer team questions**
• *Katherine Masyn, PhD – Interim Chair of the Department of Population Health Sciences* • *Shannon Self-Brown, PhD – Chair of the Department of Health Policy & Behavioral Sciences* • *Missale Ayele, JD, MPH –Lead Education Technology Specialist* • *Dan Whitaker, PhD – Associate Dean for Research and Faculty Affairs* • *Lindy Parker, PhD – Assistant Dean for Academic Programs*	*Currency in areas of instruction & pedagogical methods* *Scholarship and integration in instruction* *Extramural service and integration in instruction* *Integration of practice perspectives*
• *Dan Crimmins, PhD – Chair of the Workforce Development Committee* • *Jessica Pratt, MPH – Practice and Career Coordinator* • *Harry Heiman, MD – Director of the DrPH Program* • *Gina Sample, MPH – Curriculum and Advisement Coordinator* • *Brian Greer, MPA, MDiv – Director of Development*	*Professional development of community*
Total participants: 10	

11:45am ET
Site Visit Team Lunch

12:30 pm ET	
Stakeholder Feedback/Input	
Participants	**Topics on which participants are prepared to answer team questions**
SPH Board of Advisors: • *Clinton Dye, Retired President and CEO, The Atlanta Urban League* • *Merrilee Gober, Chair, Legislative Committee for the Medical Association of Georgia Alliance* • *Marshall Kreuter, Retired Faculty Member and Scientist & Fellow, GSU School of Public Health and CDC* • *Gary Nelson, President, Healthcare Georgia Foundation, Inc.* • *Frank Strickland, Partner, SignatureFD*	*Involvement in school evaluation & assessment* *Perceptions of current students & school graduates* *Perceptions of curricular effectiveness* *Applied practice experiences* *Integration of practice perspectives* *School delivery of professional development opportunities*

• *Brandon Talley, Vice President for Non-Infectious Disease Programs, CDC (also serving on the SPH Alumni Board)* *SPH Alumni Board:* • *Lindsay Gressard, Professional Staff, Committee on Natural Resources, U.S. House of Representatives* • *Meg Watson, Senior Epidemiologist, CDC* • *Shaunta Wright, Health Scientist, CDC* *Employers, Applied Practice Experience and Workforce Development Partners:* • *Yvette Daniels, Director, Georgia Department of Public Health* • *Yomi Noibi, Executive Director, ECO-Action	Environmental Community Action* *Research Partners:* • *Kristin Dixon, Director, Fulton County Board of Health* • *Kelly Kinnish, Clinical Director, Georgia Center for Child Advocacy* • *Mary Helen O'Connor, Director of the Center for Community Engagement, GSU Perimeter College* *Dual/Joint Degree Partners:* • *Stacie Kershner, Associate Director of the Center for Law Health and Society, GSU College of Law (Contact for MPH/JD)* • *Gabe Kuperminc, Professor, GSU Department of Psychology (Contact for MPH/PhD Community Psychology)*	
Total participants: 16	

1:30 pm ET
Break

1:45 pm ET
Strategies & Operations

Participants	Topics on which participants are prepared to answer team questions
• *Rodney Lyn, PhD – Interim Dean*	*Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data?*

• *Dan Whitaker, PhD – Associate Dean for Research and Faculty Affairs* • *Lindy Parker, PhD – Assistant Dean for Academic Programs* • *Kim Ramsey-White, PhD – Director of the Undergraduate Program and Special Advisor to the Dean for Diversity, Equity, and Inclusion*	
• *Denise Gouveia, M.Ed., Director of the Office of Academic Assistance and Career Services* • *Katherine Masyn, PhD – Interim Chair of the Department of Population Health Sciences* • *Shannon Self-Brown, PhD – Chair of the Department of Health Policy & Behavioral Sciences*	*Recruiting and admissions, including who chose the measures and why did they choose them*
• *Gina Sample, MPH – Curriculum and Advisement Coordinator* • *Jessica Pratt, MPH – Practice and Career Coordinator* • *Harry Heiman, MD – Director of the DrPH Program*	*Advising and career counseling, including who collects and reviews the data*
• *Travis Chambers, MBA – College Administrative Officer*	*Staff operations*
• *Emily Cahill, MA – Executive Assistant to the Dean*	*Complaint procedures*
Total participants: 12	

2:45 pm ET **Site Visit Team Executive Session 4**

3:45 pm   **Adjourn**

Wednesday, February 24

9:15 am ET **Site Visit Team Executive Session 5**

1:00 pm ET **Exit Briefing**