



Appalachian State University
Bachelor of Science in Public Health

SUBMITTED TO THE
COUNCIL FOR EDUCATION ON PUBLIC HEALTH

for Reaccreditation consideration as a
Standalone Baccalaureate Program

on behalf of the
Public Health Program
Department of Public Health and Exercise Science
Beaver College of Health Sciences
Appalachian State University

Reaccreditation Self-Study
Submitted February 2023

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List of Abbreviations and Acronyms

APHA	American Public Health Association
AP&P	Academic Policies
BCHS	Beaver College of Health Sciences
BSW	Bachelor of Social Work
CDC	Centers for Disease Control and Prevention
CHES	Certified Health Education Specialist
CV	Curriculum Vita
DPC	Department Personnel Committee
DrPH	Doctor of Public Health
HCM	Healthcare Management
HES	Health and Exercise Science
HP	Health Promotion
IRAP	Institutional Research, Assessment, and Planning
MA	Master of Arts
MPA	Master of Public Administration
MPH	Master of Public Health
MS	Master of Science
NCPHA	North Carolina Public Health Association
NCSOPHE	North Carolina Society for Public Health Education
NUT	Nutrition
OAAS	Office of Advising and Academic Support
PH	Public Health
PHES	Department of Public Health and Exercise Science
RTPM	Reappointment, Tenure, Promotion, and Merit
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges
SOPHE	Society for Public Health Education
STT	Statistics
UNC	University of North Carolina (system)

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Introduction

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

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

Located in the beautiful Blue Ridge Mountains, Appalachian State University is one of 17 institutions in the University of North Carolina System. Founded as the Watauga Academy in 1899 and later becoming the Appalachian Training School (1903-1925) and Appalachian State Normal School (1925-1929), Appalachian evolved into the Appalachian State Teachers College in 1929 lasting until 1967. In 1967, Appalachian State transitioned to the university level, as it is today, becoming a part of the University of North Carolina state system of higher education in 1971.

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

Appalachian State has eight colleges and schools including the College of Arts and Sciences, College of Fine and Applied Arts, Reich College of Education, Walker College of Business, Hayes School of Music, Beaver College of Health Sciences, the Honors College, and the Cratis D. Williams School of Graduate Studies. The university offers more than 150 undergraduate bachelor's degree programs and 80 graduate degree programs, including doctorate degrees (2) in education and psychology. This includes both on-campus and online options.

c. number of university faculty, staff, and students

As of Fall 2021, Appalachian State employs 1,407 faculty and 1,793 staff in permanent positions. In 2021-2022, the total student enrollment was 20,641, with 18,555 undergraduate and 2,086 graduate students.

d. brief statement of distinguishing university facts and characteristics

As the premier public undergraduate institution in the Southeast, Appalachian State prepares students to lead purposeful lives as global citizens who understand and engage their responsibilities in creating a sustainable future for all. The Appalachian State experience is one that promotes a spirit of inclusion that brings people together in inspiring ways to acquire and create knowledge, to grow holistically, to act with passion and determination, and to embrace diversity and difference. Appalachian State University aspires to be the destination institution for dedicated students who seek challenging academic programs and cocurricular experiences, engaged faculty and a vibrant campus culture that will shape them into engaged, responsible global citizens.

The beautiful setting of the university in the Blue Ridge Mountains is more than a location - it profoundly shapes the way the community lives, works, and learns together. Appalachian State is known for its commitment to sustainability and is an active steward of North Carolina's interconnected financial, cultural and natural resources. The university honors the founding commitment to educational access and excellence and the rural mountain heritage through teaching, research and service.

Appalachian State encourages opportunities for undergraduate students to participate in research alongside their professors and showcase this work in on-campus celebrations and at professional conferences. The university is recognized nationally in the areas of community and civic engagement as well as service-learning. This intersection of classroom learning and real-world experience sets us apart from other institutions. These comprehensive and active learning strategies lead both our faculty and students to value how our lives, no matter the professions, can become more meaningful by serving others. The commitment to service is evidenced across campus and beyond, which led to a recent community engagement classification by the Carnegie Foundation.

During the 2021-2022 academic year, Appalachian State University enrolled 20,641 students including 18,555 undergraduate and 2,086 graduate students. Among the student population, 18.3% were racially and ethnically underrepresented, 58% female, 25.7% were first-generation college students, and 30.7% were from rural North Carolina counties. The average high school GPA of the incoming freshman class was 3.96, with average SAT scores of 1217 and ACT scores of 25.9.

For its efforts, in the category of regional universities and colleges, Appalachian State was recognized in 2022 in [*U.S. News & World Report's*](#) as the 6th ranked regional university in the South, 2nd for undergraduate teaching, 1st for most innovative schools, and 3rd in top public schools.

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

At the regional level, Appalachian State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The most recent reaffirmation of accreditation was in December 2013. The Five-Year Interim Report was submitted in 2019 and was accepted by SACSCOC as final after a February 2020 substantive change site visit. The next decennial review and Compliance Certification is due in September 2023. The on-site visit is scheduled for March 18-21, 2024.

The specialized accreditors include:

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
 Council for the Accreditation of Educator Preparation (CAEP)
 Association to Advance Collegiate Schools of Business (AACSB) International
 Computing Accreditation of ABET
 Council on Social Work Education (CSWE)
 Network of Schools of Public Policy, Affairs, and Administration (NASPAA)
 Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT)
 Commission on Collegiate Nursing Education (CCNE)
 Commission on Accreditation of Athletic Training (CAATE)
 Council for Interior Design Accreditation (CIDA)
 National Association of Schools of Dance (NASD)
 National Association of Schools of Theatre (NAST)
 Accreditation Council for Education in Nutrition and Dietetics
 Association of University Programs in Health Administration (AUPHA)
 Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
 National Association of Schools of Music
 Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)

- f. brief history and evolution of the standalone baccalaureate program (e.g., date founded, educational focus, rationale for offering public health education in unit, etc.)***

The Public Health standalone baccalaureate program, which began in the 2017-2018 academic year, is housed in the Department of Public Health and Exercise Science (PHES), one of six departments within the Beaver College of Health Sciences. It replaced the Health Promotion program which was founded in 1992 within the Department of Health, Leisure and Exercise Science (HLES) and the College of Fine and Applied Arts. Prior to this, the Community Health Education program had moved to the College of Education and prompted the development of the Health Promotion program.

The Public Health program initially resulted from a thorough program evaluation of what students needed in terms of knowledge and skills when pursuing workforce needs in the field and to better prepare them for graduate school training in Master of Public Health and similar healthcare fields. Key aspects of the evaluation included a need for an expanded and broader public health curriculum and course descriptions, more diverse faculty expertise and additional faculty in core areas of public health, improved

advising and assessment plans, and enhanced strategies for collecting data from key stakeholders and alumni. In addition, the program terminated its previous distance education Health Promotion program to focus resources and efforts specifically to the Bachelor of Science, Major in Public Health program.

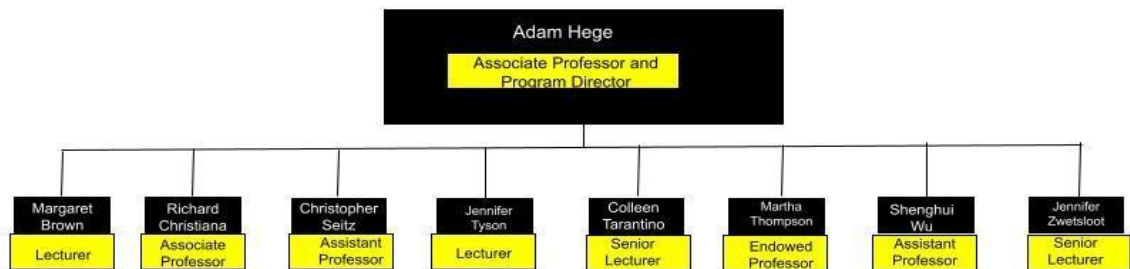
The Public Health program went through numerous curriculum changes and additions to build from the aforementioned previous Health Promotion program. In addition, the name of the program was officially changed from Health Promotion to Public Health in Fall 2017, with the students currently in the Health Promotion program continuing to finish out the curriculum they had started. These changes were done as the program prepared for seeking Council on Education for Public Health (CEPH) accreditation as a Standalone Baccalaureate program. The first graduates of the Public Health major, reflecting the name change, were in Spring 2018. The program's curriculum is a generalist Public Health degree program that prepares students for entry-level positions in the field and for the pursuit of continuing education and matriculation into Master of Public Health (MPH) programs.

The Public Health program initially submitted their CEPH accreditation self-study in August of 2017 and held a site-visit with CEPH in September of 2017. The program was reviewed and discussed at the February 2018 meeting. The Public Health program received its initial CEPH accreditation in the winter of 2018 for a period of five years, through July 1, 2023.

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

a. the program's internal organization, including the reporting lines to the designated leader

The Program Director and Designated Leader of the Public Health program is Dr. Adam Hege. For a copy of the program's internal organization see ERF Intro1_Public Health Program Internal Organization.

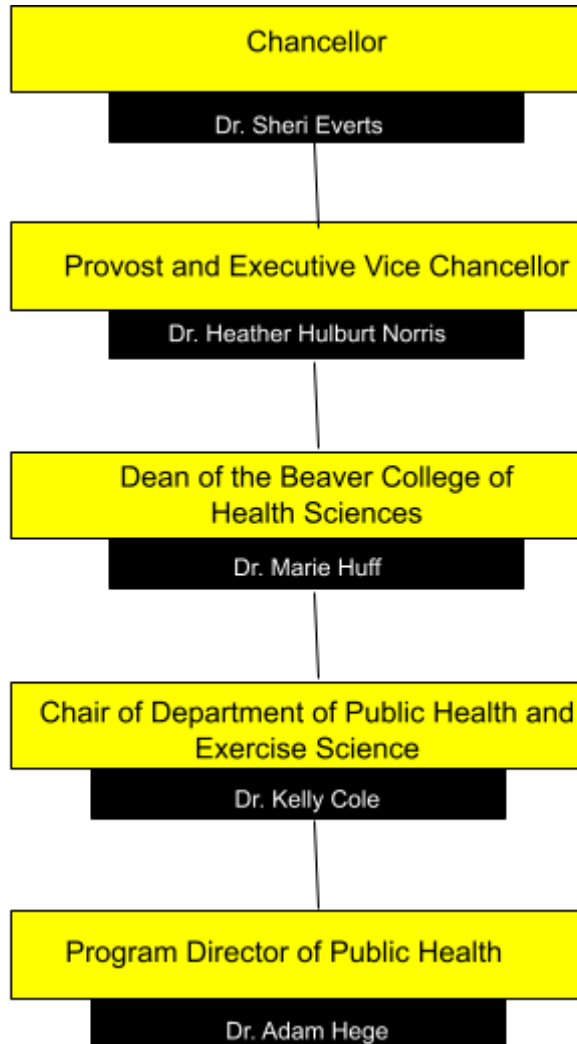


b. the relationship between program and other institutional components, including departments, schools, colleges and other relevant units. Ensure that the chart depicts all other academic offerings housed in the same organizational unit as the program.

The Public Health program is housed within the Department of Public Health and Exercise Science, along with the undergraduate and graduate programs in Exercise Science. The Department is one of six in the Beaver College of Health Sciences (BCHS). The Public Health Program Director reports to the Department Chair, Dr. Kelly Cole. The BCHS Dean reports to the Provost for Academic Affairs. For a copy of the program's internal organization see ERF Intro2_BCHS Internal Organization.

c. ***the lines of authority from the program's designated leader to the institution's chief executive officer (president, chancellor, etc.), including intermediate levels***

The program's director, Dr. Hege, reports to the Chair of the Department of Public Health and Exercise Science, Dr. Cole. The Department Chair reports to Dean Huff, who oversees the departments that make up the BCHS. Dean Huff reports to Provost and Executive Vice Chancellor Norris, who reports directly to Chancellor Everts. For a copy of the lines of reporting organizational chart see ERF Intro3_App State Lines of Authority.



3) ***The program's mission statement; the mission statements for the department, college, school or other organizational unit(s) that house the program; the mission statement for the institution. The program's (major's) mission statement must be specific to the program (major) and be used to guide its activities. This programmatic (major) mission statement will also be used to guide the accreditation review.***

Public Health Program Vision Statement:

The Public Health program aspires to be the leader in Western North Carolina for providing high-quality public health education, research, and community engagement that will reduce health inequities.

Public Health Program Mission Statement:

The Public Health program provides theoretical and applied knowledge informed by current research, practice and community engagement that prepares students to promote and protect the health of all. Our students are educated and trained to address complex health problems and to advocate for healthy and just communities.

Public Health Program Core Values:

- Excellence in teaching and scholarship.
- Diversity, equity and inclusion.
- Sustainability and resilience.
- Public service and engagement with community members and stakeholders.
- Global perspective.

Department of Public Health and Exercise Science Mission:

To deliver student-centered education that is accentuated by quality teaching, scholarly activity, and service.

Beaver College of Health Sciences Mission:

To elevate health and quality of life in our region and beyond by preparing future leaders through transformative education, collaborative research and community engagement.

Appalachian State University Mission:

Appalachian State University, a constituent member of the University of North Carolina System sustained by the generous support of North Carolinians, is a long-established public institution that honors our founding commitment to educational access and excellence and our rural mountain heritage through teaching, research and service.

The university's vibrant culture shapes students into globally minded, responsible members of society who engage with and actively contribute to their communities.

- 4) An instructional matrix presenting the program's degree offerings. The matrix should include degree, major and any concentrations or sub-specialties within the major. Present data in the format of Template Intro-1. Non-degree programs, such as certificates or continuing education, should not be included in the matrix.**

TEMPLATE INTRO-1			
Instructional Matrix – Degrees and Concentrations			
Degrees		Campus based	Distance based
Concentration	Degree		

Public Health	B.S. Public Health	X	
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A. Leadership, Management and Governance

A1. Administration and Governance

The program, through its leaders and/or faculty, demonstrates autonomy that is sufficient to affirm the program's ability to fulfill its mission and goals and to conform to the conditions for accreditation. Autonomy refers to the program's ability, within the instructional context, to make decisions related to the following:

- allocation of program resources
- implementation of personnel policies and procedures
- development and implementation of academic policies and procedures
- development and implementation of the curricula
- admission to the major

In addition to program-level autonomy, the program's faculty have clearly defined rights and responsibilities, including formal opportunities for input in decisions affecting the following:

- curriculum design, including program-specific degree requirements
- student assessment
- program evaluation

Faculty have input in resource allocation to the extent possible, within the context of the institution and existing program administration.

1. A description of how each of the following functions (items a-n) is accomplished for the program in the format of Template A1-1. Template A1-1 requires the program to indicate who has responsibility for each process and where program faculty have roles in the process. The template also requires the program to cite the relevant supporting document(s) and page(s) (e.g. Faculty Handbook, pp. 12-25; College Bylaws, p. 5).

Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

ERF A1.1	App State Faculty Handbook
ERF A1.2	App State Academic Policies & Procedures (AP&P) Manual
ERF A1.3	Public Health & Exercise Science department teaching peer-review policies
ERF A1.4	Public Health & Exercise Science department adjunct teaching peer review policies
ERF A1.5	Public Health & Exercise Science department face-to-face review form
ERF A1.6	Public Health & Exercise Science department asynchronous online review form
ERF A1.7	BCHS Procedures for Faculty Actions 2022-2023
ERF A1.8	BCHS Guidelines for Promotion and Tenure
ERF A1.9	PHES Appointment, Promotion and Tenure Guidelines
ERF A1.10	PHES Non-Tenure Track Faculty Expectations for Reappointment
ERF A1.11	App State EHRA Employee Performance Plans
ERF A1.12	BCHS College and Departmental Budget Allocation Process

TEMPLATE A1-1			
Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
a. determining the amount of resources (financial, personnel and other) that will be allocated to the program	BCHS Dean BCHS Associate Dean for Academic Affairs PHES Department Chair Public Health Program Director	The resources for the program are determined by the university and the BCHS Dean. The Dean works with the University's Provost regarding requests for funds related to faculty lines, etc. The Department Chair can request additional funds from the Dean. The Public Health program's financial resources are allocated to the PHES Department Chair, who works with the Program Director to determine needs. The Program faculty can request additional funds from the PHES department chair for further funds throughout the academic year (i.e., instructional resources, travel funds, research resources, technology, publication fees, etc.).	App State Policy Manual - Budget Administration through Business Affairs: https://policy.appstate.edu/BudgetAdministration App State Faculty Handbook: Section 2.5, 2.6, and 2.8 (Pages 16-22): https://facultyhandbook.appstate.edu/sites/default/files/faculty_handbook_2022.pdf
b. distributing resources (financial, personnel, and other)	BCHS Dean's Office (Business Officer) PHES Department Chair Public Health Program Director	The resource distribution during the academic year is a collaborative process between the Program Directors, PHES Department Chair, and the BCHS Dean's Office Business Officer. Any budgetary or resource requests are made by the Program Director to the Department Chair. The Department Chair has the authority to spend and amend the departmental budget. The Department Chair also receives support from the Dean's Office's Business Officer when needed.	BCHS Budget Policy: College and Departmental Budget Allocation Process ERF A1.12
c. hiring faculty who teach program courses	BCHS Dean Search Committee PHES Department Chair Public Health Program Director	The requests for new faculty lines are made to the BCHS Dean's Office. The Dean works with the Provost if new faculty lines can be established. If established, a search committee is established to evaluate candidates. The search committee makes an	App State Faculty Handbook, Sections 4.1 and 4.2 (p. 46-52): https://facultyhandbook.appstate.edu/sites/default/files/faculty_handbook_2022.pdf

		evaluation of the candidates and the final hiring process resides with the BCHS Dean.	
d. determining teaching assignments for program courses	Public Health Program Director PHES Department Chair	The course assignments are first made by the Program Director and reviewed for finalization by the Department Chair. The Department Chair then submits the teaching assignments to the BCHS Associate Dean for Academic Affairs for final approval. The Public Health Program Director works with the faculty to schedule based on expertise and interest areas and availability. In addition, the Program Director recruits adjunct faculty to teach courses that can't be covered by full-time faculty, based on expertise and practice areas.	App State Faculty Handbook, Section 4.2 (p. 52-53): https://facultyhandbook.appstate.edu/sites/default/files/faculty_handbook_2022.pdf
e. evaluating the performance of individuals teaching program courses	PHES Department Chair Public Health Program Director PHES Faculty	Faculty are reviewed annually by their peers and student evaluations each semester. PHES faculty members perform peer evaluations. The results are shared with the PHES Department Chair as a part of the annual performance evaluation.	App State Faculty Handbook, Section 4.3 (p. 53-55): https://facultyhandbook.appstate.edu/sites/default/files/faculty_handbook_2022.pdf
f. promoting and/or granting tenure, if applicable, to faculty teaching program courses	PHES Senior Faculty PHES Department Chair BCHS Dean Provost Chancellor Board of Trustees	The Promotion and Tenure requirements are outlined in the App State Faculty Handbook, the BCHS Promotion and Tenure Guidelines and the PHES Reappointment, Promotion, and Tenure guidelines. The tenure and promotion of tenure track/tenured faculty requires the approval of the PHES Promotion and Tenure Committee, the PHES Department Chair, the BCHS Dean, the Provost, the Chancellor, the Board of Trustees, and the UNC system Board of Governors.	App State Faculty Handbook, Section 4.4 (p. 55-58): https://facultyhandbook.appstate.edu/sites/default/files/faculty_handbook_2022.pdf BCHS Procedures for Faculty Actions 2022-2023: ERF A1.7 BCHS Promotion and Tenure guidelines: ERF A1.8 PHES Promotion and Tenure guidelines: ERF A1.9
g. re-appointing or terminating program faculty hired by contract, if applicable	PHES DPC PHES Department Chair BCHS Dean Provost Chancellor	Reappointment and promotion of full-time Lecturers/Senior Lecturers and affiliated part-time faculty members are evaluated by the PHES Departmental Personnel	App State Faculty Handbook, Sections 4.1 and 4.2 (p. 46-53): https://facultyhandbook.appstate.edu

	Board of Trustees	Committee (DPC) and the PHES Department Chair. Lecturers and affiliated part-time faculty are reappointed yearly based on satisfactory annual review. Senior lecturers are reappointed for three-year contracts. Similar to the process with tenure-track faculty, the PHES DPC and Department Chair recommendations are submitted to the BCHS Dean. If the Dean approves it is forwarded through the chain of command to the Provost, Chancellor and Board of Trustees for final approval.	du/sites/default/files/faculty_handbook_2022.pdf BCHS Promotion and Tenure guidelines: ERF A1.7 BCHS Promotion and Tenure guidelines: ERF A1.8 PHES Reappointment and promotion NTT guidelines: ERF A1.10
h. hiring personnel to advise program students	BCHS Dean BCHS Director of OAAS BCHS Associate Director of OAAS BCHS Associate Dean for Academic Affairs	The BCHS has an Office of Advising and Academic Support (OAAS) that provides professional advising to all students in the College. Each program is assigned an advisor by the Director of OAAS. The Public Health program has a model in which faculty members are assigned (randomly by the PHES Department Chair assistant and OAAS) an equitable number of students for professional mentoring regarding professional development and/or graduate school pursuits. The academic advisor assigned to the program meets with students to plan their course development and how to fulfill all program and university requirements.	App State Faculty Handbook, Section 6.7 (p. 105-106): https://facultyhandbook.appstate.edu/sites/default/files/faculty_handbook_2022.pdf
i. evaluating the performance of individuals advising program students	BCHS Dean BCHS Director of OAAS BCHS Associate Director of OAAS BCHS Associate Dean for Academic Affairs	The BCHS's OAAS sends out advising surveys each year to collect data from students on their experiences with advising. These data are used by the BCHS Dean and BCHS Director of OAAS to evaluate advising effectiveness as a part of the annual review process. The data are also used to identify new training or retraining that may need to be developed to assist advisors in	Evaluation process found in ERF A1.11

		providing improved services for students.	
j. developing the program's academic policies governing matters such as academic standing and award of degree	Public Health Program Faculty BCHS Associate Dean for Academic Affairs Undergraduate Academic Policies & Procedures Committee	The Public Health faculty develop the academic policies, such as coursework required for completion of degree. These matters are discussed at faculty program meetings and voted upon, if needed. In addition, this is done through guidance from the BCHS Associate Dean for Academic Affairs and Dean to assure we are following university academic policies and procedures. Academic policies are established at the university level by the Faculty Senate, and all App State programs abide by the same policies.	App State AP&P Manual: https://app.appstate.edu/sites/default/files/app-manual-2022-2023.pdf ERF A1.2
k. designing the curriculum, including defining the requirements for the major	Public Health Program Faculty Undergraduate Academic Programs and Policies Committee	The Public Health faculty all provide input into the curriculum and requirements for the degree. The program's curriculum committee routinely review the requirements for changes or additions needed. In addition, the decisions can be influenced by university standards, CEPH criteria, student needs and feedback, alumni and stakeholder feedback, and other community partners. For further changes, the process involves review and collaboration with the PHES Department Chair and BCHS Associate Dean for Academic Affairs. Next it would go to subcommittees of the Faculty Senate (University College Council and Academic Policies and Procedures) for final review and approval. As a program, we review the entire program's curriculum and requirements every three years or as needed.	App State Faculty Handbook, Section 3.4 (p. 25-26): https://facultyhandbook.appstate.edu/sites/default/files/faculty_handbook_2022.pdf
l. developing and reviewing plans for assessing student learning	Public Health Program Faculty BCHS Associate Dean for Academic Affairs	The Public Health faculty and the Program Director review each of the Public Health courses to ensure that the key public health domains are included and how it will be assessed across the	Institutional Research, Assessment and Planning - Periodic Comprehensive Reviews:

	Institutional Research, Assessment and Planning	curriculum. At the university level, the Institutional Research, Assessment and Planning (IRAP) office determines the annual process for assessment for all departments and programs on campus in accordance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation. The Public Health Program Director coordinates with the Public Health faculty in developing the program plan for assessment that aligns with the university assessment policies and the requirements of CEPH. The Public Health program approve the assessment plan prior to it being implemented. The BCHS Associate Dean for Academic Affairs also assists all undergraduate programs in their annual assessment process. The current process includes annual development and reporting of department/program goals, objectives, outcomes, strengths and challenges as well as student learning outcomes, measures, results, and potential changes. A feedback loop is utilized to ensure changes are made to address areas that score below the identified benchmarks. Additionally, programs all go through a periodic comprehensive review through the University Assessment every 5-7 years. For accredited programs, such as ours, the process aligns with our CEPH timeline to make the best use of the periodic review. Our current periodic review will occur this academic year in alignment with our CEPH accreditation efforts.	https://irap.appstate.edu/institutional-effectiveness/periodic-comprehensive-reviews Institutional Research, Assessment, and Planning - Institutional Effectiveness: https://irap.appstate.edu/institutional-effectiveness
m. developing and implementing plans for measuring the	Public Health Program Faculty Public Health	The Public Health Program Faculty and Program Director collaborate to develop the Public Health program's	

program's effectiveness	Program Director PHES Department Chair IRAP	program assessment. The assessment plan, along with the results and any new activities are reported annually through the Xitracs portal utilized by the University's Institutional Research, Assessment and Planning office. In developing the program's strategic goals and outcomes, we utilized the university's strategic plan priorities (which have been updated for 2022-2027) as a framework. To collect further information, the Program's Internship Coordinator collects survey data feedback from Internship preceptors and from students. The Public Health Program Director also collects annual data and feedback from alumni of the program.	Institutional Research, Assessment, and Planning - Institutional Effectiveness: https://irap.appstate.edu/institutional-effectiveness
n. developing and implementing program-specific recruitment, advertising and admissions practices and strategies	Public Health Program Director BCHS Director of Marketing, Communication and Engagement BCHS Associate Dean for Academic Affairs	The Public Health Program Director works with the Office of Admissions each year to share program information and to provide strategies for the recruitment of students. The Public Health faculty share about the program at state and national level conferences, such as APHA, SOPHE, NCPHA, and NCSOPHE. The Public Health Program Director, faculty, and student leaders attend recruiting events multiple times a year held by the Office of Admissions and the BCHS Dean's Office. This includes new and transfer student orientation events, App State Open House(s), Major fairs, Fundraising and Scholarship events, and other events that arise aimed at recruitment. The BCHS Director of Marketing, Communication and Engagement collaborates with the Program Director and the BCHS Associate Dean for Academic Affairs to provide current information on the program for publication across university websites, brochures,	University Communications: https://uc.appstate.edu/ Beaver College of Health Sciences: https://healthsciences.appstate.edu/about/office-dean

		and advertising materials. The BCHS Director of Marketing, Communication and Engagement works with the Public Health Program Director on updating social media sites and sharing information through various venues (Instagram, Twitter, etc.) to reach current and prospective students. In addition, collaboration occurs with University Communications for more broad university level communication.	
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A2. Faculty Engagement

Faculty (including *full-time and part-time*) regularly interact and are engaged in ways that benefit the instructional program (e.g., instructional workshops, curriculum committee).

- 1) A description detailing the interactions and engagement among faculty (*full-time and part-time faculty*) that benefit the instructional program (e.g., instructional workshops, curriculum committee).

The Public Health program's full and part-time faculty routinely meet and interact with each other. All of our offices are located in Leon Levine Hall (there is also office space for adjunct faculty), which is a building off of the main-campus that houses all Health Science departments and programs except Recreation Management and Physical Education. The Public Health program has either bi-weekly or weekly faculty meetings (dependent upon needs); part-time adjunct faculty are invited to those meetings and often provide great perspective to support the full-time faculty. General faculty meeting discussions primarily focus on specific items related to students or curriculum, as well internships, the Honors program and other programmatic issues that arise. We also have a curriculum committee that specifically assesses the curriculum, but in recent months it has been all faculty involved in the curriculum review and evaluation. Our meetings are always open to part-time faculty, however, the majority work full-time jobs in the field and are not able to attend. We do share agendas and minutes with all faculty (full and part-time) and faculty are able to contribute to the process in an equitable fashion. Prior to the Fall 2022 semester, we held a half-day off-campus faculty retreat in which we planned out key aspects of the 2022-2023 academic year. We plan to continue to do this before each academic year in collaboration with the PHES department chair and the Exercise Science faculty.

We are privileged to have a wonderful core group of part-time faculty that teach routinely with our program that are active in the profession, locally, regionally, nationally, and internationally. Additionally, we have part-time faculty who work on campus in the university's Office of Wellness and Prevention Services for students. Many of these faculty as well as more also serve as supervisors for internship experiences and help to make connections for students in the field. As such, they are intricately connected with our program and its curriculum and mission. Many of these faculty have also served on our formal advisory board, but just as importantly, consistently offer quality feedback about our students, the curriculum, and the workforce needs. We have implemented much of this information into the development of our PH 2400 (Professional Development) course and adapt as we gather enhanced knowledge each year.

Each semester, the Beaver College of Health Sciences has a College-wide faculty and staff meeting that brings everyone together. At the meetings, the Dean's Office shares updates, goals, and upcoming events involving the College. The Department of Public Health and Exercise Science holds monthly meetings as a larger group as well. The Public Health faculty all serve on various committees in the department, the College, and the University that connect them with other disciplines from around campus.

The [App State Center for Excellence in Teaching and Learning for Student Success](#) provides numerous opportunities for professional growth for faculty in their teaching and further resources related to inclusive excellence. These opportunities are offered in various methods, both in-person and online and recorded. They also provide support for teaching and learning technology, such as with AsULearn course site development and revision. These services and resources are available for both full and part-time faculty. In addition, the support and trainings are offered for various stages of one's professional development and stage, including new and veteran faculty. The Center offers leadership trainings for multiple groups across campus including administrators, developing leaders, and women.

- 2) Supporting documentation (e.g., minutes, attendee lists) that demonstrates regular engagement and interactions among faculty.

Support documentation of the program's faculty engagement is available in ERF A.2.1-3. This includes meeting minutes from our recent faculty meetings regarding our program's periodic review and faculty retreats.

B. Curriculum

B1. Public Health Curriculum

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

- 1) A list of all required coursework and components for the program's degree(s), including the total number of credits required for degree completion in the format of a one-page summary. Provide hyperlinks to relevant documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

Below are the degree requirements for the Public Health major for catalog year 2022-2023 (ERF B1.1). A total of 120 credit hours are required to complete the major degree program, including 39 Public Health Core course hours and nine Public Health Applied course hours. The remainder of the course credit hours are completed in the General Education program (44 credit hours) required of all Appalachian State students, along with selected minor and elective hours (18-30 hours). Students have six credit hours for their capstone Public Health internship experience. Students are also provided with a [four-year guide](#) of recommendations for their plan of study.

Bachelor of Science degree (BS), with major in Public Health

CORE COURSES REQUIRED OF ALL PUBLIC HEALTH STUDENTS: (39 hours)

[HCM 2110 - Introduction to Health System Organization \(3\)](#)

[PH 2000 - Introduction to Public Health \(3\)](#)

[PH 2200 - Chronic and Infectious Disease \(3\)](#)

[PH 2300 - Communication in Public Health \(3\)](#)

[PH 2400 - Professional Development in Public Health \(3\)](#)

[PH 3130 - Environmental Health \(3\)](#)

[PH 3250 - Community Health \(3\)](#)

[PH 3330 - Biostatistics \(3\)](#)

[PH 3700 - Foundations in Health Behavior \(3\)](#)

[PH 3800 - Public Health Interventions I \(3\)](#)

[PH 4200 - Principles of Epidemiology \(3\)](#)

[PH 4600 - Health Policy, Ethics and Law \(3\)](#)

[PH 4800 - Public Health Interventions II \(3\)](#)

PH APPLIED COURSES (Students choose three of the following courses): (9 hours)

[PH 3600 - Global Public Health \(3\)](#)

[PH 4000 - Physical Activity in Public Health \(3\)](#)

[PH 4300 - Substance Abuse Prevention \(3\)](#)

[PH 4400 - Obesity Prevention \(3\)](#)

[PH 4650 - Seminar in Rural Public Health \(3\)](#)

ADDITIONAL REQUIRED COURSES: (6-7 hours)

[STT 1810 - Basic Statistics \(3\)](#) and [STT 2810 - Introduction to Statistics \(3\)](#) or [STT 2820 - Reasoning with Statistics \(4\)](#)

[NUT 2202 - Nutrition and Health \(3\)](#)

CAPSTONE: (6 hours)

[PH 4900 - Internship \(3-12\)](#)

- 2) A matrix, in the format of Template B1-1, that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in this criterion.

TEMPLATE B1-1

Key	I	<i>Introduced</i>	Key points of domain are discussed
	C	<i>Covered</i>	Domain is discussed thoroughly as it pertains to the course

PUBLIC HEALTH DOMAINS		Course Name and Number														
		GE N ED	PH 200 0	HC M 2110	PH 220 0	PH 230 0	PH 240 0	PH 313 0	PH 325 0	PH 333 0	PH 370 0	PH 380 0	PH 420 0	PH 460 0	PH 480 0	PH 490 0
		STT & NUT	Intro to PH	Intro to HS Org	Chr on/I nf Dise ase	Co m in PH	Pro Dev in PH	Envi ro Heal th	Co mm unit y Heal th	Bios tatis tics	Heal th Beh avio r	PH Inter vent ions I	Prin ciple s of Epi	Heal th Pol, Eth & Law	PH Inter vent ions II	Inter nshi p
1. Concepts and applications of basic statistics: Identify and apply the principles of basic statistics																
	Concepts of basic statistics	C STT	I							C		I	I		I	
	Applications of basic statistics	C STT	I							C		I	I		I	
2. Foundations of biological and life sciences: Address the foundations of biological and life sciences and the concepts of health and disease																
	Foundations of biological and life sciences	I NUT	I		C							I	I			
	Concepts of health and disease	I NUT	I		C							I	I			

PUBLIC HEALTH DOMAINS		Course Name and Number														
		GE N ED	PH 200 0	HC M 2110	PH 220 0	PH 230 0	PH 240 0	PH 313 0	PH 325 0	PH 333 0	PH 370 0	PH 380 0	PH 420 0	PH 460 0	PH 480 0	PH 490 0
		STT & NUT	Intro to PH	Intro to HS Org	Chro n/ I nf Dise ase	Co m in PH	Pro Dev in PH	Envi ro Heal th	Co mm unit y Heal th	Bios tatis tics	Heal th Beh avio r	PH Inter vent ions I	Prin ciple s of Epi	Heal th Pol, Eth & Law	PH Inter vent ions II	Inter nshi p
3. Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society																
	Public health history		I		I	C		I						C		
	Public health philosophy		I		I	C						I		C	I	
	Core PH values		I		I	C								C	I	
	Core PH concepts		I			C			I		C	C				
	Global functions of public health		I		I	I		C	I							
	Societal functions of public health		I			C	I	I	I					C		

PUBLIC HEALTH DOMAINS		Course Name and Number														
		GE N ED	PH 200 0	HC M 2110	PH 220 0	PH 230 0	PH 240 0	PH 313 0	PH 325 0	PH 333 0	PH 370 0	PH 380 0	PH 420 0	PH 460 0	PH 480 0	PH 490 0
		STT & NUT	Intro to PH	Intro to HS Org	Chr on/Inf Dise ase	Co m in PH	Pro Dev in PH	Envi ro Heal th	Co mm unit y Heal th	Bios tatis tics	Heal th Beh avio r	PH Inter vent ions I	Prin ciple s of Epi	Heal th Pol, Eth & Law	PH Inter vent ions II	Inter nshi p
4. Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice																
	Basic Concepts of Data Collection		I			C		I	I	C		C	C			
	Basic Methods of Data Collection		I			C		I	I	C		C	C			
	Basic Tools of Data Collection		I			C		I	I	I		C	I			
	Data Usage		I	I		I		I	C	C		C	C			
	Data Analysis		I					I	I	C		I	I		C	
	Evidence-base d Approaches		I		I	C		I	I		C	C	I	C	C	I

PUBLIC HEALTH DOMAINS		Course Name and Number														
		GE N ED	PH 200 0	HC M 2110	PH 220 0	PH 230 0	PH 240 0	PH 313 0	PH 325 0	PH 333 0	PH 370 0	PH 380 0	PH 420 0	PH 460 0	PH 480 0	PH 490 0
		STT & NUT	Intro to PH	Intro to HS Org	Chr on/I nf Dise ase	Co m in PH	Pro Dev in PH	Envi ro Heal th	Co mm unit y Heal th	Bios tatis tics	Heal th Beh avio r	PH Inter vent ions I	Prin ciple s of Epi	Heal th Pol, Eth & Law	PH Inter vent ions II	Inter nshi p
5. Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations																
	Population Health Concepts		C	I	I	C		I	C		C	I	C	C	I	I
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations		I			C			C		I	C				I
	Introduction to Approaches and Interventions to Address Needs and Concerns of Populations		I		C	I			I		I	C	I	C	C	I

PUBLIC HEALTH DOMAINS		Course Name and Number														
		GE N ED	PH 200 0	HC M 2110	PH 220 0	PH 230 0	PH 240 0	PH 313 0	PH 325 0	PH 333 0	PH 370 0	PH 380 0	PH 420 0	PH 460 0	PH 480 0	PH 490 0
		STT & NUT	Intro to PH	Intro to HS Org	Chr on/I nf Dise ase	Co m in PH	Pro Dev in PH	Envi ro Heal th	Co mm unit y Heal th	Bios tatis tics	Heal th Beh avio r	PH Inter vent ions I	Prin ciple s of Epi	Heal th Pol, Eth & Law	PH Inter vent ions II	Inter nshi p
6. Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course																
	Science of Human Health and Disease		I		C			I					I			
	Health Promotion		I		I	C			I		C	C	I	C	I	
	Health Protection		I		I	C		C	I			I	I	C	I	

PUBLIC HEALTH DOMAINS		Course Name and Number														
		GE N ED	PH 200 0	HC M 2110	PH 220 0	PH 230 0	PH 240 0	PH 313 0	PH 325 0	PH 333 0	PH 370 0	PH 380 0	PH 420 0	PH 460 0	PH 480 0	PH 490 0
		STT & NUT	Intro to PH	Intro to HS Org	Chr on/Inf Dise ase	Co m in PH	Pro Dev in PH	Envi ro Heal th	Co mm unit y Heal th	Bios tatics	Heal th Beh avio r	PH Inter vent ions I	Prin ciple s of Epi	Heal th Pol, Eth & Law	PH Inter vent ions II	Inter nshi p
7. Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities																
	Socio-economi c Impacts on Human Health and Health Disparities		C		I	I			C		I	I	I	C	I	
	Behavioral Factors Impacts on Human Health and Health Disparities		I		C	I			I		C	I	I	I	I	
	Biological Factors Impacts on Human Health and Health Disparities		I		C			I				I	I		I	
	Environmental Factors Impacts on Human Health and Health Disparities		C		C	I		C	I		I	I	I	C	I	

PUBLIC HEALTH DOMAINS		Course Name and Number														
		GE N ED	PH 200 0	HC M 2110	PH 220 0	PH 230 0	PH 240 0	PH 313 0	PH 325 0	PH 333 0	PH 370 0	PH 380 0	PH 420 0	PH 460 0	PH 480 0	PH 490 0
		STT & NUT	Intro to PH	Intro to HS Org	Chr on/I nf Dise ase	Co m in PH	Pro Dev in PH	Envi ro Heal th	Co mm unit y Heal th	Bios tatis tics	Heal th Beh avio r	PH Inter vent ions I	Prin ciple s of Epi	Heal th Pol, Eth & Law	PH Inter vent ions II	Inter nshi p
8. Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation																
	Introduction to Planning Concepts and Features					C		I			C	C			I	I
	Introduction to Assessment Concepts and Features	I				I			C		I	I			I	I
	Introduction to Evaluation Concepts and Features										I	C			I	
9. Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries																
	Characteristics and Structures of the U.S. Health System		I	C	I	I			I					C		
	Comparative Health Systems		I	I	I	I								C		

PUBLIC HEALTH DOMAINS		Course Name and Number														
		GE N ED	PH 200 0	HC M 2110	PH 220 0	PH 230 0	PH 240 0	PH 313 0	PH 325 0	PH 333 0	PH 370 0	PH 380 0	PH 420 0	PH 460 0	PH 480 0	PH 490 0
		STT & NUT	Intro to PH	Intro to HS Org	Chro n/Inf Dise ase	Co m in PH	Pro Dev in PH	Envi ro Heal th	Co mm unit y Heal th	Bios tatis tics	Heal th Beh avio r	PH Inter vent ions I	Prin ciple s of Epi	Heal th Pol, Eth & Law	PH Inter vent ions II	Inter nshi p
10. Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government																
	Legal dimensions of health care and public health policy			I		I								C		
	Ethical dimensions of health care and public health policy		I	I		I				I		I	I	C	I	
	Economical dimensions of health care and public health policy		I	I		I								C		
	Regulatory dimensions of health care and public health policy		I	I		I			I					C		
	Governmental Agency Roles in health care		C	I					I	I			I	I	C	

	and public health policy															
PUBLIC HEALTH DOMAINS		Course Name and Number														
		GE N ED	PH 200 0	HC M 2110	PH 220 0	PH 230 0	PH 240 0	PH 313 0	PH 325 0	PH 333 0	PH 370 0	PH 380 0	PH 420 0	PH 460 0	PH 480 0	PH 490 0
		STT & NUT	Intro to PH	Intro to HS Org	Chro n/Inf Dise ase	Co m in PH	Pro Dev in PH	Envi ro Heal th	Co mm unit y Heal th	Bios tatis tics	Heal th Beh avio r	PH Inter vent ions I	Prin ciple s of Epi	Heal th Pol, Eth & Law	PH Inter vent ions II	Inter nshi p
11. Health Communications : Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology																
	Technical writing					C	C			I		C	C	C	C	
	Professional writing		I			C	C		I	I	I	C		C	C	I
	Use of Mass Media		I			C	C		I		I			I		
	Use of Electronic Technology		I			C	C	I	I							

- 3) Syllabi for all courses required for the major. Syllabi must contain sufficient detail to allow reviewers to understand the content of each course and any assessment activities. Syllabi must contain sufficient detail to allow reviewers to verify the courses' alignment with the elements presented throughout Criterion B, including assessment of student learning outcomes, public health domains, public health competencies, etc. If the syllabus does not contain sufficient information to support Criterion B, the program should append supplemental information to the syllabus, such as handouts with detailed instructions for required papers, assignments, etc.

Course syllabi for all courses required in the Public Health major are provided in ERF B1.3_1-76.

- 4) Include examples of student work that relate to assessment of each of the public health domains.

Examples of student work are provided in ERF B1.4_1-17

B2. Competencies

Students must demonstrate the following foundational competencies:

1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
2. Locate, use, evaluate and synthesize public health information

In addition, the program defines at least three distinct additional competencies for each concentration area identified in the instructional matrix that define the skills with a student will attain in the public health major. The competencies align with the program's defined mission and the institution's regional accreditation standards and guide 1) the design and implementation of the curriculum and 2) student assessment. These are not re-statements of the public health domains, but define skills that the student will be able to demonstrate at the conclusion of the program.

A general public health curriculum (e.g., BA, BS, BSPH in general public health) is also considered a *concentration*.

These competencies may be established by other bodies, if applicable and relevant to the program's intended outcomes. Specifically, if the program intends to prepare students for a specific credential, then the competencies must address the areas of responsibility required for credential eligibility (e.g., CHES).

1. A list of the program's foundational competencies including, at a minimum, the two competencies defined by CEPH.

FC1 Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences

FC2 Locate use, evaluate and synthesize public health information

2. A list of the program's concentration competencies, including the relevant competencies addressing the areas of responsibility for credential eligibility, if applicable.

BS in General Public Health concentration competencies

CC1 Plan, implement, and evaluate public health interventions

CC2 Engage in advocacy efforts for improved health of the public

CC3 Appreciate the importance of leadership and management skills in public health practice

CC4 Demonstrate public health ethics and professionalism relevant to public health issues and practice

3. A matrix, in the format of Template B2-1, that indicates the assessment activity for each of the competencies defined in documentation requests 1 and 2 above. The template requires the program to identify the required course and the specific assessment and/or evidence within the class for each competency. If the program offers more than one concentration, multiple matrices may be required.

TEMPLATE B2-1

Competency	Course number(s) and name(s)*	Describe specific assessment opportunity ⁿ
Public Health Communication		
1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences	PH2300 PH Communication PH4600 Health Policy, Ethics & Law	<u>PH2300 Communication Campaign</u> - expected to work as a team to create a communication package which includes a press release, social media content, radio PSA script, video script, and infographic that would be disseminated to media outlets. This is a group project, but all students contribute to each part of the project and are evaluated by their peers as part of their grade. <u>PH4600 Public Health Policy Analysis and Advocacy Project</u> - Students write a policy analysis paper around a health issue that could be of a local/state/national relevance; this project results in a presentation and debate session over the last couple of days of class. This is a group project, but all students contribute to each part of the project and are evaluated by their peers as part of their grade.
Public Health Information Literacy		
2. Locate, use, evaluate, and synthesize public health information	PH2000 Intro to PH PH3330 Biostatistics PH4200 Principles in Epi	<u>PH2000 County Health Rankings Project</u> - Students create a health report using the County Health Rankings & Roadmaps data. <u>PH3330 Campus Wellness Assessment Data Project</u> - Students complete a service learning project in which they analyze data from the university's campus wellness assessment and report their results using standard statistical reporting. This is a group project, but students contribute to every part of the project and are evaluated by their peers as part of their grade. <u>PH4200 Epidemiology Group Project</u> - Analyze epidemiological data from a public health surveillance system and present findings to the class.
Assessment of Competencies for BA/BS in General PH Concentration		
Competency**	Course number(s) and name(s)	Describe specific assessment opportunity ⁿ
1. Plan, implement, and evaluate public health interventions	PH3800 PH Interventions I PH4800 PH Interventions II	<u>PH3800 Final Public Health Program Plan</u> - Students develop a program plan including rationale, needs assessment, discussion of theory of change, program goals, logic model, budget, and implementation plan.

		This is a group project, but students contribute to every part of the project and are evaluated by their peers as part of their grade. <u>PH4800 Evaluation of a Public Health program/intervention</u> – Students develop an evaluation plan, including data collection strategies, for the formative, process, and summative evaluation. This is a group project, but students contribute to every part of the project and are evaluated by their peers as part of their grade.
2. Engage in advocacy efforts for improved health of the public	PH4600 Health Policy, Ethics & Law	<u>PH4600 Public Health Policy Analysis and Advocacy Project</u> - Students write a policy analysis paper around a health issue that could be of a local/state/national relevance; this project results in a presentation and debate session over the last couple of days of class. This is a group project, but students contribute to every part of the project and are evaluated by their peers as part of their grade.
3. Appreciate the importance of leadership and management skills in public health practice	PH3250 Community Health	<u>PH3250 Service Learning Project</u> - Students partner with a local agency to learn about and address community health issues. Prior to engaging with the agency, students learn about leadership roles in the organization and the importance of the agency to the community. Part of the project is a reflection on the leadership that was witnessed at the agency.
4. Demonstrate public health ethics and professionalism relevant to public health issues and practice	PH2400 Professional Development PH4600 Health Policy, Ethics & Law	<u>PH2400 Resume and Cover Letter development</u> – Students use resources provided by the instructor and resources from the University of California for developing their professional resume and cover letter in preparation for applying for a job posting. <u>PH4600 Health Policy Case Study Analysis</u> - Students are given a real-world policy case and the surrounding context and work in pairs to analyze it in relation to the course concepts. Students evaluate the strengths and weaknesses of the policy, and present how they would address the same issue as a future PH professional. This is a group project, but students contribute to every part

		of the project and are evaluated by their peers as part of their grade.
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4. Include the most recent syllabus from each course listed in Template B2-1, or written guidelines such as handbook, for any required elements listed in Template B2-1 that do not have a syllabus.

Course syllabi for all courses required in the Public Health major are provided in ERF B1.3_1-76.

App State Public Health Program [Internship Manual](#) (describes student internship process and evaluation)

Course assignment rubrics are provided in ERF B.2_1-11.

B3. Cross-Cutting Concepts and Experiences

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

1. A brief narrative description, in the format of Template B3-1 of the manner in which the curriculum and co-curricular experiences expose students to the concepts in Criterion B3.

The Public Health program seeks to provide multiple diverse opportunities within coursework in the curriculum and out of classroom experiences to help them in the pursuit professional development, further continued education, and lifelong learning. The program requires all students early on in the curriculum to take a semester-long course focused on professional development concepts, skills, and knowledge as it relates to careers in public health and/or the pursuit of graduate-level public health training. It does not stop there as faculty continue to discuss these components in other courses, in team faculty mentoring sessions, as well as in one-on-one meeting with faculty mentors and advisors. Our curriculum has built-in service learning courses that involve students working with the local health department, the campus wellness staff, and other local nonprofits focused on community health issues. In addition, students are encouraged to attend events held on campus relevant to public health and the program seeks to bring in guest speakers each semester to connect students with graduate programs and working professionals in the field. Template B3-1 provides an overview of the multitude of curricular and co-curricular experiences that students are exposed to during their studies in the Public Health program.

TEMPLATE B3-1	
Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
1. Advocacy for protection and promotion of the public's health at all levels of society	<u>PH 4600 Health Policy, Ethics and Law:</u> Readings, activities and projects in this course emphasize the role of advocacy, including an Advocacy Editorial and a Policy Analysis and Advocacy Group Project. In addition, the following co-curricular experiences provide opportunity to focus on advocacy and promotion of the public's health and are available to all students: • Public Health Club • Student Health Advisory Committee • PEER Wellness Educator – Office of Wellness and Prevention Services • CHS IHHS - Community Outreach Program

2. Community dynamics	<u>PH 3250 Community Health:</u> As part of this course, the Service Learning Project allows students to explore community dynamics and addressing and learning about community needs. In addition, the following co-curricular experiences provide opportunity to focus on community dynamics and are available to all students: • Public Health Club • CHS IHHS - Community Outreach Program
3. Critical thinking and creativity	<u>PH 3250 Community Health:</u> While most of our courses encourage critical thinking and creativity, the Service Learning Project in this course allows students to think critically and creatively about an existing health issue in their community. In addition, the following co-curricular experiences provide opportunity to focus on critical thinking and creativity and are available to all students: • Public Health Club • Undergraduate Research Assistant Opportunities
4. Cultural contexts in which public health professionals work	<u>PH 2000 Intro to PH:</u> One of the course objectives of this course is to describe the contexts in which public health professionals work. <u>PH 2400 Profession Development in PH:</u> In this course, students will interact with faculty, peers, and professionals in related fields. <u>PH 3250 Community Health:</u> As part of this course, students review a text chapter on Community, Cultural, and Partnership Concepts and participate in a class discussion on the topic.
5. Ethical decision making as related to self and society	<u>PH 4600 Health Policy, Ethics and Law:</u> As part of this course, students complete reading and participate in discussions and case studies related to the role of ethics (Historical, Contemporary, and Future Perspectives). In addition, the following co-curricular experiences provide opportunity to focus on ethical decision making and are available to all students: • Undergraduate Research Assistant Opportunities
6. Independent work and a personal work ethic	<u>PH 3250 Community Health:</u> While most of our courses encourage independent work and a personal work ethic, the Service Learning Project in this course allows students to practice these skills within a professional public health setting while working with a community agency.

7. Networking	<u>PH 2400 Professional Development in PH:</u> During this course students discuss networking and building relationships with other PH professionals during lectures on “Professional Organizations” and “How to...LinkedIn”. In addition, the following co-curricular experiences provide opportunity to focus on networking and are available to all students: • Public Health Club • ASU Internship Fair, CHS Career Day • Conference Attendance (SOPHE, APHA, NC SOPHE, NCPHA)
8. Organizational dynamics	<u>PH 2400 Professional Development in PH:</u> During this course students discuss professional organization, including the contexts in which public health professionals work and the interdisciplinary nature of public health. <u>PH 3250 Community Health:</u> As part of the Service Learning Project, students discuss leadership, management, and communication within PH agencies.
9. Professionalism	<u>PH 2400 Professional Development in PH:</u> During this course students learn about many aspects of professionalism including, developing a resume/portfolio, preparing for interviewing, recognizing the important professional certifications/experiences needed for success, networking, becoming active in professional associations, and developing a continuing education and professional plan. In addition, the following co-curricular experiences provide opportunity to focus on professionalism and are available to all students: • Public Health Club • Conference Attendance (SOPHE, APHA, NC SOPHE, NCPHA)

10. Research methods	<u>PH 3330 Biostatistics:</u> Students learn about data characteristics and data analysis through a mixture of lecture and hands-on application, including a group project involving data analysis of the App State Campus Wellness Assessment data. <u>PH 4200 Principles of Epidemiology:</u> As part of this course students practice utilizing appropriate data sources to describe population health, using research methods to identify the needs within populations, critically evaluating epidemiological studies, and employing epidemiological methods to identify the cause of an outbreak. In addition, the following co-curricular experiences provide opportunity to focus on research methods and are available to all students: • Undergraduate Research Assistant Opportunities
11. Systems thinking	<u>PH 3250 Community Health:</u> System thinking is covered in this course from both the perspective of how multiple determinants of health can affect a health outcome, and how communities work as a system to address these health outcomes. Discussions and experiences related to these topics are included in lectures, readings and activities related to Health Assessment and Improving Health through Community Organizing and Community Building. <u>PH 4600 Health Policy, Ethics and Law:</u> System thinking is also part of the readings, discussions, and activities relating to the Role of Economics: Theories, Modeling, and Evaluation. As an example of systems thinking, students review and participate in a discussion relating to the article by Unnevehr, L. J. (2013), Food and health: can economics contribute to improved outcomes?
12. Teamwork and leadership	<u>PH 3250 Community Health:</u> While many of our courses, expose students to opportunities to practice teamwork and leadership, the Service Learning Project in this course allows students to practice these skills within a professional public health setting while working with a community agency. In addition, the following co-curricular experiences provide opportunity to focus on teamwork and leadership and promotion of the public's health and are available to all students: • Public Health Club

B4. Cumulative and Experiential Activities

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

1. A matrix, in the format of Template B4-1, that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated in this criterion.

TEMPLATE B4-1	
Cumulative and/or Experiential Activity (internships, research papers, service-learning projects, etc.)	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.
PH 4900 – Internship (required)	The Internship is an extended experience in practical applications of Public Health skills at a cooperating public health or non-profit agency or hospital setting
PH 3250 – Service Learning Project (required)	The project allows students to work with community partners to assess and address the needs of the population served by the agency. Students work in groups of 3-4 and in collaboration with a local community health agency or non-profit agency to address the needs of the local community. Over the course of the semester, this gives students the opportunity to experience course concepts in action and to apply some of the skills/knowledge that they gain in the classroom.
Undergraduate Research (optional)	Students have the opportunity to work with faculty on research projects and are encouraged to present their work at the university's Celebration of Student Research and Creative Endeavors as well as the NC Undergraduate Research and Creativity Symposium.
Departmental PH Honors Thesis (optional)	High performing students conduct research and prepare a formal thesis as part of the requirements of the departmental honors program in PH.

2. A brief description of the means through which the program implements the cumulative experience and field exposure requirements.

PH 4900 Internship (6 credit hours) - Upon completion of all core public health program requirements, students in the Public Health program are required to complete a 240 (6 credit hour) hour internship under the supervision of an approved public health professional and agency. The primary purpose of the internship is for students to acquire practice-based learning in the field that allows them to apply the knowledge and skills that have been gained from the curriculum. Students are encouraged to pursue an internship experience which aligns with their interests and future professional or graduate school goals. Students must meet with the program's Internship coordinator to make sure all of the required information is provided prior to approval. Each year, the Public Health program offers multiple Town Hall events, in which students are required to attend one per academic year, in which the Internship coordinator, discusses the requirements and addresses questions that students may have. Once the student has identified the internship site, they must complete an internship inventory and approval process in consultation with the Internship coordinator and by the assigned due date for the semester in which the student intends to intern. It is discussed with and expected that all students should engage in professional and ethical manners during their internship experience and to adhere to guidelines required by the internship site and supervisor.

3. Handbooks, websites, forms and other documentation relating to the cumulative experience and field exposure. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are available online.

The Public Health program makes use of the [Internship Manual](#), which is consistently updated and edited by the Internship Coordinator (in consultation with program faculty) each academic year based upon university protocols and advances in the field.

4. Samples of student work that relate to the cumulative and experiential activities. The program must include samples from at least 10% of the number of degrees granted in the most recent year or five samples, whichever is greater.

For samples of student internship (PH 4900) work and other experiential activities, see ERF B4.1_B4.4_38

C. Evaluation of Program Effectiveness

C1. Summary Data on Student Competency Attainment

The program collects and analyzes aggregate data on student competency attainment, using the competencies defined in Criterion B2 as a framework. Data collection allows the program to track trends in student learning and adjust curricula and assessment activities as needed.

1. A brief summary of the results of data collected on student competency attainment listed in Criterion B2 for the last three years.

Currently, the Public Health program collects data each year through the Xitracs assessment that every academic program at Appalachian State University completes as a part of accreditation through the Southern Association of Colleges and Schools (SACS). The assessment plan that is utilized aligns specifically with the competencies that we assess in relation to CEPH Accreditation. From our initial accreditation during 2017-2018 academic year through the 2021-2022 academic year, we have used an assessment plan that included eight primary student competencies (previously referred to as student learning outcomes, SLO's). In our current report, we provide the data from the last three years of competency attainment. In the summer of 2022, we reviewed the assessment plan and as a faculty decided to reduce our assessed student competencies to six; this was also based on updates to CEPH's criteria for SBP programs. In addition, each student receives a midpoint and final evaluation during their internship experience (PH 4900) with community partners and other professionals in the field. This is also assessed through the Xitracs assessment process. The evaluation that is conducted is found with the Program's Internship Manual.

For the 2019-2020 academic year, we met all of our assessment criteria. However, we did have one assessment component that just met the minimum criteria of 80% of students scoring at least 70% on the assignment. This was for PH 2000 Exam (81.4% met the criteria across all of the sections of the course) that assessed for students' ability to identify public health history, philosophy, and core values. We discovered that the scores were brought down by a section taught by a part-time adjunct instructor and their first time teaching the course. The instructor developed better review strategies for students and modified the exam questions next time around to align better with the content presented.

For the 2020-2021 academic year, the program again met all of the assessment criteria. With the assessment criteria, we also considered the transition that was made as the COVID-19 pandemic impacted student performance and assignments had to be adapted to meet those demands.

For the 2021-2022 academic year, the program again met all of the established assessment criteria. This wrapped up a three-year cycle of review and continuous improvement strategies. Moving forward into the 2022-2023 academic year, the program will be incorporating its new assessment criteria based on the changes provided in B2 above.

Moving forward the Public Health program intends to conduct a program-specific exit survey as a part of the internship experience. This will begin during the Spring 2023 semester. Each year, the Program Director also sends out a brief survey to recent alumni regarding their preparedness for the workforce and to gather feedback on suggested changes to the curriculum (ERF C4.1_1); a similar brief survey is also sent out to internship preceptors and local community partners to gather their feedback as well (ERF C4.1_2). At our most recent curriculum review as a faculty (ERF A2.1-3), we discussed the results from the recent surveys and discussed next steps and future course offerings we could develop. We plan to conduct focus groups with each of these groups as well to gather more insight and to develop future plans.

For the recent alumni, the 2020-2022 results (39 responses) were: 59% of students responded “Strongly Agree” and 41% “Agree” to the curriculum and co-curricular experiences aligning well with the current workforce needs; 69.2% responded “Strongly Agree”, 28.2% responded “Agree” and 2.6% responded “Disagree” to feeling well-prepared for the workforce and/or graduate school/continuing education. Areas the alumni feel that the program does really well includes (but not limited to): social/behavioral aspects of public health; program planning, implementation and evaluation; health equity; social determinants of health; communication; systems thinking; collaboration; community health; critical thinking; rural public health; chronic and infectious disease. Areas the alumni feel that the program needs to continue to develop and improve upon includes (but not not limited to): epidemiology/biostatistics; environmental health; emergency preparedness and response; global health

For the community partners and stakeholder results (10 responses) the results were: 30% responded “Strongly Agree”, 60% “Agree”, and 10% “Neutral” to the curriculum and co-curricular experiences aligning well with the current workforce needs; 70% “Agree” and 30% “Strongly Agree” that the graduates of the Public Health program are well-prepared for the workforce. Areas the stakeholders feel the program does really well includes (but not limited to): cultural awareness; health education; collaboration; social determinants of health; understanding of the role of public health in society; community health; curiosity and critical thinking. Areas the stakeholders feel that the program needs to continue to develop and improve upon includes (but not limited to): communication; biostatistics; One Health/environmental health; more elective courses to build student expertise; application of skills; strategic planning.

2. Evidence and documentation of the program’s regular review of data related to student attainment of the competencies defined in Criterion B2. Evidence may include reports, committee meeting minutes or other sources. For each piece of evidence provided, list the relevant document(s) and page(s) (e.g., Faculty meeting minutes, May 12, 2012, pp. 3-4).

Documentation of the Xitracs review process is found in ERF C1.2_1-3

3. A description of the ways in which the program uses data to make improvements and at least three examples of recent changes based on data.

We use the results from the Xitracs student learning outcomes conducted each year in conjunction with feedback we receive from community partners, alumni, and students. Each of these make up the program evaluation that we conduct every three years. The evaluation is primarily conducted by Public Health full-time faculty, but we also receive assistance from part-time adjunct faculty as well. If consensus is not reached among the group, we will move to vote.

Periodically (every 5-7 years) a more extensive review of assessment results is conducted as all UNC campuses undergo accreditation by the Southern Association of College and Schools (SACS). The University Periodic review is overseen by the Office of Institutional Research, Assessment, and Planning (IRAP). The Public Health program’s periodic review will be conducted during this academic year as we go through our re-accreditation with CEPH.

Examples of Program and Curriculum Improvements:

PH 2400: Professional development in Public Health - The course was created as a semester long course to assist students in developing skills and knowledge that is needed to enhance lifelong learning and to expose students to professional opportunities and graduate-level education opportunities in the field of public health. This course was created based upon feedback early on that students didn’t feel prepared for entering the workforce. Originally, this course was developed as a 2-credit hour course. However, after further feedback from students

and discussion among faculty, we moved the course to a 3-credit hour course to allow for more development and to further prepare students for their internship requirement as a part of the program's curriculum.

PH 2300: Communication in Public Health - Prior to the development of this course, students were taking a course in the Communication department focused on health communication. However, upon receiving feedback from students and alumni, the program realized a change needed to be made. The course in the Communication department focused primarily on medical communication and more individualize patient communication. Public Health students needed a course more focused on the types of communication strategies that would be utilized in their field. Therefore, we developed a course solely focused on communication for public health practice. It is currently taught by Jennifer Tyson, who has vast experience in communication in the field through her experiences in local public health departments.

Expanded Applied Elective Opportunities (PH 3600: Global Public Health, PH 3530: Public Health Preparedness for the Zombie Apocalypse) - In the last couple of years, due to feedback from alumni, we have implemented a Global Public Health course as a part of the applied elective requirements of our curriculum. Previously, it had been offered as a special topics course but was approved to be permanent course at the university and program level. In the future, and based on student feedback, we are considering moving this to a required course for all Public Health students. In addition, due to the COVID-19 pandemic and student interest and demand for emergency management and response skills and knowledge, we have begun to offer a special topics course: Public Health Preparedness for the Zombie Apocalypse during the summer. In the summer of 2023, it will be offered again, and the program is considering a permanent offering of a course specific to emergency preparedness and management.

Development of Honors Program for further student research opportunities - Over the past couple of years, we have begun to have more students from the Honors College major in Public Health and as a program we decided to begin a Departmental Honors Program. Our students and recent alumni have shared an increased interest in being involved in community-based research projects and more extensive epidemiological and biostatistics experiences. The departmental honors program affords students with these interests to work with faculty researchers on projects that have resulted in publications in peer-reviewed academic journals and presentations made at state and national professional conferences. As a program, we will continue to develop and enhance the departmental honors program.

Course updates to HCM 2110 for more applicability to Public Health students - Based on feedback from students and recent alumni, the program recognized that the HCM 2110 course that students are required to take was very much hospital and private insurance focused. We desired for our students to get a broader health system understanding and concepts of management and leadership in various health settings. Therefore, we had informal meetings with the instructor of HCM 2110 (Dr. Trent Spaulding) about what would assist our students more effectively. As a result, more content is now in the course utilizing epidemiology and biostatistics concepts as well as more of a focus on publicly-funded insurance programs such as Medicare and Medicaid that our students will be working with in their future professions.

C2. Graduation Rates

The program demonstrates that at least 70% students for whom data are available graduate within six years or the maximum time to graduation as defined by the institution, whichever is longer.

For the purpose of calculating graduation rates the program should only include students who declared the major and have at least 75 credit hours.

If the program cannot demonstrate that it meets this threshold, the program must 1) document that its rates comparable to similar baccalaureate programs in the home unit (typically a school or college) and 2) provide a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis.

The program defines a plan, including data sources and methodologies, for collecting this information. The program identifies limitations and continually works to address data limitations and improve data accuracy. The program does not rely exclusively on institution – or unit-collected data, unless those data are sufficiently detailed and descriptive.

1. Graduation rates in the form of Template C2-1.

TEMPLATE C2-1

Students in B.S., Major in Public Health Degree, by Cohorts Entering Between 2016-2017 and 2021-22							
	Cohort of Students	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
2016-17	# Students entered	62					
	# Students withdrew, dropped, etc.	1					
	# Students graduated	14					
	Cumulative graduation rate	22.6%					
2017-18	# Students continuing at beginning of this school year (or # entering for newest cohort)	47	55				
	# Students withdrew, dropped, etc.	1	6				
	# Students graduated	37	11				
	Cumulative graduation rate	82.3%%	20.0%%				
2018-19	# Students continuing at beginning of this school year (or # entering for newest cohort)	9	38	60			
	# Students withdrew, dropped, etc.	0	2	2			
	# Students graduated	8	28	6			
	Cumulative graduation rate	95.2%%	70.9%%	10.0%			
2019-20	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	10	52	75		
	# Students withdrew, dropped, etc.	1	1	2	1		

	# Students graduated	0	8	41	13		
	Cumulative graduation rate	95.2%	85.5%%	78.3%	17.3%		
2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	1	9	61	76	
	# Students withdrew, dropped, etc.	0	0	1	4	1	
	# Students graduated	0	1	6	52	9	
	Cumulative graduation rate	95.2%	87.3%%	88.3%	86.7%	11.8%	
2021-22	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	1	2	5	66	76
	# Students withdrew, dropped, etc.	0	1	1	1	1	1
	# Students graduated	0	0	1	4	61	9
	Cumulative graduation rate	95.2%	87.3%	90.0%	92.0%	80.3%	11.8%

Notes: 1. Six years was identified as the maximum time to graduate. Two students from the 2017-2018 cohort who did not return in 2018-2019 did return in 2019-2020, so they make it back into the data. So, it appears that things don't add up from 2017-18 to 2019-20; this is the reason for that discrepancy in the numbers.

Track students vertically by column (ie, not across each row).

The program tracks the students who enter each degree program via a defined entry point (75 credit hours). The number of entering students, as defined here, constitutes a cohort for the purpose of calculating graduation rates.

The program follows the members of the cohort until they reach a defined outcome: graduation, withdrawal, transfer to a different degree, or dismissal. Dismissal is assumed to be the outcome when the cohort reaches the maximum allowable time to graduation without achieving one of the other outcomes, except in special circumstances. For example, most universities have policies related to leaves of absence and the amount of time credits can count toward a degree. Students who take a leave of absence or receive permission to extend their time in the program should be moved from their original cohort to a more recent cohort based on their updated maximum allowable time to graduation. The program documents all special circumstances.

At the maximum allowable time to graduation for each degree, which is typically defined by the university, the program calculates a graduation rate by dividing the total number of students in the column with graduation as the outcome (numerator) by the total number of students starting in the cohort/column (denominator).

If the maximum time to graduation for the degree is seven years, the program would calculate the graduation rate for students who entered the graduation rate calculation cohort in 2015 in the year 2022.

2. A brief narrative description of how the program collects and analyzes data to calculate its graduation rates.

The Office of Institutional Research and Planning collects that data and analyzes it for every program on campus at Appalachian State. The number of graduates per year includes students that graduate in summer, winter and spring. The university collects the graduation rate using the 6-year graduation rate for students who being their academic career at Appalachian State and 4-years for those transferring in. The numbers provided in Template C2-1 above represents the percentage of students who have graduated from the Public Health program within 6 years of their first semester at App State. For each of the years, the preceding summer, fall, and spring semesters are included in the calculations. The report is filtered Public Health and Health Promotion major (Health Promotion major discontinued in 2017 with a teach out and some students still having it as their major based on their academic catalog year) and excludes students who had earned less than 75 cumulative hours.

3. If applicable, a discussion of limitations of the current data on graduation rate data.

A limitation of the data is that an exact date for students declaring the major was not provided (it's by semester).

4. If applicable, a description of plans to improve the accuracy of graduation rate data.

The program will work with IRAP and the BCHS Advising Office to begin to track the exact dates of declaring the major.

5. If data do not indicate that 70% or more of students graduate within the maximum time to allowable time AND this shortfall is not solely attributable to concerns with data collection methods, evidence that the program's response rates are comparable to similar baccalaureate programs in the same institution.
6. If data do not indicate that 70% or more students graduate within the maximum time allowable time AND this shortfall is not solely attributable to concerns with data collection methods, a detailed analysis of factors contributing to the reduced rate and a specific plan for improvement that is based on analysis.

C3. Post-Graduation Outcomes

The program demonstrates that at least 80% of graduates from the major have secured employment or enrolled in further education within one year of graduation. This rate is calculated based on the number of students for whom outcomes are known.

If the program cannot demonstrate that it meets this threshold, the program must 1) document that its rates are comparable to similar baccalaureate programs in the home unit (typically a school or college) and 2) provide a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on the analysis.

The program collects and analyzes the data on the types of employment and further education graduates pursue.

The program defines a plan, including data sources and methodologies, for collecting information on post-graduation outcomes. Data collection methods for graduates' destinations are sufficient to ensure that data are available for at least 30% of graduates each year.

The program identifies limitations and continually works to improve data accuracy. Multiple methods, both quantitative and qualitative, may be required, and multiple data collection points may be required. The program does not rely exclusively on institution- or unit-collected data, unless those data are sufficiently detailed and descriptive.

1. Job placement and further education rates for the last three classes of students who would have been expected to report destinations at one-year post-graduation. Present information in the format of Template C3-1.

TEMPLATE C3-1			
Destination of Graduates by Employment Type	Job Placement/Further Education Rate by Graduating Class		
	Year 1 (2019)	Year 2 (2020)	Year 3 (2021)
Employed	16 (39%)	25 (42%)	27 (41%)
Continuing education/training (not employed)	15 (37%)	24 (41%)	28 (42%)
Actively seeking employment	5 (12%)	6 (10%)	4 (6%)
Not seeking employment (not employed and not continuing education/training, by choice)	0	0	0
Unknown**	5 (12%)	4 (7%)	7 (11%)
Total	41	59	66
Note. Year 1 = Fall-2018-Summer 2019; Year 2 = Fall 2019-Summer 2020; Fall 2020-Summer 2021			
**The unknown indicates the number of people we could not reach via LinkedIn or Email to gather the information.			

2. Qualitative and/or quantitative information on the types of employment and further education graduates pursue.

Alumni from the Public Health program are employed in a variety of settings relevant to the field. This includes, but is not limited to:

- Local and state health departments
- Nonprofits and foundations
- Occupational safety and health
- Hospitals
- Wellness Centers
- Research institutes

Our students have gone on to matriculate into a variety of graduate and continuing education programs for Master's of Public Health(MPH), Pharmacy, Physician's Assistant, Accelerated Nursing, and Nurse Practitioner, Master's of Business Administration (MBA), Master's of Public Administration (MPA), Master's of Health Administration, and Master's of School Counseling, among others. Specifically, we highlight graduate MPH programs below that our students have attended/graduated from and are currently attending.

- UNC Chapel Hill, Gillings School of Public Health
- Columbia University, Mailman School of Public Health
- Boston University School of Public Health
- University of Michigan School of Public Health
- Tulane University, School of Public Health and Tropical Medicine
- George Washington University, Milken Institute School of Public Health
- Colorado School of Public Health
- Texas A&M, School of Public Health
- East Tennessee State University, School of Public Health
- University of Minnesota School of Public Health
- St. Louis University School of Public Health
- University of Alabama-Birmingham School of Public Health
- Ecole des hautes études en santé publique (EHESP - Paris, France)
- University of North Carolina-Greensboro
- University of North Carolina-Charlotte
- East Carolina University
- Wingate University

3. A brief narrative description of how the program collects data on post-graduation outcomes.

The program director and the faculty utilize a variety of methods of data collection and engagement with alumni to learn about job placement and/or continued education. First, in the PH 2400 (Professional Development in Public Health) course, all Public Health students develop a LinkedIn profile in which they are encouraged to continually update. The Public Health program also has a LinkedIn page for students, alumni and faculty to connect. The faculty posts opportunities for students as they arise and it is a good opportunity for students and alumni to connect. In addition, the Public Health program director collects student information, including permanent email addresses and plans for post-graduation from seniors during the fall semester. This is an Excel Google Sheet that faculty and students have access to in order to populate the information. This makes it much easier for the program director to get in touch with recent graduates and current students. To this end, faculty across the program are connected with students on other social media platforms and often receive information this way or via individualized email messages.

With the Excel Google Sheet, the program director begins to populate with senior students each year and students are able to provide their personal email addresses, and their plans upon graduation (employment, graduate school, etc.). Beginning in 2023, the program will also add this as a part of their survey of students as part of completing the PH 4900: Internship requirements.

Additionally, each year the program director sends out an alumni survey to assist in capturing post-graduation outcomes. The survey is conducted using Qualtrics and faculty are collaborators and able to access the data. Beginning in the summer of 2023, the program director will send out the survey to all alumni who have graduated within the past year and will do this annually.

4. If applicable, a discussion of limitations of the current data that are based on data collection.

Students don't always update their LinkedIn page or delete it. In addition, students don't always respond to their personal emails regarding data collection.

5. If applicable, a description of specific plans (with timelines) to improve the accuracy of data.

Beginning in Spring 2023, we will begin to include further data collection from students during their PH 4900 Internship experience. We will again remind students of us reaching out to them with their personal email addresses and through other outlets as LinkedIn and social media to track their progress.

6. If data do not indicate that 80% or more of graduates from the public health major secure employment or enroll in additional education within one year of graduation AND this shortfall is not solely attributable to concerns with data collection methods, evidence that the program's rates are comparable to similar baccalaureate program in the same institution.
7. If data do not indicate that 80% or more graduates from the public health major secure employment or enroll in additional education within one year of graduation AND this shortfall is not solely attributable to concerns with data collection methods, a detailed analysis of factors contributing to the reduced rate and a specified plan for future improvement that is based on this analysis.

C4. Stakeholder Feedback

The program collects information about the following through surveys or other data collection (e.g., focus groups, documented key informant interviews):

- alignment of the curriculum with workforce needs
- preparation of graduates for the workforce
- alumni perceptions of readiness and preparation for the workforce and/or further education

The program must collect this information from BOTH of the following stakeholder groups:

- alumni
- relevant community stakeholders (e.g., practitioners who teach in the program, service learning community partners, internship preceptors, employers of graduates, etc.)

The program establishes a schedule for reviewing data and uses data on student outcomes and program effectiveness to improve student learning and the program.

1. A list of tools used to collect data from each of the following groups:
 - alumni
 - relevant community stakeholders

Public Health Annual Alumni Survey (ERF C4.1, C4.1a)

Relevant Community Stakeholders Survey (ERF C4.2, C4.2a)

Final Evaluation of Student Interns (ERF C4.3)

Alumni Focus Group Meeting Agenda/Guide (In future)

Community Stakeholders Focus Group Meeting Agenda/Guide (In future)

Public Health Exit Survey (In future)

2. For each tool identified in documentation request 1, include a copy of the instrument and the most recent year of data.

Public Health Annual Alumni Survey results (ERF C4.1, C4.1a)

Relevant Community Stakeholders Survey results (ERF C4.2, C4.2a)

Public Health Annual Alumni Survey results (ERF C4.3_1-56)

3. A description of the ways in which the program uses data to make improvements and at least three examples of recent changes based on data.

The Public Health program seeks to collect data from multiple sources to continually make improvements to the program and to better prepare our students for the workforce and/or graduate school. This feedback and data, both informal and formal, comes from current students, alumni, community stakeholders, and internship preceptors. Presently, we have collected data from internship evaluation surveys (ERF C4.3), alumni (ERF C4.1), and community partners (C4.2) regarding our program. In addition, we have collected informal data from current students. This is described in C1 above as well regarding improvements we have made based on data. Specifically, the program has developed new courses and made changes and additions to content within current courses. In particular, we highlight:

- PH 2400 - semester-long course focused on professional development and grad school preparation
- PH 2300 - semester-long course specifically focused on communication strategies used in public health
- development of further applied elective offerings

However, the Public Health program has additional strategies for data collection moving forward that we think will help further strengthen our program and its preparation of students. In particular,

we will be adding more into the PH 4900 Internship experience regarding current students' perceptions of their preparedness for the workforce and/or graduate school. This will give us more up-to-date information and hear from students prior to just collecting alumni data. We will also hold focus group sessions with both alumni and community partners who have responded with interest in being involved in further discussion. In addition, we will use other recommendations provided by CEPH regarding data and its use for improvements.

D. Faculty Resources

D1. Designated Leader

The program has a qualified designated leader with ALL of the following characteristics:

- is a full-time faculty member at the home institution
- dedicates at least 0.5 FTE effort to the program, including instruction, advising, administrative responsibilities, etc.
- has educational qualifications and professional experience in a public health discipline. Preference is for the designated program leader to have formal doctoral-level training (e.g., PhD, DrPH) in a public health discipline or a terminal academic or professional degree (e.g., MD, JD) in another discipline or profession and an MPH
 - if the designated program leader does not have educational qualifications and professional experience in a public health discipline, the program documents that it has sufficient public health educational qualifications, national professional certifications, and professional experience in its primary faculty members
- is fully engaged with decision making about the following:
 - curricular requirements
 - competency development
 - teaching assignments
 - resource needs
 - program evaluation
 - student assessment

1) *The name of and relevant information about the designated leader, in the format of Template D1-1. Template D1-1 also requires a concise statement of the institution or unit's formula for calculating FTE.*

TEMPLATE D1-1					
Name of Designated Leader	FTE effort to the program *	Graduate degrees earned	Institution where degrees were earned	Relevant professional experience	FTE definition^
Adam Hege	1.0	PhD, MPA, MS	University of North Carolina-Greensboro, Appalachian State University, High Point University	Faculty member at Appalachian State University for seven years and currently in his eighth year in the 2022-2023 academic calendar. During this time, Adam led the CEPH accreditation of the SBP and has served in a variety of capacities in leadership to the College and University. Since the 2019-2020 academic year, he has served as the Program Director and is currently in his second three-year term.	FTE is based on workload effort equaling 100% for the academic year. The typical workload for a tenured or tenure-track faculty member is 40% teaching (6 three-credit hour courses per year), 30% research/scholarly activity, and 30% service. For the Program Director the workload is reduced to 4 three-credit hour courses per year. The role of program director is further described in the App State Faculty Handbook, Sect. 2.11, p. 23 and the tenure-track workload is described in Sect. 6.1, p. 95.
*including instruction, advising, administrative responsibilities, etc.					
^The FTE calculation follows the institution or unit's formula					

- 2) *A concise statement of the designated leader's public health qualifications. If the designated leader does not have public health training and experience, a narrative statement, with names identified, of how the faculty complement, as a whole, demonstrates relevant public health qualifications.*

Dr. Adam Hege serves as the current program director and designated leader. Adam was hired in Fall 2015 as an Assistant Professor, became program director in Fall 2019, and obtained promotion and tenure to Associate Professor in Fall 2020. Dr. Hege was the designated leader during the program's initial accreditation efforts five years ago. He is a full-time faculty member, dedicating 1.0 FTE of his time to the program, as indicated on Template D1-1. Full-time tenure-track faculty at App State teach three courses per semester (9 credit hours); as program director, Dr. Hege receives a one three-hour course credit release each semester for administrative duties; in addition, he receives a one three-hour course credit release each semester as a part of being a [Faculty Mentor for the Honors College](#). Adam is currently in the Appalachian State University's [Chancellors Academic Leadership Development](#) Program, which will help him to continue to grow and develop as an administrative lead for the Public Health program.

Dr. Hege obtained his Doctor of Philosophy (PhD) in Community Health Education from the Department of Public Health Education at the University of North Carolina-Greensboro in 2015. He received a Master of Public Administration (MPA) degree from Appalachian State University in 2011 and a Master of Science in Sport Studies degree from High Point University in 2007. His Bachelor of Arts degree is in Athletic Training from the University of North Carolina-Wilmington in 2003.

During his time at Appalachian State University, Adam has taught a variety of courses across the core curriculum including Introduction to Public Health (PH 2000), Professional Development in Public Health (PH 2400), Community Health (PH 3250), Foundations in Health Behavior (PH 3700), Public Health Interventions I (PH 3800), Health Policy, Ethics and Law (PH 4600), and Seminar in Rural Public Health (PH 4650). He has kept up a very active research agenda in the field, which has culminated in more than 35 peer-reviewed articles in academic journals to include Public Health Reports, Health Education & Behavior, Public Health Nutrition, and Frontiers in Public Health, among others. Dr. Hege has co-authored two textbook chapters and co-edited a textbook, Public Health Nutrition: Rural, Urban, and Global Community-Based Practice. He currently serves as Associate Editor of Family & Community Health and on the editorial boards of the Journal of Appalachian Health, Frontiers in Public Health, and Behavioral Medicine as well as on the governing council of the American Public Health Association representing the Public Health Education and Health Promotion section.

Dr. Hege's qualifications are further detailed on his CV included in ERF D1.1.

- 3) *A list of the designated leader's duties associated with the program, including teaching, supervision of faculty and/or staff, advising, coordination of evaluation/assessment, administrative duties, etc. Include a job description in the electronic resource file, if available.*

The specific responsibilities as outlined by the BCHS, and in accordance with the [Faculty Handbook Sections 2.90, 2.10 and 2.11](#), are listed below. The full job description is included in ERF D.1.2. Additional responsibilities may be defined by the department chair as needed.

A. Curriculum and Classes

In collaboration with program faculty, oversees the development and implementation of program curriculum with input from industry professionals, accrediting bodies, alumni and other key stakeholders.

Initiates appropriate forms and documentation needed to gain approval for curriculum changes (adding, deleting or changing courses or program requirements) through the Undergraduate

AP&P or Graduate AP&P process; seeks input from others (Dean's Office, Registrar's office) to complete forms accurately.

Makes recommendations to department chair regarding the scheduling of classes each academic term.

B. Advising and Student Issues

Provides support to program faculty regarding academic advising/mentoring duties and addresses complicated student issues. Issues of a serious nature are brought to the attention of the department chair.

Knowledgeable of BCHS and university policies and procedures regarding registration, enrollment and graduation requirements.

C. Internships, Practicums, Field Experiences and Experiential Learning

Collaborates with program's Internship Coordinator regarding management and enrollment, advising students on requirements (background checks, drug testing, prior education, etc.), developing and maintaining external site partnerships, and in obtaining contract signatures and affiliation agreements.

D. Assessment

Organizes and coordinates program efforts to develop, implement and evaluate goals and objectives consistent with BCHS and university mission.

Assures meaningful assessment of program and student learning outcomes, reporting of assessment activities, and supporting periodic comprehensive reviews.

E. Accreditation

Maintain knowledge of accreditation requirements, criteria and standards

Collaborate with program faculty, department chair, and BCHS administration to maintain compliance with accreditation requirements, criteria and standards.

Prepares self-study in collaboration with program faculty in a timely manner and coordinates the site visits of accrediting agencies.

Plan and implements any corrective actions needed to bring the program into compliance.

F. Program Admissions

N/A to program

G. General Program Management

Communicates with department chair regarding resource needs for the program.

In conjunction with the chair, manages program resources.

Supports program faculty in teaching, scholarly activities, service, and professional development.

Assists with recruiting of program faculty, including adjunct and community practitioner faculty.

Participates in recruiting events, such as orientations and open house.

Represents the program on university, BCHS, and departmental committees or task forces.

Develops and maintains relationships with key stakeholders and leaders in the discipline.

Represents the program to external communities at local, state, and national professional functions.

D2. Faculty Resources

The program has sufficient faculty resources to accomplish its mission, to teach the required curriculum, to provide student advising, and to achieve expected student outcomes. The following elements, taken together, relate to determining whether the program has sufficient faculty resources.

- a. In addition to the designated leader, the program is supported by AT LEAST an additional 2.0 FTE of qualified faculty effort each semester, trimester, quarter, etc.**
 - b. The program's student-faculty ratios (SFR) are sufficient to ensure appropriate instruction, assessment, and advising. The program's SFR are comparable to the SFR of other baccalaureate degree programs in the institution with similar degree objectives and methods of instruction.**
 - c. The mix of full-time and part-time faculty is sufficient to accomplish the mission and to achieve expected student outcomes. The program relies primarily on faculty who are full-time institution employees.**
-
- 1) A list of all faculty providing program instruction or educational supervision for the last two years in the format of Template D2-1. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.**

TEMPLATE D2-1 - Public Health Faculty (Fall 2020-Fall 2022)			
Name*	Title/Academic rank^	Full-time or part-time	FTE allocation
Alvey, Jeniece	Instructor	Part-time	0.125
Bauler, Sarah	Instructor	Part-time	0.125
Blethen, Andrew	Instructor	Part-time	0.50
Bouldin, Erin	Associate Professor	Full-time	0.867
Bunch Craven, Stephanie	Instructor	Part-time	0.125
Brown, Margaret	Lecturer	Full-time	1
Cavallaro, Elisabeth	Instructor	Part-time	0.25
Christiana, Richard	Associate Professor	Full-time	1
Harwood, Emily	Instructor	Part-time	0.125
Hege, Adam	Program Director/Associate Professor	Full-time	1
Horine, Mary Sheryl	Instructor	Part-time	0.125
Kearley, Justin	Instructor	Part-time	0.125
Liljestrand, Rebecca	Instructor	Part-time	0.125
Muldowney, Jess	Instructor	Part-time	0.125
Seitz, Christopher	Assistant Professor	Full-time	1
Tarantino, Colleen	Senior Lecturer	Full-time	1
Thomas, Toronto	Instructor	Part-time	0.125
Thompson, Martie	Distinguished Endowed Professor	Full-time	0.7013
Tyson, Jennifer	Lecturer	Full-time	1
Verhaeghe, Monica	Instructor	Part-time	0.125
Wu, Shenghui	Assistant Professor	Full-time	1
Zwetsloot, Jennifer	Senior Lecturer	Full-time	1
* List faculty alphabetically			
^ Classification of faculty may differ by institution, but may refer to teaching, research, service faculty or tenured, tenure-track, non-tenure-track faculty or alternative appointment categories used by the program			

2) CVs for all individuals listed in Template D2-1.

CV's of Public Health full-time and part-time adjunct faculty members are found in ERF D2.1-17.

3) A description of the administrative unit's workload policy and expected workload for program faculty. If multiple categories of faculty support the program, address each category. Following the description, cite the relevant supporting document(s) and page(s) (e.g., Faculty Handbook, pp. 12-25; College Bylaws, p. 5). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

The Public Health program currently has nine full-time faculty members to include: three tenured faculty, two tenure-track faculty, and four non-tenure track faculty. The workload for full-time faculty members includes teaching (all faculty), scholarship, research and creative activities (tenure-track faculty), and professional, university, and community service relevant to faculty expertise (all faculty). The primary mission of the university is teaching and instruction and the university's current Carnegie classification helps to determine the distribution of time spent on scholarship, research and/or creative activities, instructional activities, and service for tenured and tenure-track faculty. At the university level, the faculty workload in the [Faculty Handbook](#), p. 95. Specific to the Department of Public Health and Exercise Science, the current workload of tenure-track and tenured faculty is 40% teaching, 30% scholarship/research, and 30% service. This equates to teaching 18 credit hours (6 courses) per academic year as a portion of the typical workload. As described above, the Program Director receives a course release for administrative duties; in addition, tenure-track faculty can buy-out course(s) based on grant funding received as a part of their research portfolio. The current workload for full-time non-tenure track faculty in the program is 80% teaching and 20% service. This workload equates to 24 credit hours (8 courses) per academic year ([HES RTPM Document/prior 2018](#); [current P&T guidelines](#) for tenure-track faculty and tenured faculty based on revisions in 2018).

For faculty workloads by semester, a full-time tenure-track/tenure track faculty member is considered 0.5 per semester/1.0 per academic year if teaching a full-load (3 courses per semester). FTE is adjusted for faculty members outside of the Program Director for course releases for administrative duties or research. For full-time tenure-track faculty, this is 0.067 for a one course release each semester. For full-time non-tenure track faculty, one course would be equivalent of 0.1. For part-time faculty, one course would be 0.125 ($0.125 \times 4 = 0.5$).

4) A table showing the SFR and average class size for program-specific classes for the last two years in the format of Template D2-2. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

TEMPLATE D2-2				
Semester	SBP SFR	Explanation of the data and method used	SBP Average Class Size	Explanation of the data and method used
Semester 1: Fall 2020	9.67	The SFR is calculated by using the student FTE divided by the faculty FTE. The faculty FTE incorporates the use of both full-time and part-time faculty instructing with the program. Full-time faculty FTE contributes 1.0 FTE and the FTE for each semester is shown in the table above. The Part-time faculty are calculated at a 0.125 FTE per three-credit hour taught, as defined by the university.	34	Courses Used: All 2000, 3000, and 4000 level courses within the Public Health curriculum. The Average Class Size is calculated by the University's Office of Institutional Research, Assessment and Planning by taking into account the number of sections of courses for the semester, the number of seats filled and the number of student credit hours. The Average Class size is computed using for-credit courses with a minimum of two enrolled students (excluded Independent studies, Honors Thesis, etc.). Retrieved at: https://public.tableau.com/views/AverageClassSize_15653700415280/AverageClassSize?%3Aembed=y%3AshowVizHome=n%3Atoolbar=top
Semester 2: Spring 2021	9.25		34.6	
Semester 3: Fall 2021	10.31		36.3	
Semester 4: Spring 2022	10.43		31.1	
Comparable Program Identification and Explanation				
Comparable Baccalaureate Program in the institution	Narrative explanation of the choice of the comparable program. Include degree objectives and methods of instruction as well as a rationale for the choice.			

Bachelor of Science in Exercise Science	The Exercise Science degree program was selected for comparison due to it being a standalone program housed in the Department of Public Health and Exercise Science. The Exercise Science program is one of the largest programs on our university's campus and prepares students much like our program for entry-level jobs in the health and healthcare fields and to pursue graduate education in both clinical and non-clinical disciplines.			
Comparable Program				
Semester	Comparable Program SFR	Comparable Program Avg. Class Size		
Semester 1: Fall 2020	21.08	40		
Semester 2: Spring 2021	21.46	39.4		
Semester 3: Fall 2021	22	37.2		
Semester 4: Spring 2022	20.63	40.6		

- 5) A table showing the average advising load for the last two years in the format of Template D2-3. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

TEMPLATE D2-3

Semester	SBP Average Advising Load	Explanation of the data and method used	Comparable Program in the institution	Comparable Baccalaureate Program Average Advising Load	Narrative explanation of the choice of the comparable program
Fall 2020	201	All declared PH majors are assigned to one professional advisor; data was pulled from Banner Dashboard Report, "Declared Majors"	Social Work	321	Social Work was selected as the comparable program due to the undergraduate students in each program being trained in similar curriculums. The Social Work program prepares students for entry level employment and graduate programs, much like in Public Health. Both programs have similar numbers in terms of undergraduate students, with Social Work having more at this time. Social Work has more faculty members in total, much in part to some of the clinical aspects involved.
Spring 2021	208		Social Work	309	
Fall 2021	191		Social Work	321	
Spring 2022	217		Social Work	311	

- 6) Three examples of how the program has used enrollment data to gauge resource adequacy (e.g., course sequencing, teaching assistants, advising loads, etc.)

The Office of Institutional Research, Assessment and Planning tracks the enrollment data for each program on campus. The program works with the BCHS Dean's Office and Office of Advising and Academic Support to continuously assess the enrollment data for needs and changes. This can include, but is not limited to, course sequencing and section offerings, advising and faculty mentoring loads, and the use of adjunct faculty and new faculty lines.

Three specific examples to discuss include:

1. As the program grew in its enrollment from 2020-2022, the Office of Advising and Academic Support requested the approval of a new advisor hire. Prior to the new hire, the previous advisor was advising all students in both the Social Work and Public Health program, which was too much to manage. Now the new advisor hired is advising Public Health students and Nursing students (Nursing is much smaller than the Public Health and Social Work program in terms of numbers of students).
2. The program had to adapt to the increased demand on campus among students for PH 2000: Introduction to Public Health. This course fits into the Gen-Ed program and numerous students and the program must offer enough seats for students that are intending to enroll in it. Therefore, over the past two years, we've gone from offering three or four sections each semester to now offering six sections. In addition, we also offer 3-4 sections each summer as well. In addition, we had to adapt to offer more sections of some of our upper level (3000-4000) classes to fit student demands and needs. This is due to growth in both major and minor students.
3. With its growth in students and interest across campus, the program has received approval for faculty lines each of the past couple of years. In 2020, the program was able to hire Jennifer Tyson as a full-time faculty member at the Lecturer rank. In 2021, Dr. Martie Thompson was hired as the inaugural Blue Cross Endowed Professor of Public Health. And, most recently in 2022, Dr. Shenghui Wu was hired as a tenure-track assistant professor and Dr. Margaret Brown was hired as a full-time Lecturer.

D3. Student Enrollment

To adequately gauge resource needs, the program defines accurate and useful means to track student enrollment, including tracking the number of majors in the program. Given the complexity of defining “enrollment” in an undergraduate major or baccalaureate degree program, the program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals.

- 1) A table showing student headcount and student FTE for the last two years in the format of Template D3-1. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

The Program Director collaborates with the University's Office of Institutional Research, Assessment, and Planning to track the student FTE for each semester. Each semester the data is obtained from a report of all Majors and Departments on campus that is collected on census day, which is the 10th day of the semester for regular term instruction. This is defined by the UNC system office regulations per the UNC Policy Manual. The student headcount and student FTE for 2020-2021 and 2021-2022 academic years are provided below in Template D3-1.

TEMPLATE D3-1 – Declared and “Intended” Majors

Semester	Student headcount	Student FTE	Narrative explanation of the specific method and source of student enrollment data
Semester 1: Fall 2020	222	217.3	The program obtains this information from the university's Office of Institutional Research, Assessment and Planning. The student semester FTE was calculated consistent with the UNC System Office guidance for calculating student full-time equivalence (FTE). A student is assigned 1.0, 0.75, 0.5, or 0.25 FTE based on the number of credit hours the student registers for each semester.
Semester 2: Spring 2021	221	215.5	
Semester 3: Fall 2021	214	210.5	
Semester 4: Spring 2022	229	222	
*Declared majors are those students who have declared their major as Public Health. **“Intended” majors are those in General Education (less than 30 hours obtained) who are planning to declare a major in Public Health once they are eligible to do so.			12+ Hours = 1.00 At least 9 and less than 12 = 0.75 At least 6 and less than 9 = 0.50 Less than 6 = 0.25 https://analytics.appstate.edu/dash_enroll_profs_public

E. Faculty Qualifications

E1. Doctoral Training

Faculty are trained at the doctoral-level in most cases. A faculty member trained at the master's level may be appropriate in certain circumstances, but the program must document exceptional professional experience and teaching ability.

Required documentation:

- 1) *If applicable, a brief description of the professional experience and teaching ability of any faculty member listed in Template D2-1 who is trained at the master's level without a doctoral or other terminal degree (e.g., JD, MD).*

PH Program Faculty

Jeniece Alvey, MPH: Ms. Alvey is a part-time affiliated faculty member (since 2020). She received her MPH in Maternal and Child Health from the University of North Carolina at Chapel Hill. She has served as Nutritional Technical Advisor for the Bureau for Global Health, United States Agency for International Development in Washington, DC. Ms. Alvey has taught PH 3800 Public Health Interventions I for the program.

Sarah Bauler, MPH: Ms. Bauler is a part-time affiliated faculty member (since 2018). She received her MPH in Global Health Equity and Social Justice from Loma Linda University and she is currently in a DrPH program at Johns Hopkins University with an anticipated completion date of Spring 2023. She has served as Senior Advisor for Design, Evaluation, and Research for Nutrition with World Vision International, as Senior Technical Advisor for Health and Nutrition with Food for the Hungry, and has had various positions with Samaritan's Purse in Global Health Initiatives. Ms. Bauler regularly teaches PH3600 Global Public Health.

Andrew Blethen, MPA: Mr. Blethen is a part-time affiliated faculty member (since 2013). He received his MPA from Appalachian State University. He has served as Environmental Health Manager for AppHealthCare (local health department covering Watauga, Ashe, and Alleghany counties). Mr. Blethen regularly teaches PH 3130 Environmental Health.

Stephanie Bunch Craven, MPH: Ms. Craven is a part-time affiliated faculty member (since 2022). She received her MPH in Rural Health from the University of Arizona. She has served as Research Associate in the Department of Physiology and Pharmacology, Tobacco Control Center of Excellence, Comprehensive Cancer Center, Cancer Prevention and Control Program at Wake Forest University School of Medicine as well as Community Health Services Director for AppHealthCare (local health department covering Watauga, Ashe, and Alleghany counties). Ms. Craven regularly teaches PH 2000 Introduction to Public Health.

Elisabeth Cavallaro, MPH: Ms. Cavallaro is a part-time affiliated faculty member (since 2020). She received her MPH in Community Health from the University of North Florida. She has served as Assistant Director for Wellness and Prevention Services (Student Wellness) and Coordinator for Student Wellness at Appalachian State University. Ms. Cavallaro regularly teaches PH 2000 Introduction to Public Health.

Emily Harwood, MPH: Ms. Harwood is a part-time affiliated faculty member (since 2019). She received her MPH in Community and Behavioral Health from East Tennessee State University. She has served as Research Associate for the Wake Forest University School of Medicine Community Health Services and AppHealthCare (local health department covering Watauga, Ashe, and Alleghany counties). Ms. Harwood regularly teaches PH 3800 Public Health Interventions I.

Mary Sheryl Horine, MPH: Ms. Horine is a part-time affiliated faculty member (since 2017). She received her MPH in Epidemiology from Boston University. She has served as Director of Community Outreach for the Blue Cross NC Institute for Health and Human Services at Appalachian State University. Ms. Horine regularly teaches PH 4200 Principles of Epidemiology.

Justin Kearley, MPH: Mr. Kearley is a part-time affiliated faculty member (since 2022). He received his MPH in Epidemiology from East Tennessee State University. He has served as Project Coordinator for Community Health Initiatives at the Western Youth Network and as Research Assistant in the Center for Rural Health Research at East Tennessee State University. Mr. Kearley regularly teaches PH 3250 Community Health.

Rebecca Liljestrand, MPH: Ms. Liljestrand is a part-time affiliated faculty member (since 2019). She received her MPH in Global Health from Loma Linda University. She has served as worked as a clinical faculty role in nursing and has vast experience in global health and community change initiatives. She is currently pursuing her Doctor of Nursing Practice, with a focus in Public Health Leadership, at the University of Massachusetts, Amherst. Ms. Liljestrand regularly teaches PH 3250 Community Health and now teaches on a full-time basis with the Department of Nursing at Appalachian State.

Jess Muldowney, MA: Ms. Muldowney is a part-time affiliated faculty member (2021). She received her MA in Leadership and Administration from Appalachian State University, a MMCi in Clinical Informatics from Duke University, and she is currently in a DrPH program (concentration of Epidemiology and Health Policy Management) at East Tennessee State University. She currently serves as the Director of Operations at AppHealthCare (local health department covering Watauga, Ashe, and Alleghany Counties). Ms. Muldowney regularly teaches PH 2000 Introduction to Public Health.

Colleen Tarantino, MA: Ms. Tarantino is a full-time primary faculty member (since 1998). She received her MA in Community Counseling from Appalachian State University. She currently serves as chair of the Student Athlete Well Being Committee of the Athletics Council at Appalachian State University, a member of the Watauga Substance Abuse Prevention Coalition, a member of the SBIRT training team (Screening, Brief Intervention, Referral to Treatment), a member of the Internship Advisory Council at Appalachian State University, and a member of the Transfer Student Services Committee at Appalachian State University. She also has completed training in the WellCoaches Health and Well-Being Coach Training, WellCoaches Course/Social Determinants of Health and its Role in the Coaching profession, the American College of Lifestyle Medicine/Lifestyle Medicine Course and Training, the Appalachian State University Office of Disability Services Workshop: Developing accessible materials and documents for students with disabilities, and the Appalachian State University Online Teaching Excellence Institute. Ms. Tarantino regularly teaches PH3250 Community Health, PH3700 Foundations of Health Behavior, PH4300 Substance Abuse Prevention, and is the Internship Coordinator for PH4900 Internship.

Toronto Thomas, MPA: Mr. Thomas is a part-time affiliated faculty member (since 2021). He received his MPA in Public Administration from Appalachian State University. He has served as Data Analyst/Case Investigation Operations Lead for AppHealthCare and as Regional Vaccine Operations Team Lead for AppHealthCare. Mr. Thomas regularly teaches PH 3800 Public Health Interventions I.

Jennifer Tyson, MPH: Ms. Tyson is a full-time primary faculty member (since 2020), and had been a part-time adjunct affiliate faculty member since 2016. She received her MPH in Maternal and Child Health and Certificate in Community Preparedness and Disaster Management from the University of North Carolina at Chapel Hill. She currently serves as Public Health Preparedness and Special Projects Consultant for AppHealthCare (since 2015); Supportive Executive Council Member for the NC Climate Change Interagency Council (since 2020); Participant in NACCHO COVID-19 Workgroups (since 2020); Member of the APHA ICEHS Emergency Health Services (EHS) & Disaster Preparedness (DP) (since 2019); Member of APHA's Intersectional Council Steering Committee (ISC-SC) approved a new Topic Group: Disasters and Emergency Preparedness for APHA 2021 (since 2020); Committee Member of NACCHO Preparedness Performance and Outcome Monitoring Work Group (since 2016); Chair of the Epi/Stats/Lab Section of NCPHA (since 2017); and Board Member of Harmony Lanes (since 2019). Ms. Tyson has previously served as Appointed Workgroup Member of the National Association of County and

City Health Officials (NACCHO) Water, Sanitation, and Hygiene (WASH) Emergency Preparedness and Response Workgroup (2020-2021); Mentor of the Harvard Student Public Health Evaluation Fellows (2020); Task Force Member of the NCIOM Healthy NC 2030 (2019); Public Health Preparedness Consultant with Durham County Health Department (2014-2015); Research Assistant with the National Maternal and Child Health Workforce Development Center (2013-2016); Research Assistant Fellowship with MEASURE Evaluation, USAID (2014-2015); Community Education Specialist with Planned Parenthood of Central North Carolina (2013-2014); Child Care Subsidy Social Worker and Translator for Watauga County Department of Social Services (2012-2013); Occupational Health and Safety Coordinator for the Glimmerglass Festival (Seasonal 2009-2013); Health Clinic Assistant and Translator with Planned Parenthood Health Systems (2011-2012); Program Assistant for Africana and Latin American Studies at Colgate University (2009-2011); and AmeriCorps Promise Fellow with Western Youth Network (2006-2007). Ms. Tyson regularly teaches PH2000 Introduction to Public Health, PH2300 Communication in Public Health, PH3300 Biostatistics, PH3800 Public Health Interventions I, PH4650 Seminar in Rural Public Health, and PH4800 Public Health Interventions II.

Monica Verhaeghe, MA: Ms. Verhaeghe is a part-time affiliated faculty member (since 2018). She received her MA in Development and Emergency Practice at Oxford Brookes University, Oxford, UK. She has served as a Global Health Consultant, Project Director, and Program Coordinator for several NGOs focused on international aid and global health initiatives. Ms. Verhaeghe regularly teaches PH3600 Global Public Health.

Non-PH Program Faculty

Jennifer Williams, MA: Ms. Williams is a full-time faculty member at the Lecturer rank in the Department of Mathematical Sciences. She has both her B.S. and M.A. degrees from the same department and regularly teaches STT 2810 Introduction to Statistics. Prior to teaching at Appalachian State, Ms. Williams has also taught at the K-12 level.

Jaehee Post, MA: Jaehee Post is a full-time faculty member at the Senior Lecturer rank in the Department of Mathematical Sciences. Jaehee has both a B.S. and M.A. degree from the same department and regularly teaching STT 2820 Reasoning with Statistics.

E2. Faculty Experience in Areas of Teaching

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

Required documentation:

- 1) If applicable, a brief description of the education and experience of any faculty member listed in Template D2-1 who teaches a course in an area outside of 1) his or her graduate field of study, as listed in Template D2-1 or 2) his or her relevant professional experience, as listed in Template D2-1.*

All full-time and part-time faculty members in the Public Health Program teach courses that are suited to their graduate training and/or relevant professional experience in their respective fields. There are no faculty members teaching outside their area of training. Template D2-1 (pages 41-52) outlines the specific relevant professional experience outside of academia as well as the academic training of each full-time and part-time faculty member in the program. See ERF D2.1-17 for detailed information on the qualifications for faculty teaching in the program.

TEMPLATE E2-1						
Name*	Graduate degree(s) earned	Institution(s) from which degree(s) were earned	Disciplines in which degrees were earned	Relevant professional experience outside of academia	Credentials from certification, registration, and/or licensure, if applicable	Courses taught
Jeniece Alvey	MPH	University of North Carolina at Chapel Hill, Chapel Hill, NC	Maternal and Child Health	Nutritional Technical Advisor, Bureau for Global Health, United States Agency for International Development, Washington, DC		PH3800 – Public Health Interventions I
Sarah Bauler	MPH Currently enrolled in DrPH program	Longa Linda University, Loma Linda, CA Johns Hopkins University, Baltimore, MD	Global Health Health Equity and Social Justice	Senior Advisor for Design, Evaluation, and Research for Nutrition, World Vision International Senior Technical Advisor, Health and Nutrition, Food for the Hungry Various positions with Samaritan's Purse in Global Health Initiatives		PH3600 – Global Public Health
Andrew Blethen	MPA	Appalachian State University, Boone, NC	Public Administration	Environmental Health Manager for AppHealthCare (local health department covering Watauga, Ashe, and Alleghany counties)		PH3130 - Environmental Health
Erin Bouldin	MPH PhD	University of Washington, Seattle, WA University of Florida, Gainesville, FL	Epidemiology	Research Health Science Specialist, Department of Veterans Affairs Consultant for Centers for Disease Control and Prevention (CDC)		PH4200 - Principles of Epidemiology PH3330 - Biostatistics

Margaret Brown	MPH PhD	Emory University, Atlanta, GA University of North Carolina at Greensboro, Greensboro, NC	Global Health Community Health Education	Health Educator, Deerfield Academy Assistant Director of College Counseling and Student Life, Greensboro Day School	Contact Tracing Health Coaching	PH2000 - Introduction to Public Health PH3250 - Community Health PH3800 - Public Health Interventions I
Stephanie Bunch Craven	MPH	University of Arizona, Tucson, AZ	Health Behavior/Health Promotion (Concentration in Rural Health)	Research Associate, Department of Physiology and Pharmacology Tobacco Control Center of Excellence, Comprehensive Cancer Center, Cancer Prevention and Control Program, Wake Forest University School of Medicine Community Health Services Director, AppHealthCare (local health department covering Watauga, Ashe, and Alleghany counties)		PH2000 - Introduction to Public Health
Richard Christiana	MA PhD	University at Albany, Albany, NY University of Georgia, Athens, GA	Anthropology Health Promotion & Behavior	Obesity Prevention Epidemiologist, Georgia Division of Public Health, Atlanta, GA (2007-2008) HIV Incidence Surveillance Epidemiologist, Georgia Division of Public Health, Atlanta, GA (2005-2007) Disease Surveillance Scientist Internship, Health Protection Surveillance Centre, Dublin, Ireland (2005)	Interdisciplinary Qualitative Studies Graduate Certificate, University of Georgia	PH2000 - Introduction to Public Health PH3700 – Foundations of Health Behavior PH4000 – Physical Activity in Public Health

Elizabeth Cavallaro	MPH	University of North Florida, Jacksonville, FL	Community Health	Assistant Director for Wellness and Prevention Services (Student Wellness) Coordinator for Student Wellness, Appalachian State University	Mental First Aid Certified Certified Health Education Specialist (CHES) Certified Peer Education Trainer	PH2000 - Introduction to Public Health
Emily Harwood	MPH	East Tennessee State University, Johnson City, TN	Community and Behavioral Health	Research Associate, Wake Forest University School of Medicine Community Health Services, AppHealthCare (local health department covering Watauga, Ashe, and Alleghany counties)		PH3800 - Public Health Interventions I
Adam Hege	MPA PhD	Appalachian State University, Boone, NC University of North Carolina at Greensboro, Greensboro, NC	Public Administration Community Health Education	Behavioral Medicine Governing Councilor, American Public Health Association		PH2000 - Introduction to Public Health PH4600 - Health Policy, Ethics & Law PH3250 - Community Health
Mary Sheryl Horine	MPH	Boston University, Boston, MA	Epidemiology	Director of Community Outreach, Blue Cross NC Institute for Health and Human Services, Appalachian State University		PH4200 - Principles of Epidemiology
Justin Kearley	MPH	East Tennessee State University, Johnson City, TN	Epidemiology	Project Coordinator, Community Health Initiatives, Western Youth Network Research Assistant, Center for Rural Health Research, East Tennessee State University		PH3250 - Community Health

Liljestrand, Rebecca	MPH					PH3250 - Community Health
Muldowney, Jess	MA, MMCi Currently in DrPH program	Appalachian State University, Boone, NC Duke University, Durham, NC Johns Hopkins University, Baltimore, MD	Leadership and Administration Clinical Informatics	Director of Operations, AppHealthCare (local health department covering Watauga, Ashe, and Alleghany Counties)		PH2000 - Introduction to Public Health
Christopher Seitz	MPH DrPH	University of North Carolina at Greensboro, Greensboro, NC	Community Health Education		Certified Health Education Specialist (CHES)	PH2000 - Introduction to Public Health PH2400 - Professional Development in Public Health PH3250 - Community Health PH4200 - Epidemiology PH4800 - Public Health Interventions II

Colleen Tarantino	MA	Appalachian State University, Boone, NC	Community Counseling	Watauga Substance Abuse Prevention Coalition Wellness and Health Coaching	Wellness Coaches Certified Certified Health and Wellness Coach Fresh Start Smoking Cessation Facilitator	PH3250 - Community Health PH3700 - Foundations in Health Behavior PH4300 - Substance Abuse Prevention PH4900 - Internship
Toronto Thomas	MPA	Appalachian State University, Boone, NC	Public Administration	Data Analyst/Case Investigation Operations Lead, AppHealthCare Regional Vaccine Operations Team Lead, AppHealthCare		PH3800 - Public Health Interventions I
Martie Thompson	MA PhD	Georgia State University, Atlanta, GA	Community Psychology	Epidemic Intelligence Service (EIS) Officer Epidemiologist/Senior Service Fellow with Division of Violence Prevention, Centers for Disease Control and Prevention (CDC)		PH3330 - Biostatistics

Jennifer Schroeder Tyson	MPH	University of North Carolina at Chapel Hill, Chapel Hill, NC	Maternal and Child Health	Director of Preparedness and Special Projects, AppHealthCare (local health department covering Watauga, Ashe and Alleghany counties) JST Strategies (LLC Consulting) PI of Public Health AmeriCorps funded project		PH2000 - Introduction to Public Health PH2300 - Communication in Public Health PH3330 - Biostatistics PH3800 - Public Health Interventions I PH4650 - Seminar in Rural Public Health PH4800 - Public Health Interventions II
Monica Verhaeghe	MPH					PH3600 - Global Public Health
Shenghui Wu	MD Master of Medicine PhD	Southeast University, Nanjing, China Chinese University of Hong Kong, Hong Kong	Preventive Medicine Epidemiology			PH4200 - Epidemiology

Jennifer Zwetsloot	MA PhD	California State University Chico, Chico, CA East Carolina University, Greenville, NC	Exercise Physiology/Physical Education Bioenergetics			PH2200 - Chronic and Infectious Disease PH4400 - Obesity Prevention PH4650 - Seminar in Rural Public Health
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E3. Informed and Current Faculty

All faculty members are informed and current in their discipline or area of public health teaching. Activities that may demonstrate that faculty members are informed and current may include publishing peer-reviewed scholarship, presenting at peer-reviewed conferences, attending relevant conferences and seminars, etc. This list is not intended to be exhaustive.

Required documentation:

- 1) *A description of the activities and methods through which all faculty members remain informed and current in their discipline (e.g., completed professional development opportunities) in the form of Template E3-1. The description must address both full-time and part-time faculty.*

PH Program Faculty

The Public Health program faculty remain current in their disciplines through a variety of activities. All primary and affiliated faculty belong to professional organizations in their discipline and remain actively engaged in their professions. Examples of the professional associations to which faculty belong include the American Public Health Association (national and state level chapter), the Society for Public Health Education (national and state level chapter), and the American College of Sports Medicine. Travel to professional conferences is encouraged and supported financially by PHES and the BCHS. On average, the travel funding is ~\$1,500 per year for faculty presenting at regional and national conferences. Additional funding for conference presentations can be requested from the department chair. Undergraduate research participation and presentation by the students is also encouraged and funded by the Office of Student Research and the Department. In addition, the Department will fund poster printing and occasionally fund travel for the purpose of recruiting students.

Tenured and tenure-track faculty workloads are comprised of 40% teaching, 30% scholarship, and 30% university and professional service. All tenured and tenure-track faculty are expected to publish original scholarly work in reputable peer-reviewed journals within their area of research, and present original data at regional and national conferences. The majority of the primary faculty in the program are either tenured or tenure-track and publish and present scholarship yearly. In addition, professional service is encouraged for tenured faculty in the form of providing manuscript peer reviews for journals, editing book chapters, serving as journal editors, and serving on organizational boards and committees. These activities are expected to increase after the faculty are promoted to associate professor, and is a required part of post-tenure review and promotion to full professor.

Non-tenure track and part-time practitioner faculty do not have a portion of their workload designated to scholarship. However, professional service is encouraged. In addition, the Public Health program requires all primary and affiliated faculty that are not active in research in Public Health to have significant and current practitioner experience as a requirement to teach in the program. The department does not routinely fund part-time faculty travel, but does support continuing education for full-time non-tenure track faculty and travel funds for conference attendance when funds are available. Active engagement in the discipline for non-tenure track and part-time faculty may include, but is not limited to: employment, guest lecturing, volunteer work, professional organization membership, and serving as advisors to Public Health community partners.

Non-PH Program Faculty

Faculty who teach required courses for the PH program but are not PH program faculty also remain current in their fields of expertise through similar methods as PH program faculty. Examples include publishing in peer-reviewed scientific journals, presenting at international/national/regional conferences, seeking and obtaining grant funding, and being members in professional organizations. See template E3-1 for specific indications of faculty currency and expertise.

See template E3.1 for examples of specific indications of faculty currency and expertise. For detailed information on the ways in which PH program faculty and non-PH program faculty teaching in the program remain informed and current in the content in which they teach, see faculty CVs provided in ERF D.2.

TEMPLATE E3-1		
Faculty name	Area of instruction	Explanation of currency

Richard Christiana	Introduction to Public Health Foundations of Health Behavior Physical Activity in Public Health	Attending and presenting at national public health conferences U.S. Center for Mental Health & Sport Research Fellow CDC Physical Activity Policy Research and Evaluation Network Steering Committee Member American Public Health Association Member Editorial and Review Board Membership: Editorial Board, Journal of Healthy Eating and Active Living, 2021-present Review Board, International Journal of Environmental Research and Public Health, 2021-present Review Board, American Journal of Health Behavior, 2021-present Review for various refereed journals Publish in peer-reviewed journals
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Martie Thompson	Biostatistics	Serve on three APA journal editorial boards -Psychology of Violence, American Journal of Orthopsychiatry, Journal of Family Psychology Serve as Director of Community Research in the Institute for Health and Human Services in the Beaver College of Health Sciences Review for various refereed journals Publish in peer-reviewed journals Stay active in funded research Review new textbooks before each semester begins to determine the best one for the class Participate in various trainings offered by the Center for Academic Excellence (CAE) at AppState, including a 5-week asynchronous class on "AsULearn Essentials and Beyond."
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Jennifer Schroeder Tyson	Introduction to Public Health Communications in Public Health Biostatistics Independent Study (One Health, Thesis Development, Maternal and Child Health) Public Health Preparedness for the Zombie Apocalypse Public Health Interventions 1: Program Planning Rural Public Health Public Health Interventions 2: Program Monitoring and Evaluation	Certified in QM TOC: Teach Online Certificate program through Quality Matters (2021) Courses: Gauging Your Technology Skills, Evaluating Your Course Design, Exploring Your Institution's Policies, Orienting Your Online Learners, Connecting Learning Theories to Attend and participant in various teaching enhancement workshops and seminars. Contributor, Healthy North Carolina 2030 Community & Stakeholder Symposia on Infant Mortality (2021) Project Investigator, Tyson & Cope in collaboration with Welborn & Martin, MCFH Appalachia Microlearning Project, IPE through the development of a Maternal and Child Health Microlearning Project. 13-week IPE program with podcast. Over 70 students involved in the Fall of 2021. Trainee, Immigrant Ally Training, 2021 Advisor, CADCA's Geographic Health Equity Alliance to establish recommendations on core competencies for place-based public health. We hope these competencies will contribute to the field of public health by defining the necessary knowledge and skills to be successful with policy, systems, or environmental changes that reduce health disparities related to where people live, work and play. (2021) Appalachian Advocate, 2021- Present The Appalachian Advocates Initiative is a program in the College of Business created to equip, expand and make visible the network of support available to members of underrepresented groups within the College of Business, our Appalachian community and the greater Boone community. Membership is open to all faculty and staff. Review for various refereed journals Publish in peer-reviewed journals
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Colleen Tarantino	PH 3250 Community Health PH 3700 Foundations in Health Behavior PH 4300 Substance Abuse Prevention	PROFESSIONAL MEMBERSHIPS Society for Public Health Education (SOPHE) Member Society for Public Health Education (NC SOPHE) Member North Carolina Public Health Association (NCPHA) Member American College of Lifestyle Medicine (ACLMED) Member WellCoaches School of Coaching, Member Watauga Substance Abuse Prevention Coalition Member SBIRT (Screening, Brief Intervention, Referral to Treatment) Training Team Member Facilitator for Students and professionals (Certifications for Module 1 and Module 2 occur each semester/ Module 3 occurs on a rolling basis based on student need and program of study to complete the full certification). Internship Advisory Council / Meet to provide information on resources and procedures available to internship programs across campus. App State Transfer Services Committee (Committee Member: Diversity and Inclusion in student and faculty recruitment and retention) Athletics Council (Student Athlete Well Being Committee Chair) Report needs and suggestions for intervention and implementation of programs to support the health and well being of student athletes at the University. Participate in various teaching enhancement workshops and seminars WellCoaches Health and Well-Being Coach Training and Certification (2020/2021)
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Adam Hege	PH 2000 Introduction to Public Health PH 3250 Community Health PH 4600 Health Policy, Ethics & Law	Associate Editor, Family and Community Health American Public Health Association, Governing Councilor (Public Health Education and Health Promotion section) Editorial Boards, Frontiers in Public Health (Occupational Safety and Health), Journal of Appalachian Health, and Behavioral Medicine North Carolina Society for Public Health Education, Executive Committee <u>Professional Memberships</u> American Public Health Association Society for Public Health Education North Carolina Public Health Association North Carolina Society for Public Health Education Review for various refereed journals Publish in peer-reviewed journals
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Shenghui Wu	PH 4200 Principles of Epidemiology	<u>Professional Memberships:</u> American Association for Cancer Research (262856) American Heart Association (000189165638) Society for Epidemiologic Research American Public Health Association (9981295) American Diabetes Association (544574783) Associate member, Mays Cancer Center at UT Health San Antonio MD Anderson Grant review committee member, Department of Defense Congressionally Directed Medical Research Programs Grant review committee member, Center for Scientific Review, National Institutes of Health Editorial Board Member, BMC Public Health Review for various refereed journals Publish in peer-reviewed journals
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Jennifer Zwetsloot	PH 2200 Chronic and Infectious Disease PH 3100 Emergency Care and CPR PH 4400 Obesity Prevention PH 4650 Seminar in Rural Public Health	American Red Cross Instructor Certification: Emergency Medical Response and Wilderness First Aid (2009-current) Attend and participate in various teaching enhancement workshops and seminars Coursera Online Learning Course: Global Infectious Disease Master Class (in-progress) SERVICE PHES Public Health Departmental Honors Program Director University Faculty Transfer Mentor INVITED LECTURES: Increasing Diversity and Inclusiveness in PH Programs. CEPH Accreditation Workshop APHA Pre-Conference (2019) Navigating the CEPH SBP Accreditation Process: Incorporating Self-study reviewer comments and managing the site visit. ASPPH Undergraduate Summit (2018) Publish in peer-reviewed journals
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Christopher M. Seitz	PH 2000 Introduction to Public Health PH 2400 Professional Development in Public Health PH 3250 Community Health PH 4200 Principles of Epidemiology PH 4800 Public Health Interventions II	<u>Professional Memberships:</u> American Public Health Association (APHA) Society for Public Health Education (SOPHE) North Carolina Society for Public Health Education (NC SOPHE) North Carolina Public Health Association (NCPHA) Society For Research On Nicotine and Tobacco (SRNT) Review for various refereed journals Publish in peer-reviewed journals
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Trent Spaulding	HCM 2210 Introduction to Health System Organization	<u>Professional Memberships:</u> Healthcare Information and Management Systems Society (HIMSS) Institute for Operations Research and the Management Sciences (INFORMS) Review for various refereed journals Publish in peer-reviewed journals
Jamie Griffin	NUT 2202 Nutrition and Health	<u>Professional Memberships:</u> Academy of Nutrition and Dietetics North Carolina Academy of Nutrition and Dietetics Public Health/Community Nutrition Dietetic Practice Group American Council on Exercise Review for various refereed journals Publish in peer-reviewed journals
Kristen Roland	STT 1810 Basic Statistics	Research interests/expertise: statistics education; student understanding of statistical analysis of educational data, curriculum development and assessment; pre-service and in-service K-12 teacher statistical content and pedagogical knowledge; professional development of teaching assistants; statistical literacy

Jennifer Williams	STT 2810 Introduction to Statistics	pedagogical training at university level; statistical consultation
Jahee Post	STT 2820 Reasoning with Statistics	pedagogical training at university level; statistical consultation
Margaret Brown	PH 2000 Introduction to Public Health, PH 3250 Community Health, PH 3800 Public Health Interventions	Board member for the Independent School Gender Project, National Sex Education Conference (2019), Independent School Gender Project Symposium (2019, 2020, 2022), JHU Contract Tracing course (2020), reviewed chapter in Comprehensive Health Skills textbook

E4. Practitioner Involvement

Practitioners are involved in instruction through a variety of methods (e.g., guest lectures, service learning, internships and/or research opportunities). Use of practitioners as instructors in the program, when appropriate, is encouraged, as is use of practitioners as occasional guest lecturers.

Required documentation:

- 1) *A list of the activities and methods through which practitioners are involved in instruction in the format of Template E4-1.*

Students in the Public Health program are exposed to public health practitioners throughout their training in the program. Public health practitioners provide a unique learning perspective for students through practical application of course material. Public health practitioners provide this perspective to students through guest lectures, service learning projects, research opportunities, inter-professional educational programs, and internships for the required PH 4900. Additionally, several of these public health practitioners serve on a Public Health Program Advisory Committee and are routinely surveyed as Community Partners as a way to assess the preparedness of the Public Health program graduates.

TEMPLATE E4-1

Practitioner name	Credentials	Title	Employer	Course(s) taught/ Instructional activities provided
Amanda Stroud	Dentist	Public Health Dentist	AppHealthCare	PH 4900 Internship Supervisor
Jennifer Schroeder Tyson	MPH	Lecturer	AppHealthCare/ AmeriCorp	PH 2000 Introduction to Public Health, PH 2300 Communication in Public Health, PH 3330 Biostatistics, PH 3800 Public Health Interventions I, PH 4900 Internship Supervisor
Erin Torres		Farmworker Health program Director	AppHealth	PH 4900 Internship Supervisor
Madison Zaidel	CHES	Outreach Specialist	Appalachian Regional Healthcare	PH 4900 Internship Supervisor
Dinora Hernandez		Medical Interpreter/Health Coordinator	Appalachian Regional Healthcare	PH 4900 Internship Supervisor
Courtney Mattar		Director of Partnerships	Wine to Water	PH 4900 Internship Supervisor
Allison Rollins	Certified Doula	Owner/ Health Educator	High Country Doulas	PH 4900 Internship Supervisor
Erin Spear		Director of Healthy Living	Williams Avery YMCA	PH 4900 Internship Supervisor

Tiffany Williams		Watauga Community Health Coordinator	Western Youth Network	PH 4900 Internship Supervisor
Mary Sheryl Horine	MPH	Outreach Director	Health Institute	PH 4200 Principles of Epidemiology, PH 4900 Internship Supervisor
Hunter Varipapa		Early Care and Education Director	The Children's Council	PH 4900 Internship Supervisor
Hannah Mahala	BS / HP	FAMILY Services Director	The Children's Council	PH 4900 Internship Supervisor
Dr. Karen Goldstein	MD	Health Services Researcher	Office of Veterans' Affairs / VA Medical Center Durham	PH 4900 Internship Supervisor
Ben Asma	MA / Mental Health Counseling/ Licensed	Asst. Director	AppState Wellness and Prevention Services	PH 4900 Internship Supervisor
Kyra Patel	MPH, CHES	Asst. Director	AppState Wellness and Prevention Services	PH 4900 Internship Supervisor
Destiny Godfrey		Internship Director	BrennerFit	PH 4900 Internship Supervisor
Gretchen Bayne	BS/HP / CHWC	Director	BestHealth for Us	PH 4900 Internship Supervisor
Jennifer Bass	BS/HP / MPA	Acting Director	Hunger and Health Coalition	PH 4900 Internship Supervisor
Kayla Lasure		Volunteer Coordinator	Hunger and Health Coalition	PH 4900 Internship Supervisor
Sarah Langdon	MPH	Project Manager	Maya AngelouCenter for Health Equity	PH 4900 Internship Supervisor
Mellisa Wheeler	BSW/ MA Healthcare Administration	Director Outreach and Health Disparities	Levine Cancer Institute (Atrium Health)	PH 4900 Internship Supervisor
Jamie Stephens	MA Public Administration	Coordinator for Outreach and Peer Education	UNC-Greensboro/ Center for Student Well-Being	PH 4900 Internship Supervisor
Anna Martin	MPH	Health Director	Caldwell County Health Department	PH 2000, PH 4900 Internship Supervisor

Anne Short		Health Services Director	Cleveland County Health Department	PH 4900 Internship Supervisor
Jared Belk		Health Education Specialist	Wilkes County Health Department	PH 4900 Internship Supervisor
Nancy Bell		Population Health Manager	VA Department of Health	PH 4900 Internship Supervisor
Arlinda Ellison	PhD Health Sciences	Community Health, Outreach, Policy Director	Alamance County Health Department	PH 4900 Internship Supervisor
Billie Walker	RN	Asst. Health Director	Alexander County Health Department	PH 4900 Internship Supervisor
Vera Avery		Quality Improvement Specialist	Rowan County Health Department	PH 4900 Internship Supervisor
Heather Horne		Executive Director	Union County Health Department	PH 4900 Internship Supervisor
Dale Floyd (recently retired)	MEd / Health Education	Juvenile Justice Health Services Manager	NC Dept. of Public Safety/ Juvenile Health Services	PH 4900 Internship Supervisor
Sydne Cook		Internship Advisor/Placem ent	IES Abroad Ireland	PH 4900 Internship Supervisor
Marian Trattner	MSW	Director of Well-Being	Wake Forest University	PH 4900 Internship Supervisor
Alyson Best		Emergency Preparedness Director	Guilford County Health Department	PH 4900 Internship Supervisor
Angela Whicker		Intern Manager	Iredell County Health Department	PH 4900 Internship Supervisor
Allie Willard		Health Education Coordinator	Surry County Health Department	PH 4900 Internship Supervisor
Danny Scalise	MPH	Director	Burke County Health Department	PH 4900 Internship Supervisor
Brittain Kenney			Gaston County Health Department	PH 4900 Internship Supervisor
Kristen Gentry	MA	Program Director	C.A.R.E. Coalition	PH 4900 Internship Supervisor

Grace Kindt		Drug and Alcohol Supervisor	PA Department of Drugs and Alcohol	PH 4900 Internship Supervisor
Sam Sharter		Emergency preparedness Director	Emory University	PH 4900 Internship Supervisor
Beth Booth		Health Director	Graham County Health Department	PH 4900 Internship Supervisor
Susan Sturgill	BAS	Program Director	Wilkes Pregnancy Care Center	PH 4900 Internship Supervisor
Stephanie Craven Bunch	MPH	Research Assopciate	Wake Forest School of Medicine	PH 2000 Introduction to Public Health, PH 4900 Internship Supervisor
Kimberly Johnson		Program Director	Duke University School of Medicine / Div. of Geriatrics	PH 4900 Internship Supervisor
Lisa McGuire	PhD	Director/ Alzheimers and Healthy Aging Program	CDC (Atlanta)	PH 4900 Internship Supervisor
Fletcher Tove	MBA	Emergency Preparedness Director	Charles Georde VA Medical Center (Asheville)	PH 4900 Internship Supervisor
Amber Chapman	BA Sociology	HP Specialist	High Country Council of Governments	PH 4900 Internship Supervisor
Todd Carter	BA	Chief Development Director	Hospitality House	PH 4900 Internship Supervisor

E5. Graduate Students

Course instructors who are currently enrolled graduate students, if serving as primary instructors, have at least a master's degree in the teaching discipline or are pursuing a doctoral degree with at least 18 semester credits of doctoral coursework in the concentration in which they are teaching.

Required documentation:

1) A list of graduate teaching assistants, if applicable, in the format of Template E5-1. Template E5-1 requires each graduate teaching assistant's name, course(s) taught, master's degree earned, and discipline in which master's was earned. If applicable, also include in-progress doctoral degree and number of credits of doctoral coursework in the teaching area completed. (self-study document)

Not Applicable

The Public Health program is an undergraduate program and as such does not have graduate students.

F. Fiscal and Other Resources

F1. Financial Resources

The program has access to financial resources that are adequate to fulfill its stated mission. Financial support is adequate to sustain all core functions, including offering the required curriculum and other elements necessary to support the program's ongoing operations.

- 1) A letter, signed by the administrator(s) responsible for the program at the dean's level or above, indicating the institutional commitment to the program and to providing the resources required to accomplish the mission, to teach the required curriculum, and to achieve expected student outcomes.

Dean's Letter of Support found in ERF F1.1

- 2) A budget table delineating fiscal resources for the program indicating all funding sources to the extent possible in the format of Template F1-1.

TEMPLATE F1-1

Sources of Funds by Major Category, 2017 to 2022^

	Year 1 (2017-2018)	Year 2 (2018-2019)	Year 3 (2019-2020)	Year 4 (2020-2021)	Year 5 (2021-2022)
Source of Funds					
Tuition & Fees					
State Appropriation	679,985	535,052	510,344	538,496	720,410
University Funds	**	**	**	**	**
Grants/Contracts	22,506	56,355	83,418	282,652	21,814
Indirect Cost Recovery	3,376	8,453	12,513	839	388
Other (BCHS Dean's Scholarship)	16,922	17,021	37,220	48,758	32,293
Total	722,789	616,881	643,495	870,745	774,905

**Budget does not include University overhead (office space, administrative support, phone, copier, office supplies, etc.)

- 3) A narrative explanation of the data in Template F1-1 and a discussion of any recent or planned future changes in fiscal resources.

The Public Health program is provided all of the resources necessary to accomplish its goals and mission, teach the courses across the curriculum, and support students at a high level. As the program has grown and expanded, the program has received support in the following ways (among others): faculty lines (both tenure-track and non-tenure track), scholarships for students, grant proposal development support from the BCHS.

The data in Template F1-1 represents the support over the past five fiscal years, dating back to the 2017-2018. The majority of the funds provided to the program come from state appropriations provided to the university. The operating budget is spread across the BCHS and departments and programs. The state appropriations and university funds are determined by a variety of factors: total number of students, student credit hour production, laboratory demands, equipment and supply needs for teaching and research, and professional development needs of the faculty.

Research grants and contracts are contingent upon the expertise of faculty members who are active in seeking external funding. The indirect costs recovered are based on a university policy that 5% are returned to the principal investigator. The Office of Student research is an institutional office that provides financial support for students to engage in research endeavor and also provides funding for travel to present research at professional meetings.

Most recently one tenure-track Assistant Professor and one non-tenure track faculty member were hired to begin the 2022-2023 academic year. These hires were approved to meet the needs of the growing enrollment over the past two years and with the expectation of more growth to occur. Currently, the program has tenure-track search for another faculty member to begin in the fall of 2023. Additional funds will be incorporated into the program as needed and at this time there are no additional significant plans to alter the funding of the program.

F2. Physical Resources

The program has access to physical resources that are adequate to fulfill its stated mission. Physical resources are adequate to sustain all core functions, including offering the required curriculum and other elements necessary to support the program's ongoing operations.

- 1) A description of the physical space available for faculty offices, program classrooms, and student meetings or study groups.

The Public Health faculty offices are housed in the Leon Levine Hall, the home of the Beaver College of Health Sciences at Appalachian State University. Leon Levine Hall is located approximately one and a half miles off the main campus setting. It is a 203,000 square foot facility and located within Boone's Medical Health District including the Appalachian Regional Healthcare System, Broyhill Wellness Center, the Watauga County Recreation Center, and the public greenway system. There is a public transportation system, the AppalCart, that transports students back and forth between Levine Hall and the main campus setting and local apartment housing. All departments and programs within the BCHS are housed at Leon Levine Hall, except for the programs in the Department of Recreation Management and Physical Education, which is in the Holmes Convocation Center on the main campus. All nine of the current full-time faculty members in the Public Health program have offices in the Department of Public Health and Exercise Science area on the 4th floor of Levine Hall. In addition, there are two open faculty offices that are open to adjunct faculty members for preparing for class and for meeting with students.

The majority of Public Health courses (all upper level courses) are held in Levine Hall, which has ample classroom space and designs on the first, second and third floors of the building. Each semester, when making schedules, the Program Director can request the style of classroom to be utilized to meet the course design and teaching approach used in the course. The Public Health program, like many other BCHS programs, does continue to offer some introductory course sections (PH 2000) on the main campus in Holmes Convocation Center. The program does this as a way of recruiting students to the program and to reach students in the General Education program.

In addition to classroom and office spaces, the Leon Levine Hall offers numerous meeting and study group areas and laboratory spaces for students and faculty. On each of the first three floors of the building, where classrooms are located, there are open study areas and lobby areas (that provide food, coffee and drink venues) and small rooms that can be reserved or taken first-come-first serve for study groups and meetings. On the fourth and fifth floor of the building, there are multiple conference rooms for meetings as well as lobby areas for food and drink options. Specifically, the Public Health and Exercise Science department has a Conference room; this is where the majority of Public Health faculty meetings are held.

F3. Academic and Career Support Resources

The academic support services available to the program are sufficient to accomplish the mission and to achieve expected student outcomes. Academic support services include, at a minimum, the following:

- **computing and technology services**
 - **library services**
 - **distance education support, if applicable**
 - **career services**
 - **other student support services (e.g., writing center, disability support services), if they are particularly relevant to the public health program**
- 1) A description of the program's academic support resources, including each of the following areas. Focus the discussion on the resources that are intended for and/or supportive of the program and its students in particular, and indicate who is responsible for each service (e.g., the institution, the college, the program, etc.). Present the response in the format of Template F3-1.

TEMPLATE F3-1		
Academic Support Resource	Responsible Party	Description
a) computing and technology services	University Information Technology Services https://its.appstate.edu/ BCHS IT Support Liaison(s): Tony Grant and Daniel Jones Center for Excellence in Teaching and Learning for Student Success https://cetlss.appstate.edu/teaching-learning BCHS Faculty Support Instructional Design Specialist: Rachel Clark	At Appalachian State University, technology, our Institutional data, and our human potential must be viewed as an asset, valued for its ability to transform the educational landscape of our students and enhance the effectiveness of our faculty and staff. Achieving this goal is central to our purpose and can only be reached by developing a culture in which people are valued for managing resources and consistently making decisions in ways that are aligned with, and measured against the organization's core values. Information Technology Services is committed to delivering on this value proposition by providing a technology enterprise that embraces these values in support of the academic and business missions of the Institution. The Center of Excellence in Teaching and Learning for Student Success aspires to provide high quality professional learning opportunities that assist faculty, staff, and administrators in providing transformational and innovative educational programs that enhance student learning and increase student success. Our goals and initiatives align with the Appalachian Strategic Plan and support the cultivation of a dynamic and inclusive campus. We aim to provide professional services for the advancement of our academic community. The primary goal of the Center for Excellence in Teaching and Learning for Student Success is to facilitate academic development on campus by offering a broad range of services and programs to faculty and staff at all career stages aligned to the Appalachian Strategic Plan. The CETLSS seeks to advance teaching and learning, increase the utilization of innovative learning technologies, strengthen

		leadership development, and cultivate inclusive practices across campus. In addition, the Center plays a direct role in supporting colleges, departments, programs, and campus units in achieving institutional objectives. We work collaboratively with constituents across campus to develop, implement, and assess programs and services that advance our collective goals. Other applications and services provided by the university that are supported through these offices include: Banner, Degree Works, People Admin (Human Resources), and Web-focus. The AppalNET web portal is the access point for most student services, processes, and information, including course registration, schedules, official university email accounts, grades, account balances, and financial and personal information.
b) library services	Belk Library & Information Commons https://library.appstate.edu/about Health Sciences Librarian: John Wiswell	The institution of Appalachian State University is responsible for Belk Library and related services. The Belk Library Information Commons is located in a 165,000 square foot dedicated building close to LS Dougherty where the department is housed. The mission of the Appalachian State University library is “to assist those who pursue knowledge”. The main library contains 969,276 bound books and periodicals, 636,239 electronic items and subscriptions, and 18,767 films, videos, and DVDs. Document delivery services, as well as a variety of other specialized services, are available to faculty and students. The Belk Library houses the William Leonard Eury Appalachian collection, that provides a permanent home to the University’s unique assemblage of 37,000 books and documents related to all aspects of the Southern uplands. Each academic department is assigned its own librarian, who is available to provide assistance to faculty and students as needed. Belk Library is part of the University of North Carolina Library System and has full access to all materials housed by the UNC system.

		Extensive electronic holdings provide excellent access to the scholarly literature. Online services provide near-total access to library materials for off-campus students. Four hundred computer stations are available within the library, and individual and group study rooms are available on a first-come, first-serve basis.
c) distance education support, if applicable *Primarily during COVID-19 pandemic when all courses had to shift online (we still offer a few sections of courses online to meet student demands)	Center for Excellence in Teaching and Learning for Student Success https://cetlss.appstate.edu/teaching-learning/faculty-support-consultations BCHS Faculty Support Instructional Design Specialist: Denise Cowardin and Rachel Clark	The Center for Excellence in Teaching and Learning for Student Success offers faculty assistance in teaching needs, such as when having to teach in an online fashion. This was especially relevant during the peak times of the COVID-19 pandemic. This included assistance with the AsULearn platform and the use of Zoom technology for engaging with students in a distance education format.
d) career services	Career Development Center https://careers.appstate.edu/ BCHS Career Coach, Jennifer Perry Public Health Faculty Mentoring	The Career Development Center serves all students and alumni pursuing various future professional endeavors. Our services include resume reviews, career coaching, job and internship search assistance, and other tools to achieve life and professional success. The Career Development Center also offers services toward students exploring majors and careers and the types of careers available with specific majors: https://careers.appstate.edu/explore-majors-and-careers As part of the Public Health program's advising and faculty mentoring model, each student is assigned to a faculty member for further career counseling and graduate school preparation.

e) academic advising	University College Academic Advising Center https://advising.appstate.edu/ BCHS Office of Advising and Academic Support https://healthsciences.appstate.edu/student-resources/office-advising-and-academic-support Public Health Advisor, Ebony Carlisle	The University College Academic Advising Center consists of trained advisors on staff to assist students during their General Education studies and work with students until they have declared their major (which can happen once a student obtains 30 credit hours). Through the Advising Center, students are designed an advising plan as the suggested course of student while as a student at App State. The assistance includes both recommended and suggested sequencing of courses. Once the student declares their major as Public Health, they are assigned a BCHS academic advisor specific to their program area. This advisor assists students with developing a course plan, understanding and fulfilling all university and Public Health program requirements, and referring students to resources available across the university (ex. tutoring, health and mental health services, financial aid services, etc.). Faculty mentors from the Public Health program assist students with more detailed career goals, career focus, internship opportunities, graduate school options, etc.
f) community service and engagement	Community-Engaged Leadership https://cel.appstate.edu/	The Office of Community-Engaged Leadership (CEL) engages Appalachian State University students in academic, experiential, and community-oriented programs that enhance their capacity to serve and lead in socially-responsible ways for the benefit of their local and global communities. The CEL helps students to get involved with community partners in service learning and civic engagement opportunities.

g) scholarships	Beaver Scholarship, BCHS Scholarships https://healthsciences.appstate.edu/student-resources/scholarships	The Beaver Scholarship: The Beaver Scholars program is the premier scholarship program for the Beaver College of Health Sciences at Appalachian State University, and was established in 2019 by Don Beaver '62 '64 and his wife, Vickie Beaver. The \$10,000 renewable Beaver Scholarship supports incoming undergraduate and graduate students from North Carolina who are committed to careers in direct patient health care. In order to apply, incoming students should complete the university-wide scholarship application when they apply for admission to the University. Additional Scholarships for Incoming Graduate Students: There are a number of additional College and University scholarships available for incoming graduate students. In order to apply, complete the university-wide scholarship application when you apply for admission to our graduate programs. For more information, please visit: https://graduate.appstate.edu/prospective-students/financial-support Additional Scholarships for Incoming Undergraduate Students: The Beaver College of Health Sciences offers additional scholarships on a rotating basis to incoming first year undergraduate students, including the Jennifer K. Adkins RN Memorial Endowed Scholarship, The Girls on the Run Scholarship, the Mary Hoffman Farthing Scholarship, the Roscoe L. & Jane J. Billings Memorial Endowed Scholarship, and the Moody and Natali Chisholm Endowed Scholarship for Health Sciences. In order to apply, incoming students should complete the university-wide scholarship application when they apply for admission to the University. For more information, please visit: https://scholarships.appstate.edu
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h) student club	Public Health Club	The Public Health Club is open to all students who are interested in Public Health. The club exists to help students prepare for careers in Public Health, allows opportunities for students to be active participants in promotion and protecting the health of the App State and surrounding communities. The club also provides students with peer support and extracurricular activities related to Public Health.
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i) student research	Office of Student Research https://osr.appstate.edu/	The Office of Student Research (OSR) was established in 2005 to expand the opportunities for undergraduate and graduate students to engage in research and mentored scholarship at Appalachian State University. Students who understand how discoveries are made in their chosen fields are well-prepared to address the unsolved problems of the future. The OSR has a variety of resources, including financial support, to help research become a distinctive feature of the undergraduate and graduate experience at Appalachian.
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j) additional student support services	University Writing Center https://writingcenter.appstate.edu/ Student Learning Center https://studentlearningcenter.appstate.edu/ Office of Student Financial Aid https://financialaid.appstate.edu/ Office of Disability Resources https://odr.appstate.edu/ M.S. Shook Student Health Service https://healthservices.appstate.edu/ Wellness & Prevention Services https://wellness.appstate.edu/ Intercultural Student Affairs https://intercultural.appstate.edu/	
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G. Advising

G1. Academic Advising

Students are advised by program faculty (as defined in Criterion D) or qualified program staff beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion.

- 1) A narrative description of the institution's system for undergraduate academic advising.

New students, freshmen or transfer students, enter Appalachian State through the [University College](#). All new students are assigned academic advisors through University College until they are eligible to officially declare their major and transition to the college where their major is housed. Students are generally sophomores at declaration, unless a current student elects to change majors. Once declared, the undergraduate advising model depends on the individual college. For the Beaver College of Health Sciences, eight professional advisors operate out of the [Office of Advising and Academic Support](#). Each of the academic advisor's partner with their program's faculty to create an advising team which serves as a strong resource for students.

Once a student is assigned to a BCHS academic advisor, the academic advisor sends a welcome email and requests that the student meet with them to develop a graduation plan which properly sequences the coursework. Discussions include, but are not limited to, interest areas in public health, the curriculum, grade requirements, options to study abroad, academic and non-academic resources, special interests such as pre-health program prerequisites for medical, physician assistants, etc. Students with graduate health program interests are referred to the [Health Professions Advising](#). Once the student has met with the HPA advisors, the student meets a second time with the academic advisor to incorporate the prerequisites into the graduation plan.

Newly declared PH majors must meet with the academic advisor prior to registration for the next semester. Continuing PH majors are required to meet with the advisor at least once a year. Enrollment is audited each semester to make sure that students register correctly. Following each spring semester, the student receives an email from the advisor with the graduation plan and a message that everything looks great or the student needs to make an appointment with the advisor to revise the graduation plan.

- 2) A description of the program's provision of academic advising, including the following:

- a) assignment of advisors

One academic advisor assigned to all declared Public Health majors. When professional advisors were originally added to the BCHS in 2015, initial assignments were by interest and/or expertise. First, social work, nursing, CSD and nutrition had an assigned advisor. In 2016, advisors for health promotion/public health and exercise science were added. Finally, an advisor for recreation management/health and physical education was hired and every major in our College had a professional advisor assigned by 2017. When an advisor leaves or caseloads change, other advisors have an opportunity to change programs to develop skills in another area or may choose to keep their caseload.

From June 2016-July 2022, the academic advisor for public health and social work, Janice Koppenhaver, helped with the transition from health promotion to public health and advised all public health majors and the remaining health promotion majors in addition to social work majors. In 2022, the BCHS was able to fund another advisor position and public health majors transitioned to Ebony

Carlisle because the combination of public health and social work caseloads were too large for one advisor due to the growth of the public health program.

b) training and responsibilities of advisors

The Associate Director of Advising is responsible for training new advisors, which includes electronic and hands-on components. When possible, new advisors are mentored by veteran advisors. A comprehensive New Employee Handbook for the Office of Advising and Academic Support with a "New Advisor Checklist" prioritizes orientation and training items, providing new staff members with both structure and support.

Responsibilities for advisors include:

- assisting undergraduate Health Sciences students develop appropriate and realistic academic plans
- assisting students with course selection and obtaining or granting special permissions for course enrollment when needed
- monitoring academic progress; assisting students having academic difficulty with strategies for achieving academic success
- developing and executing strategies that disseminate information about academic programs and policies to new and continuing students; serving as a liaison with assigned academic department(s)
- facilitating new student and transfer orientation sessions as needed
- participating in Open House and Commencement as needed
- making appropriate referrals to on campus or off campus resources
- providing guidance to faculty and staff on student issues and academic policies
- other duties or special projects as assigned

c) policies and procedures related to advising

The [most common policies and procedures](#) related to advising are:

- Financial aid regulations
- Overloads and permits
- Registration deadlines (add, drop, withdrawal)
- Residency hour requirements
- Semester hour requirements
- Senior institution hour requirement
- Transfer coursework
- Readmission process
- Referrals to academic and non-academic resources ([career coaching](#), [faculty mentoring](#), [Health Professions Advising](#), [counseling services](#), [Dean of Students](#), [Office of Disability Resources](#), etc.)

d) process for changing advisors

There is only one advisor for declared Public Health majors. Students do not change academic advisors unless they are changing their academic program. Students receive a new advisor only if the advisor leaves or caseloads need to be adjusted. If students have a concern about their advisor, they can meet with the Executive Director of Advising and Academic Support to discuss the issues.

e) rules for frequency of contact with advisors

Newly declared majors must meet with their academic advisor after they are admitted to the college and prior to the registration for the next term. In the first meeting, the advisor and student develop a graduation plan that lays out all the remaining requirements (organized by term) to complete the degree. After the initial appointment, meetings are required as the advisor deems

appropriate based on academic performance and alignment with the graduation plan. Public Health students usually choose to meet with the PH advisor at least once per term. There are also countless email exchanges throughout the academic year. If a student has not met with the academic advisor in the previous term, the advisor can request that the student make an appointment. If there is a concern, academic or personal, the advisor can request the student make an appointment and require the student to meet prior to registration.

G2. Faculty Involvement in Public Health Career Advising

Students are advised by program faculty (as defined in Criterion D) about public health-specific career options beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion.

- 1) A description of the program's provision of career advising, including the following:

- a) assignment of advisors

For the career side of advising for students, they are assigned a faculty mentor from the program. The PHES department administrative staff randomly assigns Public Health students to one of the nine full-time faculty members each year. The students are able to set up meetings with their faculty mentor to discuss career goals and/or graduate school opportunities.

In addition, each semester the program holds mandatory public health mentoring sessions. Specifically, the program holds two sessions each semester during the evenings to provide multiple opportunities for students to attend. Each student is required to attend one of these sessions per year. At each session, multiple faculty members, including the program director, and the internship coordinator and academic advisor are in attendance. The faculty offer opportunities to learn more about professional development and career advice as well as graduate school preparation. It is also an opportunity for students to discuss these aspects as a group.

- b) training and responsibilities of advisors

There is no additional training required of faculty mentors. Each of the faculty mentors have graduate level training in the field and have experience in working in the field. In addition, the faculty are involved with professional associations that afford them the opportunity to connect students in the field.

Regarding responsibilities, faculty mentors are responsible for being available to meet with students. All faculty are required to hold office hours each week. Additionally, students interact with the students in the classroom and discuss the connections between the content and its relevance to the professional field and career opportunities.

- c) policies and procedures related to advising

As discussed in (a), all students are assigned a faculty mentor. Students are expected to reach out to their faculty mentor for assistance and to discuss career opportunities. All students are required to attend at least one public health mentoring session per academic year.

- d) process for changing advisors

The process for changing the faculty mentor calls for the student to reach out to the program director about a change. The program director will then work with the PHES department administrative staff to have the change completed (if approved by the program director). The program director will notify both the faculty mentor and the student of the change.

- e) rules for frequency of contact with advisors

Beyond the requirement of attending at least one public health mentoring session per academic year, there are no further rules regarding the frequency of contact with mentors.

G3. Student Satisfaction with Advising

The program regularly tracks and regularly reviews quantitative and qualitative data on student satisfaction with advising.

The program uses methods that produce specific, actionable data; for example, data must sufficiently differentiate between faculty and staff advising roles, if applicable. The program does not rely exclusively on institution- or unit-collected data, unless those data are sufficiently detailed and descriptive.

- 1) A brief narrative summary and presentation of summary statistics on student satisfaction with advising for the last three years.

Students are sent an Advising Appointment Satisfaction Survey within 1 business day of meeting with their academic advisor. Likert scale questions range from 1 (Very Unsatisfactory) to 4 (Very Satisfactory). A survey reminder is sent to students before the end of the semester.

In the past 3 years, the PH advisor, Janice Koppenhaver, earned an average score between 3.67 and 3.87 on all survey questions. Students are generally very positive about the assistance and support they receive from the advisor. Comments include,

- "It was a very thorough meeting where I could ask a variety of questions to truly help my college career move forward on the right track." (2019-20)
- "Great advising meeting, even through Zoom. Mrs. Koppenhaver is extremely helpful and knowledgeable. Setting up the advising appointment was easy and I really like the reminder email a day before the advising meeting is to take place." (2020-21)
- "I enjoyed how personable Ms. Koppenhaver is - I have not really had that experience with an advisor before (usually very cut and dry), however, Ms. Koppenhaver was excellent!" (2021-22)

Year	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
2019-20 (n=44)	3.86	3.72	3.75	3.77	3.69	3.70	3.73	3.75
2020-21 (n=46)	3.76	3.85	3.85	3.78	3.81	3.87	3.80	3.85
2021-22 (n=28)	3.82	3.68	3.74	3.67	3.79	3.78	3.72	3.85

Regarding your recent visit, how satisfied are you with...

- Q1. Amount of time spent with advisor
- Q2. The Graduation Planning Sheet as a personalized resource for you
- Q3. Attentiveness to your questions
- Q4. Assistance in understanding degree requirements and course sequencing
- Q5. Assistance in becoming aware of (understanding) relevant campus policies and procedures
- Q6. Chances of follow up communication by advisor as needed
- Q7. Referrals to other academic or non-academic campus resources
- Q8. Professional academic advising overall

The Office of Advising and Academic Support developed a second method of student data collection by piloting a survey to graduating seniors in 2021-22. While the Advising Appointment Satisfaction Survey seeks feedback about the most recent individual meeting, the Senior Survey asks students to reflect on

their collective academic advising experience. Respondents are asked to rate six statements from Strongly Agree to Strongly Disagree. Listed below is the percentage of Strongly Agree and Agree responses to each statement. Comments include,

- “Ms. Koppenhaver helped me to understand how to sign up for courses when I transferred to App State, and helped me figure out what courses I was most interested in. She was especially helpful when helping me to create a schedule and graduation plan that works for my specific circumstances.”

Year	S1	S2	S3	S4	S5	S6
2021-22 (n=20)	89%	83%	83%	72%	56%	89%

S1. Janice Koppenhaver was well prepared when we met.

S2. I felt welcome and at ease during my interactions with Janice Koppenhaver.

S3. Janice Koppenhaver was a good listener.

S4. During my academic career, Janice Koppenhaver effectively challenged me to consider my career options and set achievable goals.

S5. Janice Koppenhaver asked questions that helped me discover my strengths, skills, and abilities.

S6. The advising I received from Janice Koppenhaver helped me complete my degree as efficiently as possible.

- 2) A description of the methods used for collecting and analyzing data on student satisfaction with advising. The description must identify the parties responsible for collecting and analyzing data.

The Executive Director of Advising for the Beaver College of Health Sciences creates the Advising Appointment Satisfaction Survey using Google Forms and analyzes the data each summer. Responses are anonymous. The survey is open from August 1 – July 31. Survey data is used to shape and measure unit and employee goals each year. Annual performance reviews are also tied directly to satisfaction survey scores for individual advisors each spring.

The Associate Director of Advising for the Beaver College of Health Sciences creates the Senior Survey using Qualtrics and sends it to students prior to their selected graduation date (May, August, or December). Responses are anonymous. Survey data is used to shape and measure unit and employee goals each year.

- 3) If applicable, a discussion of limitations of the current data that are based on data collection methodology.

A final reminder about the Advising Appointment Satisfaction Survey was inadvertently forgotten in 2021-22, which is why the total number of participants is lower compared to the previous 2 years. A workflow document was developed by the office's administrative assistant to prevent that from happening again. Reminders to send reminders essentially.

Due to the unexpected departure of the Assistant Director of Advising in Fall 2021, the Senior Survey only captured students graduating in May and August 2022. With a new Associate Director of Advising in place, we should be able to get feedback from students who are graduating in December, as well as May and August, in future cycles.

- 4) If applicable, a description of specific plans (with timelines) to improve the accuracy of data.

There are no concerns about the accuracy of data at this time.

- 5) If applicable, specific plans for improvement in provision of advising, based on the data collected.

Funding for a new advising position was provided by the University in the 2021-22 school year, which led to a new hire in July 2022. Once the new person is fully trained, several current advisors will benefit from a reduction in caseload as a result. The newest advisor will work with all declared majors in Public Health and the Nursing/BSN programs, with a total caseload around 250 students. (The previous advisor for Public Health and Social Work carried a caseload of approximately 500 students.) Quality of advising, particularly time devoted to auditing graduation plans, reduced wait times for appointments and email responses, as well as timely resource referrals to students, should only improve as a result of this change.

Complete data regarding advising appointment satisfaction and the senior survey are found in ERF G3.1-G3.5

H. Diversity, Inclusion, and Cultural Competence

H1. Diversity and Inclusion

The program demonstrates a commitment to diversity and inclusion.

- 1) A narrative description of the ways in which the program ensures that students have skills for recognizing and adapting to cultural differences in the public health context. The description must address the following:
 - a) assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities

The field of public health maintains a core value in social justice and is centered on the importance of diversity. The PH program and its faculty embrace diversity and social justice and emphasize those values. As such, social justice principles are incorporated within courses and program initiatives. Several courses have a specific focus on diversity and the elements of cultural competency and respect for diversity.

Faculty/staff:

In regards to faculty and staff, we intentionally make every effort to recruit a pool of diverse candidates, and seek to hire those who embrace inclusivity. We do so by advertising our open positions on platforms that specifically promote our positions to diverse candidates. We abide by all hiring laws and university rules that mandate fair hiring practices, and our search committee members attend required trainings in addressing implicit and explicit bias. In terms of inclusivity, we require all faculty applicants to submit a diversity and inclusivity statement that specifies the action they take to be inclusive to all students and colleagues. Current faculty are also regularly invited to participate in inclusivity trainings and events that are hosted by the Beaver College of Health Sciences' "Inclusive Excellence Liaisons," a committee of seven faculty from each department who are trained in promoting inclusivity. The committee conducts a "campus climate survey" every other year to assess faculty perceptions about how the college is doing in regards to being diverse and inclusive, and how the college can improve in those areas. The liaisons plan various inclusivity seminars to help promote faculty inclusivity in their classrooms. For example, a series of trainings were based on how to navigate having difficult conversations with students in class. In addition, the liaisons developed a summer and winter reading program, in which faculty are invited to read a book that focuses on inclusivity (i.e., "How to be an Antiracist" by Ibram X. Kendi) and then meet to discuss the book and brainstorm how to integrate it into classrooms. The reading program has also extended to podcasts (i.e. "Bright Morning" with Elena Aguilar) and documentaries (i.e., "First Generation" directed and produced by Adam and Jaye Fenderson).

Preceptors/guest lecturers/community agencies:

In terms of internship preceptors, guest lecturers, community agencies, our students and faculty work with agencies in the local community focused on such issues as poverty and food insecurity, healthcare access, homelessness, substance use and misuse, and mental health, to name a few. Each of these initiatives take on a specific focus on understanding and valuing diversity and equity at both a personal and professional level but also a societal level. Within all of these experiences, students are exposed to critical health disparities related to marginalized populations across racial/ethnicity, sexuality and gender, socioeconomic status, ability, and rural/urban differences. Example internship sites and community agencies the program partners with includes (but not limited to): [Hospitality House](#), [Hunger and Health Coalition](#), [Western Youth Network](#), [OASIS](#), [Children's Council of Watauga County](#),

[AppHealthCare](#), [App State Wellness and Prevention Services](#), [W.A.M.Y. Community Action](#), [E.A.R.M. Cafe](#), and [Blue Ridge Women in Agriculture](#).

b) research and/or community engagement

In terms of faculty research and community engagement, the tenure-track and non-tenure track faculty are all involved in initiatives emphasizing diversity, equity and inclusion. Each of these include students in service learning projects and research initiatives in the local community and across western North Carolina. Many of these projects lead to publication in academic peer-reviewed journals and presentations at state and national professional association meetings. For example, our PH 3250: Community Health course requires students to engage in service in the local community in partnership with a local agency (several of the agencies listed above in a). Students work in groups to complete a project(s) with the agency or agencies involved. Our faculty and students assist the university's Wellness and Prevention Services department with the annual campus health needs assessment. This includes data collection and analysis for informing program and policy development. In addition, faculty and students assist the local health department, AppHealthCare, with the community needs assessment, including data collection and analysis. Currently, three faculty (Tyson, Thompson, and Hege) are leading a CDC Public Health AmeriCorps project involving several current students and recent alumni as Corps members. The project is focused on providing psychological first aid training to professionals and community members across an 18-county region of western North Carolina. Below is a table depicting some examples of the research and community engagement activities involving our faculty.

Faculty member	Research	Community Engagement
Richard Christiana, PhD	- community-based research focused on outdoor active living behaviors and addressing barriers	- Board of Directors of Mountain Alliance - HOPE LAB
Adam Hege, PhD, MPA	- social determinants of health/health equity - rural health - occupational safety and health	- Public Health AmeriCorps - WCCI Leadership Team - Public Health Innovation - Service engagement with Hunger and Health Coalition, Hospitality House, and Western Youth Network
Chris Seitz, DrPH, MPH	- Tobacco control policies and advocacy - Photovoice methodology for community-based action	- Member of the Improving Community Outcomes for Maternal and Child Health Initiative (ICO4MCH) with AppHealthCare

Colleen Tarantino, MA		- Watauga Substance Abuse Prevention Coalition (WSAP) - Watauga Education Foundation
Martie Thompson, PhD	- Suicide and violence prevention - College student health and wellbeing - Analysis of Secondary Data to Inform Prevention	- Public Health AmeriCorps - Public Health Innovation
Jennifer Tyson, MPH	- Public Health Preparedness	- Public Health AmeriCorps - Public Health Innovation
Jennifer Zwetsloot, PhD		- Watauga County Schools

c) any other relevant elements of the program

At the BCHS level, the Inclusive Excellence Liaisons also conduct “campus climate surveys” every other year for students. All of the students whose declared majors are housed in the college are invited to complete a survey that assesses students’ perceptions about how the college is doing in regards to being diverse and inclusive, and how the college can improve in those areas.

At the program level, most of the courses address diversity through readings and lecture in regards to how health disparities impact various population demographics. Specific assignments from our Introduction to Public Health course (PH 2000) include students watching the PBS documentary “Poor Kids” and completing an online poverty simulation. These particular assignments help our students to understand and empathize with those from low socioeconomic backgrounds. A required reading from our Community Health course (PH 3250) involves learning about privilege that comes from various demographic variables (e.g., race, sex, sexual orientation, physical ability). The reading is then discussed in class to help students understand why it is important to realize one’s own privilege as future public health professionals.

- 2) Supporting documents for each listed item and/or component of the description above. For each item, list the supporting document(s) and page(s), if applicable. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

Campus Climate survey and results found in ERF H1.1-H1.4

H2. Cultural Competence

The program prepares students by developing, reviewing, and maintaining curricula and other opportunities (e.g., service learning) that address and build competency in diversity and cultural considerations.

Programs can accomplish these aims through a variety of practices including the following: incorporation of *cultural competency* considerations in the curriculum; recruitment/retention of faculty, staff, and students; and reflection in the types of research and/or community engagement conducted.

- 1) A narrative description of the ways in which the program ensures that students have skills for recognizing and adapting to cultural differences in the public health context. The description must address the program's curriculum.

The Public Health program places significant attention on cultural humility and building cultural competence among both students and faculty. We value diversity in all its forms social justice as a core value of public health is displayed across our curriculum. The faculty understand that cultural competency is vital to being successful in the field and that we must prepare our students for work with a wide variety of populations and contexts that they will encounter in their professions.

In the following section, specific examples of cultural competence in the curriculum are provided.

There are several assignments that help students to build their skills in cultural competency.

- a. An assignment from our Communication in Public Health course (PH 2300) requires students to write health communication materials at a 4th to 6th grade level.
 - b. A required reading from our Community Health course (PH 3250) involves learning about what cultural competency is and how to build one's skills in becoming culturally competent. A particular activity utilized in the class is a "Privilege Walk" in which students learn about differences in their backgrounds and their privileges along the way. This involves a class discussion and further reflection in groups.
 - c. In Public Health Interventions I (PH 3800), students write a comprehensive program plan. Students plan the population that the intervention is meant for, which inherently includes students navigating cultural differences of the population being served.
 - d. Finally, in Health Policy, Ethics, and Law (PH 4600), students develop and write a policy analysis paper and advocacy materials centered on addressing a health disparity issue encountered by a marginalized and oppressed population. This involves delving into the historical context behind the issue and policies and systems that have led to the injustice as well as aspects of power and privilege involved.
- 2) Supporting documents for each listed item and/or component of the description above. For each item, list the supporting document(s) and page(s), if applicable. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

Course content can be found in the course syllabi in ERF B1.3.

I. Distance Education

Not applicable. The program does not offer a distance education program.

J. Transparency and Accuracy

J1. Information Accuracy

Catalogs and bulletins used by the program, whether produced by the program, department, college, or the institution, to describe its educational offerings accurately describe its academic calendar, admission policies, grading policies, academic integrity standards, and degree completion requirements. Advertising, promotional materials, recruitment literature, and other supporting material, in whatever medium it is presented, contains accurate information.

- 1) A description of the manner in which catalogs and bulletins used by the program are updated to accurately describe its educational offerings, academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements.

The Appalachian State University catalog and undergraduate bulletin is published online and provides an accurate and up-to-date description of the Public Health program and its course curriculum and requirements. The Registrar's Office on campus annually updates the University Catalog in collaboration with program directors and the BCHS Dean's Office, and annual updates from University Admissions and other units are also vetted through the program and Dean's Office each year.

All information regarding the Public Health program including advertising and promotional materials, websites, and recruitment materials are approved by the Program Director and Program Faculty, the PHES Department Chair, the Director of Marketing, Communication and Engagement, and the Office of University Communication. The Program Director works with the Director of Marketing, Communication and Engagement to maintain the currency of program materials and websites.

- 2) Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements.

The University Catalog is available at: <http://bulletin.appstate.edu/index.php?catoid=27>

The Public Health program can be found here:

http://bulletin.appstate.edu/preview_entity.php?catoid=27&ent_oid=1825

The BCHS portion of the bulletin is found here:

http://bulletin.appstate.edu/preview_entity.php?catoid=27&ent_oid=1823&returnto=1662

The Public Health program can also be accessed through the BCHS website:

<https://healthsciences.appstate.edu/academic-programs>

The Registrar's Office, which features academic calendars and other relevant resources can be accessed here: <https://registrar.appstate.edu/>

University Academic Regulations can be accessed here:

<http://bulletin.appstate.edu/content.php?catoid=27&navoid=1672>

University College Academic Advising Center outlines procedures for declaring a major:

<https://advising.appstate.edu/current-students/declare-your-major/officially-declare-your-major>

Beaver College of Health Sciences Public Health Program of Study outlines academic standards for retention of PH majors:

http://bulletin.appstate.edu/preview_program.php?catoid=27&poid=12409&returnto=1651

J2. Student Complaint Processes

The program maintains clear, publicly available policies on student grievances or complaints and maintains records on the aggregate number of complaints received for the last three years.

- 1) A description of the manner in which student grievances and complaints are addressed, including the number of grievances and complaints filed for each of the last three years.

There have been no grievances reported by the Beaver College of Health Sciences (BCHS) or the Department of Public Health and Exercise Science for the Public Health program or faculty associated with the program. Pre-requisite waivers and course substitution petitions are not part of the grievance process. These requests are handled by the dedicated academic advisor and the program director to ensure that all students complete the requirements of the program. Substitutions for core PH courses must be courses from other CEPH-accredited programs. The BCHS Dean's Office and the BCHS Office of Advising and Academic Support monitor prerequisite waivers and share summary data with the program director and department chair each year.

The Public Health program has an [Internship Manual](#) outlining procedures and policies for the student internship (PH 4900/ Capstone). Please refer to the [Internship Manual](#) for procedures on addressing complaints, removal of students from internship sites, and the appeal process for decisions made regarding internship status or removal from the Public Health Program.

Appalachian State University provides several means by which student complaints and grievances may be addressed. In all cases, students are advised to put their concerns in writing and carefully document the events that led to the complaint or grievance. Because it is sometimes confusing as to which of the routes listed below should be followed, students are advised to contact Judy Haas, Dean of Students (262-2060 or haasjm@appstate.edu) for advice on which procedure to follow. Concerns should be expressed as soon as possible after the event occurs; some of the procedures below have specific deadlines for filing grievances or complaints. All of these procedures can be found at the following website: [Student Grievance and Appeal Policies and Procedures | Academic Affairs](#)

- **Final Grade Appeal:** [See Final Appeal Grade Procedure](#)
- **Appeals of Academic Integrity sanctions:** See “Appeals” under the [Academic Integrity Code](#)
- **Complaints regarding discrimination or harassment:** Contact the Office of Title IX Compliance. First, visit the [Office of Title IX Compliance website](#) where you will find a comprehensive list of definitions, policies, and procedures.
- **Appeals of student conduct recommendations and actions:** The procedure for appealing actions or recommendations stemming from a conduct board hearing can be found in the [Code of Student Conduct](#).
- **Grievances related to the determination of eligibility for reasonable accommodations and/or the provision of disability-related services and/or accommodations through the Office of Disability Resources (ODR):** See the procedures outlined on the [ODR website](#) under [concerns and complaints](#).
- **Allegations of misconduct by other students:** Follow the procedures outlined in section 7.02 of the [Code of Student Conduct](#).
- **Appeals of state residency classification for tuition purposes:** See appeals section of the [residency handbook](#).
- **Appeals by decisions made by the Graduate School:** See the [appeal processes](#) in the [Graduate Bulletin](#).
- **Appeals of decisions made by the Office of Student Financial Aid:** For appeals of satisfactory academic progress determinations, see the [Satisfactory Academic Progress Appeal Form](#) [PDF] on Appalachian State’s Office of Student Financial Aid website. All other appeals related to financial aid decisions must be made in writing addressed to the Director of Student Financial Aid and may be sent in one of three ways: (1) by email to financialaid@appstate.edu; (2) by postal mail to 287 Rivers Street, 265 John E. Thomas Hall, Boone, NC 28608; or (3) by hand delivery in the office to Room 265 in John E. Thomas Hall on campus.

For complaints that do not fall into the categories above, the following procedure should be followed:

1. Attempt to resolve the matter directly with the person against whom the complaint is directed.
2. If a resolution is not reached, submit the complaint in writing to the person's immediate supervisor. For a faculty member, this will usually be the department chair or program director. For a staff member, it will be the administrator to whom the staff member reports. If you are unsure whom to contact, call the office of the Dean of Students for advice. The supervisor will investigate the matter and work with you toward a resolution of your complaint.
3. If you are not satisfied with the resolution, submit your complaint in writing to the next level supervisor (in the case of a faculty member, this will normally be a dean or associate/assistant dean in the college that the course and faculty member is in).
4. If the issue is still not resolved, contact one of the following:
 1. For undergraduate student academic issues: Mark Ginn, Vice Provost for Undergraduate Education (262-7660 or ginnmc@appstate.edu)
 2. For graduate student academic issues: Dr. Marie Hoepfl, Associate Dean, Graduate School at 262-2691 or hoepflmc@appstate.edu
 3. For all other issues: Judy Haas, Dean of Students at 262-2060 or haasjm@appstate.edu.
5. If you have followed this process and your complaint has still not been resolved, contact Interim Provost and Executive Vice Chancellor Heather Hulburt Norris for academic issues (262-2070 or

hulburthm@appstate.edu) or Vice Chancellor for Student Affairs JJ Brown (262-2060 or brownjj1@appstate.edu for all other issues.

6. The final court of appeal for internal resolution of student complaints is the [Chancellor's Office](#).
7. In compliance with University, state, federal, and accrediting body (SACSCOC) guidelines, laws, and policies, Appalachian State University investigates all reported matters to the fullest extent possible and utilizes the information to address concerns, hold individuals and groups accountable, and enhance the comprehensive educational experience for the entire Appalachian State community. Students who have a complaint/concern against the University as a whole and wish to file with the Board of Governors of the University of North Carolina may do so using the following resources:
 - UNC Post-Secondary Education Complaints
 - <https://www.northcarolina.edu/post-secondary-education-complaints/>
 - Student Complaint Policy/Process
 - https://www.northcarolina.edu/wp-content/uploads/reports-and-documents/academic-affairs/student_complaint_policy.pdf
 - Student Complaint Form
 - <https://studentcomplaints.northcarolina.edu/form>

If you need help at any point in this process, contact the office of the Dean of Students. Here are some tips that may help you in the process of resolving your complaint:

1. Whoever is investigating your complaint will want to hear all sides of the story before making a recommendation and may ask you to meet with the person against whom your complaint is directed.
2. Although the above procedure shows some separation between academic and other issues, in practice the offices of the Dean of Students and Academic Affairs work closely together in attempting to resolve student complaints.
3. Your confidentiality will be protected within reason, but officials of the university may require access to your "educational record," which includes most of the information that the university has about you. However, most people outside the university do not have access to your educational record without your written permission. Except in certain emergency situations, and unless your parents have established that they claim you as a dependent for income tax purposes, we obtain your written permission before discussing your educational record with your parents. For more information on the confidentiality of student records, see [FERPA and Student Records Access](#).
4. You have the right to retain legal counsel, but if you do, all communication with the university about your complaint will be handled through the [University Attorney's Office](#).
5. While you may be tempted to "start at the top" and contact the Chancellor's office first, it is almost always more effective to follow the procedure outlined above. In most cases, the Chancellor will refer the matter back down through the reporting lines so that this process can be followed.
6. It is very important for you to be completely honest throughout the process of filing a complaint; "knowingly furnishing false information to a conduct board or to a conduct review officer, or to any other University official" is a violation of the Code of Student Conduct.

For more information visit this [complaints resolution webpage](#).

- 2) Supporting documents relating to grievance and complaint procedures and recordkeeping. For each piece of evidence provided, list the relevant document(s) and page(s) (e.g., Faculty meeting minutes, May 12, 2012, pp. 3-4). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

**LIST RELEVANT DOCUMENTS AND PAGES FOR EACH PIECE OF EVIDENCE
PROVIDE HYPERLINKS OR LOCATION OF DOCUMENTATION IN ERF**

Please refer to the individual links listed in J2 (#1) for procedures and processes for students in filing complaints of various kinds at Appalachian State University. All of these links can be found on the main

website for Academic Affairs at [Student Grievance and Appeal Policies and Procedures | Academic Affairs](#) . There are also grievance procedures found on the [complaints resolution webpage](#).