Arnold School of Public Health
SELF-STUDY REPORT

Prepared for the Council on Education for Public Health

SEPTEMBER 2024

Arnold School of Public Health
UNIVERSITY OF SOUTH CAROLINA

DEDICATION

The Arnold School's 2024 Self-Study Report is dedicated to our former Dean Tom Chandler, who presided over the school for the past 17 years—encompassing three accreditation cycles. His leadership spanned a period of exceptional growth in the school's degree offerings, enrollment, faculty and staff ranks, and extramural funding. During his tenure, Dean Chandler was a tireless advocate for excellence, and his vision enabled many of the successes and achievements outlined in the pages that follow. It is only fitting that this report be dedicated to him and the positive trajectory that he set for the future of the Arnold School.

Members of the Reaccreditation Steering Committee
on behalf of the faculty, staff, students, and alumni of the Arnold School of Public Health

Arnold School of Public Health

Self-Study Report

Prepared for the Council on Education for Public Health

2024

Table of Contents

Criteria A2, D3, D6, D8 and D14 are not listed in the table of contents and are not included in the self-study report as they do not apply to the Arnold School of Public Health.

Introduction

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

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

The University of South Carolina (USC) was established in 1801 as the flagship public university of the state. The USC system has eight campuses statewide with the main campus in Columbia.

    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)

USC's Columbia campus has 13 academic colleges and schools offering 118 undergraduate degrees, 143 master's degrees and 86 doctoral and professional degrees.

    c. number of university faculty, staff, and students

In AY23, USC's Columbia campus had more than 1900 full time faculty with over 1200 of those tenured or tenure-track. In that same year, there were more than 4200 staff, with approximately 3000 of those full-time equivalents. In AY23, there were more than 53,000 students in the USC system and nearly 35,000 on the Columbia campus.

    d. brief statement of distinguishing university facts and characteristics

USC's Columbia campus is designated as a R1 Doctoral University of "very high research activity" in the Carnegie Classification of Institutions of Higher Education and is recognized by the Carnegie Foundation as a community-engaged institution. The University has the top public honors college in the nation as well as the #1 first-year experience. With over 60 nationally ranked academic programs, USC Columbia boasts an array of challenging and engaging degree opportunities. The urban campus of nearly 400 acres in the heart of Columbia offers extensive intramural and extracurricular activities along with top-ranked sports programs all in a vibrant setting that blends rich history with modern facilities.

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

USC is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, and doctoral degrees. USC's regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union) are branch campuses of USC Columbia; the branch campuses' accreditation is dependent on the continued accreditation of the Columbia campus. In addition to this comprehensive accreditation, the professional schools on the Columbia campus are individually accredited by their respective associations as follows:

- **College of Arts and Sciences:** In the Department of Psychology, the graduate degrees in clinical-community psychology are accredited by the American Psychological Association; graduate degrees in school psychology are accredited by the National Association of State Directors of Teacher Education and Certification, the National Council for Accreditation of Teacher Education, and the National Association of School Psychologists with the doctoral program also being accredited by the American Psychological Association. The Master of Public Administration degree offered by the Department of Political Science is accredited by the National Association of Schools of Public Affairs and Administration. The Department of

Theatre and Dance is accredited by the National Association of Schools of Theatre and the University/Resident Theatre Association. The Department of Art is accredited by the National Association of Schools of Art and Design. The Department of Chemistry is accredited by the American Chemical Society.
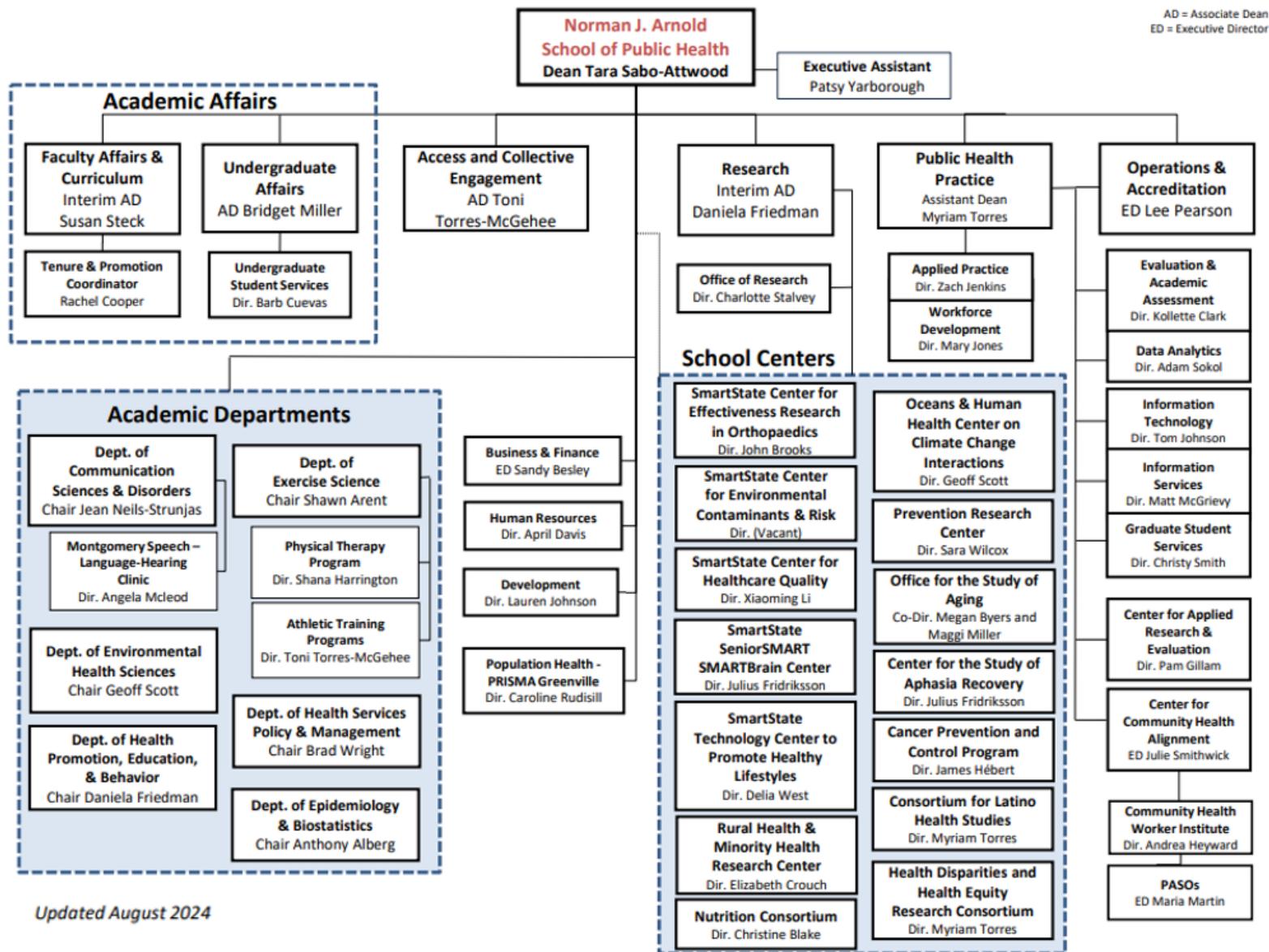
- **Darla Moore School of Business and the School of Accounting:** American Assembly of Collegiate Schools of Business
- **College of Education:** National Council for Accreditation of Teacher Education, Council for the Accreditation of Counseling and Other Related Educational Programs
- **Molinaroli College of Engineering and Computing:** Accreditation Board for Engineering and Technology
- **School of Hospitality, Retail, and Sport Management:** Accreditation Commission for Programs in Hospitality Administration
- **Joseph F. Rice School of Law:** American Bar Association, Association of American Law Schools
- **College of Information and Communications:** The School of Journalism and Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications. The School of Library and Information Science is accredited by the American Library Association
- **School of Medicine:** Liaison Committee on Medical Education of the American Medical Association—Association of American Medical Colleges
- **School of Music:** National Association of Schools of Music
- **College of Nursing:** Commission on Collegiate Nursing Education
- **College of Pharmacy:** American Council on Pharmaceutical Education
- **Arnold School of Public Health:** Commission on Accreditation of Healthcare Management Education, Commission on Accreditation in Physical Therapy Education, Council on Academic Accreditation of the American Speech-Language-Hearing Association, Commission on Accreditation of Athletic Training Education
- **College of Social Work:** Council on Social Work Education

      f.   brief history and evolution of the school of public health (SPH) and related organizational elements, if applicable (e.g., date founded, educational focus, other degrees offered, rationale for offering public health education in unit, etc.)

Established in 1975 as the 19th accredited school of public health in the nation, the Arnold School has a nearly 50-year history of providing a broad range of academic programs, world-renowned research expertise and far-reaching community programs. The school is advancing public health by preparing future scholars and practitioners and by conducting, translating, and disseminating groundbreaking research. The school's six academic departments and its undergraduate division are home to nationally recognized faculty, award-winning students, impactful research and community-engaged activities.

The Arnold School is the only accredited school of public health in South Carolina and enjoys a distinctive location in the capital city affording proximity to an extensive network of long-standing partner organizations and agencies. With the state's considerable challenges in health outcomes and health disparities, the school plays a vital role in elevating the importance of public health by informing policy, systems and environmental change and working synergistically with governmental and private-sector partners to improve the public's health.

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

a.   the school's internal organization, including the reporting lines to the dean

Arnold School of Public Health Organization Chart

AD = Associate Dean
ED = Executive Director

Norman J. Arnold School of Public Health
Dean Tara Sabo-Attwood

Executive Assistant
Patsy Yarborough

Academic Affairs

Faculty Affairs & Curriculum	Undergraduate Affairs	Access and Collective Engagement	Research	Public Health Practice	Operations & Accreditation
Interim AD Susan Steck	AD Bridget Miller	AD Toni Torres-McGehee	Interim AD Daniela Friedman	Assistant Dean Myriam Torres	ED Lee Pearson

Tenure & Promotion Coordinator
Rachel Cooper

Undergraduate Student Services
Dir. Barb Cuevas

Office of Research
Dir. Charlotte Stalvey

Applied Practice
Dir. Zach Jenkins

Workforce Development
Dir. Mary Jones

Evaluation & Academic Assessment
Dir. Kollette Clark

Data Analytics
Dir. Adam Sokol

Information Technology
Dir. Tom Johnson

Information Services
Dir. Matt McGrievy

Graduate Student Services
Dir. Christy Smith

Center for Applied Research & Evaluation
Dir. Pam Gillam

Center for Community Health Alignment
ED Julie Smithwick

Community Health Worker Institute
Dir. Andrea Heyward

PASOs
ED Maria Martin

Academic Departments

Dept. of Communication Sciences & Disorders
Chair Jean Neils-Strunjas

Montgomery Speech – Language-Hearing Clinic
Dir. Angela Mcleod

Dept. of Environmental Health Sciences
Chair Geoff Scott

Dept. of Health Promotion, Education, & Behavior
Chair Daniela Friedman

Dept. of Exercise Science
Chair Shawn Arent

Physical Therapy Program
Dir. Shana Harrington

Athletic Training Programs
Dir. Toni Torres-McGehee

Dept. of Health Services Policy & Management
Chair Brad Wright

Dept. of Epidemiology & Biostatistics
Chair Anthony Alberg

Business & Finance
ED Sandy Besley

Human Resources
Dir. April Davis

Development
Dir. Lauren Johnson

Population Health - PRISMA Greenville
Dir. Caroline Rudisill

School Centers

SmartState Center for Effectiveness Research in Orthopaedics
Dir. John Brooks

SmartState Center for Environmental Contaminants & Risk
Dir. (Vacant)

SmartState Center for Healthcare Quality
Dir. Xiaoming Li

SmartState SeniorSMART SMARTBrain Center
Dir. Julius Fridriksson

SmartState Technology Center to Promote Healthy Lifestyles
Dir. Delia West

Rural Health & Minority Health Research Center
Dir. Elizabeth Crouch

Nutrition Consortium
Dir. Christine Blake

Oceans & Human Health Center on Climate Change Interactions
Dir. Geoff Scott

Prevention Research Center
Dir. Sara Wilcox

Office for the Study of Aging
Co-Dir. Megan Byers and Maggi Miller

Center for the Study of Aphasia Recovery
Dir. Julius Fridriksson

Cancer Prevention and Control Program
Dir. James Hébert

Consortium for Latino Health Studies
Dir. Myriam Torres

Health Disparities and Health Equity Research Consortium
Dir. Myriam Torres

Updated August 2024

3

b. the relationship between school and other academic units within the institution. Organizational charts may include committee structure organization and reporting lines ERF\.Intro University of South Carolina summary organizational chart-August 2024

c. the lines of authority from the school's leader to the institution's chief executive officer (president, chancellor, etc.), including intermediate levels (e.g., reporting to the president through the provost) ERF\.Intro University of South Carolina summary organizational chart-August 2024

UNIVERSITY OF South Carolina

Summary Organizational Chart
August 2024

- Board of Trustees
- President — M. Amiridis
- Chief Audit Executive — P. Dunleavy
- University Secretary / Secretary to the Board of Trustees — C. Howell
- University Treasurer — J. Sobieralski
- Organizational Excellence and Effectiveness Officer — S. Bradley
- Chief of Staff — S. Fritz
- General Counsel / Executive Dir of Compliance Programs — W. Parham

Reporting to President:
- Economic Development — S. Cutler
  - Chancellor USC Aiken — D. Heimmermann
  - Chancellor USC Beaufort — A. Panu
  - Chancellor USC Upstate — B. Harris
  - Chancellor Palmetto College — S. Elkins
    - Dean USC Lancaster — C. Catledge (interim)
    - Dean USC Salkehatchie — A. Cone
    - Dean USC Sumter — M. Sonntag
    - Dean USC Union — R. Lowell
    - Dean Palmetto College Columbia — R. Cox
- VP for System Affairs — D. Cole
- VP for Communications — J. Stensland (interim)
- VP for Development — M. Dodenhoff
- Executive VP for Administration and CFO — E. Walton
  - VP for Human Resources — C. Agardy
  - AVP for Law Enforcement and Safety — C. Wuchenich
  - Sr AVP for Admin and Finance Chief of Staff — J. Sobieralski
  - AVP for Plan, Design, Construction University Architect — D. Gruner
- Director of Athletics — R. Tanner
- VP for Student Affairs — R. Tolliver
- Exec VP for Academic Affairs and Provost — D. Arnett
  - Vice Provost for Faculty Affairs — M. Fitzpatrick (interim)
  - Vice Provost for Undergraduate Studies — L. Anderson (interim)
  - Associate Provost for Palmetto College — W. Collins
  - Vice Provost & AVP for Global Affairs — S. Todd (interim)
  - Vice Provost for Graduate Education & Dean of Graduate School — A. Vail
  - VP for Enrollment Management — S. Verzyl
  - Executive Director of Institutional Research, Assessment and Analytics — D. Miles
  - Vice Provost for Strategy & Innovation — S. Means
- VP for Research — J. Fridriksson
- VP for Information Technology — J. Bible
- VP for Access, Civil Rights & Community Engagement — J. Williams

Colleges/Schools (reporting under Provost):
- College of Arts and Sciences — J. Samuels
- Moore School of Business — R. Verma
- College of Education — T. Hodges
- College of Engineering and Computing — H. Haj-Hariri
- College of Hospitality, Retail and Sport Management — M. Sagas
- College of Information and Communications — T. Reichert
- School of Law — W. Hubbard
- School of Medicine — G. Harmon
- School of Medicine - Greenville — P. MacGilvray
- School of Music — T. Harding
- College of Nursing — J. Andrews
- College of Pharmacy — S. Cutler
- Arnold School of Public Health — T. Sabo-Attwood
- College of Social Work — T. Browne
- South Carolina Honors College — S. Lynn
- University Libraries — D. Banush

d. for multi-partner schools and schools (as defined in Criterion A2), organizational charts must depict all participating institutions
Not applicable

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

Template Intro 1: Arnold School Degree Offerings					
Bachelor's Degrees			**Public Health**	**In-person**	**Online**
Public Health (PUBH)	BA, BS		X	BA, BS	
Exercise Science (EXSC)	BS			BS	
Master's Degrees	**Academic**	**Professional**	**Public Health**	**In-person**	**Online**
Biostatistics (BIOS)	MS		X	MS	
Environmental Health Sciences (ENHS)	MS	MPH	X	MS, MPH	
Epidemiology (EPID)	MS	MPH	X	MS, MPH	MPH
Health Promotion, Education, & Behavior (HPEB)		MPH	X	MPH	MPH
Health Services Policy & Management (HSPM)		MPH	X	MPH	MPH
		MHA		MHA	
Physical Activity & Public Health (PAPH)		MPH	X	MPH	
Athletic Training (AT) Professional		MS		MS	
Advanced Athletic Training (AAT) Post-Professional		MS		MS	
Communication Sciences & Disorders (COMD)		MS		MS	MS
Exercise Science (EXSC)	MS			MS	
Exercise Science (EXSC) in partnership with HBKU	MS				MS
Doctoral Degrees	**Academic**	**Professional**	**Public Health**	**In-person**	**Online**
Biostatistics (BIOS)	PhD		X	PhD	
Environmental Health Sciences (ENHS)	PhD		X	PhD	
Epidemiology (EPID)	PhD		X	PhD	
Health Promotion, Education, & Behavior (HPEB)	PhD		X	PhD	
Health Services Policy & Management (HSPM)	PhD		X	PhD	
Communication Sciences & Disorders (COMD)	PhD			PhD	
Exercise Science (EXSC)	PhD			PhD	
Physical Therapy (PHYT)		DPT		DPT	

Template Intro 1 (continued): Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)					
2nd Degree	**Public Health Concentration**	**Professional**	**Public Health**	**In-person**	**Online**
Any BA or BS from Claflin University	Any MPH concentration	MPH	X	MPH	--
Any BA from Nanjing Medical University	HSPM	MPH	X	MPH	--
Any BA from Nanjing Medical University; HSPM MHA	---	MHA	--	MHA	--
Pharmacy; HSPM MHA	---	MHA	--	MHA	--
Social Work	HPEB or HSPM	MPH-MSW	X	MPH-MSW	MPH portion
Public Administration	HSPM	MPH-MPA	X	MPH-MPA	MPH portion
Law; HSPM MHA	---	MHA-JD	--	MHA-JD	--

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

Template Intro-2: Enrollment for Public Health Degrees	
Degree	**Spring 2024 enrollment**
Master's	**469**
MPH	*98*
MPH, Environmental Health Sciences (ENHS)	7
MPH, Epidemiology (EPID)	29
MPH, Health Promotion, Education, & Behavior (HPEB)	29
MPH/MSW	4
MPH, Health Services Policy & Management (HSPM)	27
MPH/MSW	2
MPH/MPA	4
MPH, Physical Activity & Public Health (PAPH)	6
Academic public health master's	*16*
MS, Biostatistics (BIOS)	0
MS, Environmental Health Sciences (ENHS)	6
MS, Epidemiology (EPID)	9
MSPH, Biostatistics (BIOS)	1
All remaining master's degrees	*355*
MS, Athletic Training (AT) Professional	57
MS, Advanced Athletic Training (AAT) Post-Professional	37
MS, Speech-Language Pathology, Communication Sciences & Disorders (COMD)	176
MS, Exercise Science (EXSC)	39
MS, Exercise Science (EXSC-HBKU)	15
MHA, Health Services Policy & Management (HSPM)	31
Doctoral	**285**
Academic public health doctoral degrees	*160*
PhD, Biostatistics (BIOS)	27
PhD, Environmental Health Sciences (ENHS)	21
PhD, Epidemiology (EPID)	46
PhD, Health Promotion, Education, & Behavior (HPEB)	49
PhD, Health Services Policy & Management (HSPM)	17
All remaining doctoral degrees	*125*
PhD, Communication Sciences & Disorders (COMD)	11
PhD, Exercise Science (EXSC)	28
DPT, Physical Therapy (PHYT)	86

Template Intro-2 (continued): Enrollment for Public Health Degrees	
Degree	**Spring 2024 enrollment**
Bachelor's	**2494**
Public Health Bachelor's Degrees	*1502*
BA, Public Health	770
BS, Public Health	732
All remaining bachelor's degree	*992*
BS, Exercise Science	992
Joint Degrees	
Claflin 4+1 (BS or BA & MPH)	0
Nanjing Medical University 3+2 (BA & HSPM MPH)	0
Nanjing Medical University 3+2 (BA & HSPM MHA)	0
Pharmacy (PharmD) & HSPM (MHA)	0
Law (JD) & HSPM (MHA)	0

A1. Organization and Administrative Processes

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

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

School faculty have formal opportunities for input in decisions affecting the following:

- **degree requirements**
- **curriculum design**
- **student assessment policies and processes**
- **admissions policies and/or decisions**
- **faculty recruitment and promotion**
- **research and service activities**

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

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

The Arnold School impanels the following standing or ad hoc committees with faculty that support the governance of the school in key areas.

Administrative Council is the school's main governing committee led by the dean. The members include the associate/assistant deans and the academic department chairs.

Administrative Council Members:

Tara Sabo-Attwood	Dean
Toni Torres-McGehee	Associate Dean for Access Collective Engagement
Susan Steck	Interim Associate Dean for Faculty Affairs & Curriculum
Myriam Torres	Assistant Dean for Public Health Practice
Bridget Miller	Associate Dean for Undergraduate Affairs
Daniela Friedman	Interim Associate Dean for Research; Chair - HPEB
Jean Neils-Strunjas	Chair - COMD
Geoff Scott	Chair - ENHS
Tony Alberg	Chair - EPID/BIOS
Shawn Arent	Chair - EXSC
Brad Wright	Chair - HSPM

The *ASPH Faculty Affairs and Curriculum Committee* supports communication between the office of the Associate Dean for Faculty Affairs and Curriculum and the department chairs in areas regarding faculty and curriculum. The Associate Dean for Faculty Affairs and Curriculum typically meets with the committee a week prior to Administrative Council and just before the AD's meeting with program directors to alert the chairs and others as to the information to be shared with the program directors. Participants include the six departmental chairs, the Associate Dean for Undergraduate Affairs, the Director of the Office of Graduate Student Services and the Director of Evaluation and Academic Assessment. Other individuals may be included in the meetings, as appropriate, based on the topics to be discussed.

ASPH Faculty Affairs and Curriculum Committee Members:

Susan Steck	Interim Associate Dean for Faculty Affairs & Curriculum
Myriam Torres	Assistant Dean for Public Health Practice
Bridget Miller	Associate Dean for Undergraduate Affairs (PUBH BA/BS)
Daniela Friedman	Interim Associate Dean for Research; Chair - HPEB
Jean Neils-Strunjas	Chair - COMD
Geoff Scott	Chair - ENHS
Tony Alberg	Chair - EPID/BIOS
Shawn Arent	Chair - EXSC
Brad Wright	Chair - HSPM
Christy Smith	Director of the Office of Graduate Student Services
Kollette Clark	Director of Evaluation and Academic Assessment

The *Access and Collective Engagement Executive Committee* supports strategic efforts to integrate diversity, equity, and inclusive excellence in our school's mission, programs and activities. The committee is composed of faculty and staff members from each of the six academic departments and undergraduate affairs. The Associate Dean for Access and Collective Engagement serves as an ex officio member. Student representatives from AY2023-2024 graduated, and new members will be identified.

Access and Collective Engagement Committee Members:

Lisa Fitton	Associate Professor, COMD
Mohammed Baalousha	Professor, ENHS
Monique Brown	Associate Professor, EPID/BIOS
Zachary Winkelmann	Clinical Assistant Professor, EXSC (Athletic Training)
Bella Alonso	Instructor, HPEB
Morgan Collins	Instructor Advisor, PUBH
Destine Rivers	ENHS Staff
Latoya Townes	EXSC Staff
Angela Liese	Professor, EPID
Marta Bornstein	Assistant Professor, HPEB
Croker Alton	Assistant Professor, HSPM
Toni Torres-McGehee	Associate Dean, Access and Collective Engagement
Student Representative	TBD AY2024-2025
Student Representative	TBD AY2024-2025

The *Scholastic Standard and Petitions Committee* serves as an investigatory and advisory body on student appeals and grievances of an academic nature (excluding grades). This committee reviews and recommends appropriate action on academic requirements, standards, current academic policies and practices, and petitions from students who seek relief from scholastic regulations and requirements. The committee is composed of faculty members from each of the six academic departments. The Associate Dean for Undergraduate Affairs and the Director of Undergraduate Student Services serve as ex officio members, and a graduate student representative is appointed to the committee annually.

Scholastic Standard and Petitions Committee Members:

Elizabeth Regan	Clinical Assistant Professor, EXSC (Physical Therapy)
Rachel Davis	Associate Professor, HPEB
Christina Andrews	Associate Professor, HSPM
Laura Langan	Assistant Professor, ENHS
Zachary Winkelmann	Clinical Assistant Professor, EXSC (Athletic Training)
Alyssa Clay-Gilmour	Assistant Professor, EPID/BIOS
Davis Moore	Associate Professor, EXSC
William Matchin	Assistant Professor, COMD
Xumei Sui	Associate Professor, EXSC
Barbara Cuevas	Director, Undergraduate Student Services
Melanie Sutherland	Graduate Student
Bridget Miller	Associate Dean for Undergraduate Affairs

The *Council of Program Directors* addresses policies and issues related to student services and support including student recruitment and application procedures and student support policies. The council is composed of program directors from across the six academic departments. The Associate Dean for Faculty Affairs and Curriculum and the Associate Dean for Undergraduate Affairs serve as ex officio members as does the Director of Graduate Student Services and the Director of Evaluation and Academic Assessment.

Council of Program Directors Members:

Elizabeth Barnes	COMD (MS)
Crystal Murphree-Holden	COMD (Director of Distance Education)
Heather Bonilha	COMD (PhD)
Dwayne Porter	ENHS (MS and PhD)
Dan Kilpatrick	ENHS (MPH)
Bob Moran	EPID/BIOS (BIOS MS and PhD)
Susan Steck	EPID/BIOS (EPID MS and PhD)
Myriam Torres	EPID (MPH)
Sherie Silfies	EXSC (PhD)
Jennifer O'Neill	EXSC (MS and MPH)
Toni Torres-McGehee	EXSC (MS Athletic Training)
Shana Harrington	EXSC (DPT Physical Therapy)
Ray Thompson	EXSC (BS)

Edena Guimaraes	HPEB (MPH)
Christine Blake	HPEB (PhD)
Elizabeth Crouch	HSPM (MPH)
Melinda Merrell	HSPM (MHA)
Brian Chen	HSPM (PhD)
Bridget Miller	Associate Dean for Undergraduate Affairs (PUBH BA/BS)
Susan Steck	Interim Associate Dean for Faculty Affairs and Curriculum
Christy Smith	Director of Graduate Student Services
Kollette Clark	Director of Evaluation and Academic Assessment

The *Tenure and Promotion Committee* supports excellence in the performance of teaching, research, and service of tenure-track faculty. The committee is responsible for evaluation of candidates for tenure and promotion, third-year review of untenured faculty, post-tenure review of tenured faculty, and development and approval of tenure and promotion guidelines and criteria. The committee is composed of all tenured faculty and is chaired by a tenured faculty member elected by the group. The Associate Dean for Faculty Affairs and Curriculum serves as a member and works with the chair to formally guide the committee's activities.

Tenure and Promotion Committee Members: *All tenured faculty in the Arnold School*

The *Professional Track Faculty Committee* promotes excellence in performance of teaching, research, and service of professional-track faculty. The committee is responsible for development of guidelines and criteria for the evaluation of promotion applications and the establishment of school-level policies with regard to the makeup of promotion committees. The Associate Dean for Faculty Affairs and Curriculum serves ex officio and works with the appointed committee chair to guide the committee's activities.

Professional Track Faculty Committee Members: *Representatives of the professional faculty*

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

a. degree requirements

Degree requirements are established by the program faculty under the guidance of the respective program director and in compliance with applicable accreditation standards. The Academic Programs Committee provides school-level review and oversight of the process and then works through the Academic Programs Liaison for the school to initiate the appropriate University-level review.

b. curriculum design

Curriculum design is the program faculty's responsibility under the guidance of the respective program director and in compliance with applicable accreditation standards. The Academic Programs Committee provides school-level review and oversight of the process and then works through the Academic Programs Liaison for the school to initiate the appropriate University-level review.

c. student assessment policies and processes

Student assessment in courses is performed by the instructor of record. Assessment of thesis and dissertations is performed by the respective committees. Graduate students are further assessed by an exam committee through a progression exam (where appropriate) or a comprehensive exam. Each program maintains a policy with regard to the level at which a student must be evaluated to remain in good standing with the program.

d.   admissions policies and/or decisions

Each graduate program maintains an admissions committee that reviews individual applicants with regard to the criteria set forth by the program. Policies govern the number of acceptances for each program which are set as a combination of the required background of the applicants as well as the number of students that can be accommodated. *Undergraduate admissions are managed by the University.*

e.   faculty recruitment and promotion

Faculty recruitment is conducted by search committees established for each available position working under the guidance of the respective department chair and the authority of the dean. All faculty hiring decisions are ultimately made by the dean with the advice and recommendations of the respective search committees. Faculty promotions are initiated by the Tenure and Promotion Committee and reviewed by the respective department chair and the dean. The ultimate decisions regarding faculty promotion rest with the University's Provost, President and Board of Trustees.

f.   research and service activities

Tenure-track faculty are evaluated in these and other areas in annual reviews, tenure progress reviews, applications for tenure and/or promotion, and post-tenure reviews. Expectations are set forth in the criteria approved by the ASPH Tenure and Promotion Committee and carried out by that committee. Professional track faculty are evaluated in these and other areas by their individual director and/or department chair. Expectations of professional track faculty are more variable and are outlined in their position description. Individual duties can be modified each year as a part of the annual review process – and at other times during the academic year if responsibilities evolve. Such changes must be agreed to by the individual faculty member and their director/chair.

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

Documentation is located in ERF\A\A1\Policies.

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

Arnold School faculty are represented by thirteen (13) faculty senators who hold three-year terms in the University's Faculty Senate. The number of senators apportioned to the school represents 10% of the full-time clinical and tenured/tenure-track faculty. There are two senators representing each of the six academic departments and one at-large senator representing undergraduate programs. The Faculty Senate meets monthly during the academic year.

AY24-25 Faculty Senators:

Cathy Arnot	Clinical Associate Professor, EXSC
Christine Blake	Associate Professor, HPEB
Alyssa Clay-Gilmore	Assistant Professor, EPID/BIOS
Alton Croker	Assistant Professor, HSPM
Kelly Fleming	Instructor, ENHS
Valerie Gardner	Instructor, PUBH-Undergraduate
Abigail Hogan	Assistant Professor, COMD
Andrea Jilling	Assistant Professor, ENHS
Sudha Xirasagar	Professor, HSPM
Isabella Alonso	Instructor, HPEB
Alex McLain	Associate Professor, EPID/BIOS
Mark Sarzynski	Associate Professor, EXSC
Joanna Scoggins	Clinical Assistant Professor, COMD

Arnold School faculty also participate on many university-level committees focused on a range of matters including position searches, special events, service activities, community engagement and awards.

A sample of recent faculty membership and/or leadership positions on committees external to the unit of accreditation include Toni Torres-McGehee (EXSC) serving as co-chair of the Council of Academic Diversity Officers and co-chair of the search committee for the Dean of the Moore School of Business, Melissa Nolan (EPID) serving on the search committee for the Vice Provost and Associate Vice President for Global Affairs, and former Dean Tom Chandler serving on the search committee for the Vice President for Information Technology and Chief Information Officer.

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

Full-time and part-time faculty in the Arnold School regularly interact through departmental faculty meetings led respectively by the chairs for each of the six academic departments and the Associate Dean for Undergraduate Affairs. Faculty dedicated to the MPH core also interact regularly through core-specific faculty meetings and an annual retreat. At the school level, all faculty are convened for a general faculty meeting each academic year by the Associate Dean for Faculty Affairs and Curriculum. The Dean also hosts an annual State of the School address which is open to all of the school's faculty as well as staff.

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

Strength: The Associate Dean for Faculty Affairs and Curriculum convenes a monthly meeting between the AD's office and the department chairs. AY24-25 Fall meetings have already been scheduled. Such meetings have proven valuable in sharing information about the AD's office and work with program directors in each department. In addition, there has been a resulting increase in the number of meetings between the AD and the program directors that has led to improved policies for data collection and much clearer connections between learning outcomes and evaluation.

A3. Student Engagement

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

1) Describe student participation in policy making and decision making at the school level, including identification of all student members of school committees over the last three years, and student organizations involved in school governance. Schools should focus this discussion on students in public health degree programs.

The Arnold School has a long-standing tradition of student engagement to promote professional development opportunities for our students and to help inform policy-making and decision-making aspects of the school. In 1998, the school established the Dean's Student Advisory Council (DSAC) at the request of student leaders. With the endorsement of the dean and other administrators, DSAC was designed to enable a democratic structure of student representation from across all departments and academic levels. For more than 25 years, the school has benefitted from the collective input of student leaders through DSAC. To ensure broad representation among students at all levels, each academic department is afforded two seats on the council, one each for doctoral and master's degree students. Undergraduate programs in EXSC and PUBH have two seats each. Details on the structure and processes of DSAC are outlined in the by-laws (see ERF).

The mission of the Dean's Student Advisory Council is to provide departmental student representation in order to inform ASPH policy and decision making; address student concerns; and promote volunteer, social and networking opportunities.

DSAC meets monthly during the fall and spring semesters and is supported by the school's Office of Graduate Student Services and the Office of Undergraduate Affairs. Meetings are attended by the dean or associate/assistant deans, often with multiple administrators present. DSAC representatives set the agenda for each meeting, and there is always an opportunity for open discussion of student concerns or requests for administrative action. Meeting agendas include reports from the DSAC fundraising, professional development, public relations, service, and social committees. The meetings are led by the DSAC president. The president is elected by the other student representatives on the council and serves a one-year term based on the academic year. All student representatives are selected or elected by their respective department or, in the case of the undergraduate representatives, their program advisors. Details on the selection/election process are outlined in the DSAC by-laws.

15

The following table lists the DSAC members from the past three years. *Note: Students representing non-public health degree programs are denoted with an asterisk.*

Dean's Student Advisory Council (DSAC) Members over AY 21-22, 22-23 & 23-24			
Student's Name	Department	Degree Program	Year(s) of Service
Max Akonde	EPID/BIOS	PhD	AY 23
Megan Austin	HPEB	PhD	AY 22
Audrey Ballew*	EXSC	BS	AY 23, 24
Lacy Barnette	ENHS	PhD	AY 23
Eric Mishio Bawa	EPID/BIOS	PhD	AY 23
Caroline Brennan	PUBH	BA	AY 22
Natalie Canan*	EXSC	BS	AY 24
Maggie Carson	ENHS	PhD	AY 22
Alexa Chandler*	EXSC	PhD	AY 22
Erika Craig	ENHS	MS	AY 23
Katherine Devivo*	EXSC	PhD	AY 23, 24
Ella Ducato	PUBH	BA	AY 24
Emily Farrell	EPID/BIOS	MPH	AY 23
Kim Flicker	HPEB	PhD	AY 23
Maria Frattaroli	HPEB	MPH	AY 23
Rajat Das Gupta	EPID/BIOS	PhD	AY 24
Reston Hartsell	EPID/BIOS	PhD	AY 22
Paige Jones	EPID/BIOS	MS	AY 24
Jessica Kibler*	COMD	MS	AY 23
Parker Kinard*	EXSC	MPH	AY 23
Knushboo	ENHS	PhD	AY 24
Olivia Kocuba*	EXSC	MS	AY 24
Erin Looney	HPEB	MPH	AY 24
Madi Lynch*	COMD	MS	AY 22, 23
Ariana Micham	HSPM	MHA	AY 24
Nkechi Okpara	HPEB	PhD	AY 22
Hannah Price	HSPM	MPH	AY 23
Tanko Rufai	EPID/BIOS	PhD	AY 24
Sophie Sampson*	EXSC	BS	AY 23, 24
Abby Simpson	ENHS	MPH	AY 24
Nancy Uriegas*	EXSC	PhD	AY 22
Karlen Correa Velez	ENHS	PHD	AY 22
Andrew Volz	PUBH	BS	AY 22
Aja Willis	EPID/BIOS	MPH	AY 22
Nick Yell	HSPM	PhD	AY 24

In addition to the broader administrative focus of DSAC, student engagement also occurs at the school-level through participation in standing committees and through involvement in key areas pertinent to the mission, vision and values of the school. As noted in criterion A1, the school maintains numerous standing committees. There is a graduate student seat on the Scholastic Standard and Petitions Committee. In AY24, the graduate student representative was Melanie Sutherland (PhD, EPID).

In the area of advancing values, the school's Office of Access and Collective Engagement (ACE) involves students from across the departments as Student Diversity Fellows to help engage other students in the mission, vision and core values around diversity, equity, and inclusion. Student Diversity Fellows, which were first convened in 2022, support both the office and the school by providing opportunities for engagement, achievement, and education around DEI efforts. Student Diversity Fellows play a vital role in advancing an inclusive environment and a collective commitment to social justice, equity, and respect for one another and for the communities that we serve. In addition, Student Diversity Fellows are engaged in providing school-wide programming that acknowledges the lived experiences of marginalized and minoritized student populations. In addition, they identify systemic barriers to public health and provide knowledge on possible solutions. Student Diversity Fellows also serve (as requested) as members of faculty search committees and interviews to help achieve a diverse ASPH workforce. The term of service for Student Diversity Fellows is up to two academic years and is open to six students from across the school's departments and programs, two at each degree level (e.g., bachelor's, master's and doctoral). Each Student Diversity Fellow receives a stipend for their participation on the Student ACE Committee and one member of the committee is selected to serve on the school's Executive ACE Committee, which includes faculty and staff representatives and is led by the school's Associate Dean for Access and Collective Engagement.

In the Office of Undergraduate Affairs, a cadre of Undergraduate Ambassadors was established in 2022 to support key events and activities of the office, inform practice, review student-oriented policies and to provide feedback to promote efficiencies. Undergraduate Ambassadors are involved in Prospective Student Day, Admitted Student Day, student recruitment and orientation. They also serve on panels and help to shape other events designed to support the undergraduate experience. In the past year, Undergraduate Ambassadors have provided valuable input to inform change-of-major processes and the implementation of the 4-year advising model.

As with the Student Diversity Fellows and Undergraduate Ambassadors, other student leaders are consistently engaged across the school as members of faculty and staff search committees and other key governance committees. In 2021, three undergraduate students Parth Patel (EXSC-BS), Clarissa Wallace (PUBH-BA) and Taylor Williams (PUBH-BS) served on the search committee for our current Associate Dean for Undergraduate Affairs.

Of particular note, the DSAC president (2022-2024), Katherine Devivo (EXSC-PhD candidate), served as on the school's Reaccreditation Steering Committee as did Ella Ducato (PUBH BA student)

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

Strength: The Arnold School has a long-standing practice of engaging student leaders in informing decisions and elevating solutions to the benefit of the school and its mission. The Dean's Student Advisory Council has a 26-year history within the school and is a fully representative assembly of student leaders from across all departments and programs who meet monthly throughout the academic year.

A4. Autonomy for Schools of Public Health

A school of public health operates at the highest level of organizational status and independence available within the university context. If there are other professional schools in the same university (e.g., medicine, nursing, law, etc.), the school of public health shall have the same degree of independence accorded to those professional schools. Independence and status are viewed within the context of institutional policies, procedures, and practices.

1) Briefly describe the school's reporting lines to the institution's chief executive officer. The response may refer to the organizational chart provided in the introduction.

The University of South Carolina (USC) is governed by its Board of Trustees under the authority of the SC General Assembly. The Board elects the President, who presides over USC Columbia and the broader USC System. The provost serves as the Executive Vice President and Chief Academic Officer. In this capacity, the Provost is charged with the oversight of the University's graduate and undergraduate academic programs as well as curriculum development, program assessment, faculty promotion and tenure, and university-level accreditation.

The USC Columbia campus is the flagship research campus and includes 13 academic colleges and schools as well as the Graduate School, the SC Honors College, and the University Libraries, all of which are presided over by deans. As reflected in the University's organizational chart provided in the introduction of this report, all deans report to the provost. The Dean of the Arnold School of Public Health has the same level of management authority and independence as the other deans on campus, including those who oversee other professional schools or colleges. Within the Arnold School, all department chairs and associate/assistant deans report directly to the dean.

1) Describe the reporting lines and levels of autonomy of other professional schools located in the same institution and identify any differences between the school of public health's reporting lines/level of autonomy and those of other units.

The USC Columbia campus is home to an array of professional schools and colleges. Those beyond public health are the Darla Moore School of Business, the College of Education, the Joseph F. Rice School of Law, the USC School of Medicine - Columbia, the College of Nursing, the College of Pharmacy, and the College of Social Work. Each of these schools is presided over by a dean who reports directly to the provost. There are no differences in the reporting structure of the Arnold School's dean regarding level or autonomy when compared with these or other deans on the Columbia campus.

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

Strength: The University's existing structure enables sufficient autonomy for academic units to operate successfully. The Dean of the Arnold School has the appropriate latitude to ensure the school continues as a campus leader in research, teaching and service.

A5. Degree Offerings in Schools of Public Health

A school of public health offers a professional public health master's degree (e.g., MPH) in at least three concentrations representing at least three distinct sub-disciplinary areas in public health and public health doctoral degree programs (academic or professional) in at least two concentrations representing at least two distinct sub-disciplinary areas in public health. A school may offer more degrees or concentrations at either degree level.

1) Affirm that the school offers professional public health master's degree concentrations in at least three areas and public health doctoral degree programs of study in at least two areas. Template Intro-1 may be referenced for this purpose.

The Arnold School offers the professional public health master's (MPH) degrees listed in Template Intro-1 with the following five distinct concentrations:

- Environmental Health Sciences
- Epidemiology
- Health Promotion, Education, and Behavior
- Health Services Policy and Management
- Physical Activity and Public Health

Additionally, the public health doctoral degree programs of study listed in Template Intro-1 are offered in the following five distinct sub-disciplinary concentration areas:

- Biostatistics
- Environmental Health Sciences
- Epidemiology
- Health Promotion, Education, and Behavior
- Health Services Policy and Management

2) An official catalog or bulletin that lists the degrees offered by the school.

The University of South Carolina's academic bulletin contains information for undergraduate and graduate degree programs offered by the Arnold School.

Undergraduate link: Arnold School of Public Health < University of South Carolina

Graduate link: Arnold School of Public Health < University of South Carolina

B1. Guiding Statements

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

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

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

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

Together, the school's guiding statements must address instruction, scholarship, and service and

- **must define the ways in which the school plans to 1) advance the field of public health and 2) promote student success.**

- **may derive from the purposes of the parent institution but also reflect the school's own aspirations and respond to the needs of the school or program's intended service area(s).**

- **are sufficiently specific to allow the school to rationally allocate resources and to guide evaluation of outcomes.**

1) The school's vision, mission, goals, and values.

Guiding Statements - Arnold School of Public Health | University of South Carolina

The Arnold School of Public Health is the primary public health research and education resource in South Carolina with a nearly 50-year history of impact.

The school's work is guided by the following vision, mission, goals and values.

Vision

Improved population health…statewide and worldwide.

Mission

The Arnold School of Public Health will improve population health and well-being by fostering innovative education, research and practice that promotes health and healthy environments. The Arnold School will use that knowledge and experience to promote prevention and effective response to disease, disability, and environmental degradation in all communities.

Goals

Goal 1: Provide undergraduate and graduate educational programs of excellence

Goal 2: Promote high quality, impactful and ethical research

Goal 3: Recruit and retain highly qualified faculty and staff to meet our mission

Goal 4: Support community engagement activities that promote and improve the public's health

Goal 5: Meet the fiscal and physical resource needs of the school

Community - The Arnold School of Public Health actively partners and collaborates with community leaders and organizations in its education, research and public outreach.

Diversity and Inclusion - The Arnold School of Public Health embraces respect for diversity and the inclusion of all persons.

Impact - Through inquiry, discovery and dissemination, the Arnold School of Public Health works collaboratively to improve community health, health systems, and the environment.

Integrity - The Arnold School of Public Health adheres to the highest standards of honesty, fairness, impartiality, stewardship, professional responsibility and scholarly ethics.

Leadership - The Arnold School of Public Health fosters an environment of leadership through an emphasis on ethical, moral and professional behavior, rigorous scientific inquiry and the advancement of public health knowledge and practice.

Learning - Students are the foundation of the school. The outstanding faculty and staff of the Arnold School of Public Health provide high quality, innovative educational and experiential opportunities for learners at all levels.

Social Justice - In pursuit of health equity for all populations, the Arnold School of Public Health seeks to address barriers that prevent individuals from attaining complete environmental, physical, mental and social well-being.

Translation - Through scholarship, practice and outreach, the Arnold School of Public Health actively strives to translate advances in scientific knowledge and use evidence-based practices and policies to improve individual, community and societal health.

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

Documentation is located in ERF\B\B1\B1-2 documentation.

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

Strength: The Arnold School's Administrative Council (including the dean, associate/assistant deans and department chairs) reviewed and discussed the school's guiding statements in AY24. They provided collective feedback on the vision, mission and goals as well as individual feedback on each of the value statements. That feedback informed edits and updates to those statements. The members of the Dean's Student Advisory Council then reviewed the updated value statements and provided individual feedback as to how reflective those values were of their experience as students. The members of the school's Public Health Practice Advisory Council then reviewed the value statements to provide similar input as to whether the statements reflect their experience in working with the school as community partners. The combined student and partner feedback was then shared with the school's leadership. This process significantly strengthened the value statements and enhanced the school's overall guiding statements.

B2. Evaluation and Quality Improvement

The school defines and consistently implements an evaluation plan that fulfills the following functions:

- **includes all measures listed in Appendix 1 in these Accreditation Criteria**
- **provides information that allows the school to determine its effectiveness in advancing its mission and goals (as defined in Criterion B1)**
- **Measures must capture all aspects of the unit's mission and goals. In most cases, this will require supplementing the measures captured in Appendix 1 with additional measures that address the unit's unique context.**
- **defines a process to engage in regular, substantive review of evaluation findings, as well as strategic discussions about their implications**
- **allows the school to make data-driven quality improvements e.g., in curriculum, student services, advising, faculty functions, research and extramural service, and operations, as appropriate**

1) Present an evaluation plan in the format of Template B2-1 that lists the following for each required element in Appendix 1:

   a) the specific data source(s) for each listed element (e.g., alumni survey, student database)
   b) a brief summary of the method of compiling or extracting information from the data source
   c) the entity or entities (generally a committee or group) responsible for reviewing and discussing each element and recommending needed improvements, when applicable
   d) the timeline for review (e.g., monthly, at each semester's end, annually in September)

Arnold School Goals from Blueprint (last two included in ERF\B\B2)

Goal 1 (Education): Provide undergraduate and graduate educational programs of excellence

Goal 2 (Research): Promote high quality, impactful and ethical research

Goal 3 (Employees): Recruit and retain highly qualified faculty and staff to meet our mission

Goal 4 (Community): Support community engagement activities that promote and improve the public's health

Goal 5 (Resources): Meet the fiscal and physical resource needs of the school

Template B2-1: Evaluation & Quality Improvement

Measure	Criterion	Data Source & Method of Analysis	Review & decision-making responsibility	Does it measure...				
				Goal 1 Education	Goal 2 Research	Goal 3 Employees	Goal 4 Community	Goal 5 Resources
Student Enrollment	Intro-2	Data warehouse enrollment files & PH Grad database data, two to four times a semester by Director of Evaluation and Academic Assessment Example in ERF B\B2\Student Enrollment Spring 2024.pdf	Executive Director of Operations and Accreditation, Associate Dean for Faculty Affairs and Curriculum, Associate Dean for Undergraduate Affairs, Director of Evaluation and Academic Assessment. Administrative Council, which includes Department Chairs and Associate/Assistant Deans after the drop date. Provost, Dean and Executive Director of Operations and Accreditation will review enrollment information contained in the Blueprint review in March each year (Blueprint copies in ERF B\B2)	X				
Percent of admitted graduate students (across all ASPH degree programs) matriculating	B2-1	Data warehouse enrollment files & PH Grad database data, each semester by Director of Evaluation and Academic Assessment and Director of Data Analytics	Director of Graduate Student Services, Director of Evaluation and Academic Assessment, and Director of Data Analytics for annual CEPH and ASSPH reporting	X				
Percent of undergraduate students graduating USC Leadership Distinction		Datawarehouse Graduation Report and Center for Integrative and Experiential Learning for percentage comparisons, once an academic year by Director of Evaluation and Academic Assessment	Associate Dean for Undergraduate Affairs, Director of Evaluation and Academic Assessment for the State of the School yearly address given by the Dean to all faculty and staff in early Spring semester. Dean, Provost and Executive Director of Operations and Accreditation during Blueprint review in March each year.	X				
Percent of undergraduate students graduating with Latin honors		Datawarehouse Graduation Report; once an academic year by Director of Evaluation and Academic Assessment		X				

Template B2-1 (continued): Evaluation & Quality Improvement								
Measure	**Criterion**	**Data Source & Method of Analysis**	**Review & decision-making responsibility**	**Does it measure...**				
				Goal 1 Education	Goal 2 Research	Goal 3 Employees	Goal 4 Community	Goal 5 Resources
Percent of faculty searches completed within 6 months	B2-1	People Soft USC human resource management system; ASPH Human Resource Office evaluates once a year	Associate Dean for Faculty Affairs and Curriculum, Executive Director of Operations and Accreditation, Director of Human Resources and Department Chairs			X		
Percent of staff searches completed within 3 months						X		
Percent of FTE staff retention for 3 years						X		
Percent of FTE & RGP staff participating in professional development						X		
Percent of tenure track cohort retention		Annual Review Process, Office of Faculty Affairs and Curriculum, once a year	Associate Dean for Faculty Affairs and Curriculum, Dean, and Department Chairs review for Blueprint metrics			X		
Percent of junior faculty participated in mentoring						X		
Percent of annual operating budget maintained as operational reserve	B2-1	Annual Budget and Facilities Review, Office of Operations and Accreditation, once a year	Dean, Executive Director of Operations and Accreditation, Executive Director of Business and Finance				X	
Amount invested toward maintenance and improvement of buildings				X			X	
Amount reserved for building-related emergency or critical needs				X		X		X
Amount invested towards IT infrastructure and upgrades			Executive Director of Operations and Accreditation, Executive Director of Business and Finance, and Director of Information Technology Core	X	X	X		X
Amount reserved for IT-related needs								X
Amount invested in start-ups for new faculty			Dean, Executive Director of Operations and Accreditation, Executive Director of Business and Finance, Director of Human Resources			X		
Amount reserved and maintained for merit raises and retention of existing faculty						X		

Template B2-1 (continued): Evaluation & Quality Improvement								
Measure	*Criterion*	*Data Source & Method of Analysis*	*Review & decision-making responsibility*	*Does it measure...*				
				Goal 1 Education	Goal 2 Research	Goal 3 Employees	Goal 4 Community	Goal 5 Resources
Three examples of improvements in the last three years based on the evaluation plan.	B2-2	Annual Budget and Facilities Review, Annual reporting Office of Operations and Accreditation, various sources, once a year	Dean, Associate Dean for Faculty and Curriculum, Executive Directors of Operations and Accreditation	X	X	X	X	X
Graduation Rates	B3-1	Graduation and Enrollment reports pulled each semester by Director of Data Analytics for annual reporting	Associate Dean for Faculty and Curriculum, Executive Directors of Operations and Accreditation, and Director of Evaluation and Academic Assessment for Blueprint metrics	X				
Doctoral student progression (e.g., # newly admitted, # completed coursework)	B3-2	Graduate or program directors of public health PhD programs, once an academic year	Associate Dean for Faculty and Curriculum, Executive Directors of Operations and Accreditation, and Director of Evaluation and Academic Assessment	X				
Post-graduation outcomes (e.g., employment, enrollment in further education)	B4-1	Alumni survey, Career Center Survey Blackbaud Advancement Services LinkedIn/Live Alumni data collected and analyzed by Director of Evaluation and Academic Assessment for annual reporting	Executive Directors of Operations and Accreditation and Director of Evaluation and Academic Assessment for Blueprint metrics	X				
Actionable data (quantitative and/or qualitative) from recent alumni on their self-assessed preparation for post-graduation destinations	B5	Alumni Surveys, Exit Surveys, Focus Interviews by Director of Evaluation and Academic Assessment collects and analyzes data once a year	Executive Directors of Operations and Accreditation, Associate Dean for Undergraduate Affairs, Assistant Dean for Public Health Practice, and Director of Evaluation and Academic Assessment	X				
Budget table	C1-1	PeopleSoft, Office of Operations and Accreditation and Office of Business and Finance, minimum once a quarter	Dean, Executive Director of Operations and Accreditation and Executive Director of Business & Finance for Blueprint and Provost annual review.	X		X		X

Template B2-1 (continued): Evaluation & Quality Improvement								
				Does it measure...				
Measure	*Criterion*	*Data Source & Method of Analysis*	*Review & decision-making responsibility*	Goal 1 Education	Goal 2 Research	Goal 3 Employees	Goal 4 Community	Goal 5 Resources
Student perceptions of faculty availability	C2	Course evaluations (Q 1.3; 3.8; 3.9) by individual course; exit surveys (overall response) each semester by Director of Evaluation and Academic Assessment who deploys surveys, collects and analyzes data	Associate Dean for Faculty Affairs and Curriculum, Director of Evaluation and Academic Assessment Summaries provided (for additional review) to Dean, Department Chair and Program Directors. Provost receives summary report once a semester	X				
Student perceptions of class size & relationship to learning		Course evaluations (Q2.2; 2.4) by individual course; exit surveys (overall response) each semester by Director of Evaluation and Academic Assessment who deploys surveys, collects and analyzes data.		X				
List of all faculty, which concentrations they support & their FTE allocation to the unit as a whole	C2-1 E1-1 E1-2	Human resource PeopleSoft report, once a year	Executive Director of Operations and Accreditation, Associate Dean for Faculty Affairs and Curriculum, Director of Human Resources and Director of Evaluation and Academic Assessment	X		X		
Ratios for student academic advising (all degree levels)	C2-2	Office of Undergraduate Affairs, Graduate Program Directors, once a year	Office of Undergraduate Affairs, Department Chairs and Graduate Program Directors	X				
Ratios for supervision of MPH ILE		MPH Program Directors by way of class rosters and advisement	MPH Program Directors	X				
Ratios for supervision of bachelor's cumulative/experiential activity		PUBH 498 Instructors each semester by way of course rosters	Associate Dean for Undergraduate Affairs	X				
Ratios for PhD dissertation advising		Graduate or Program Directors, each semester	Department Chairs and Program Directors	X				
Ratios for MS final project advising				X				
Count, FTE (if applicable), and type/categories of staff resources	C3-1	People Soft, once a year	Executive Director of Operations and Accreditation and Director of Human Resources, Program Directors	X		X		

Template B2-1 (continued): Evaluation & Quality Improvement								
Measure	*Criterion*	*Data Source & Method of Analysis*	*Review & decision-making responsibility*	*Does it measure...*				
				Goal 1 Education	Goal 2 Research	Goal 3 Employees	Goal 4 Community	Goal 5 Resources
Faculty participation in activities/resources designed to improve instructional effectiveness (maintain ongoing list of exemplars)	E3	Annual Reviews and Center for Teaching Excellence, once a year	Associate Dean for Faculty Affairs and Curriculum	X		X		
Faculty currency: Annual or other regular reviews of faculty productivity, relation to scholarship to instruction		Annual Reviews, once a year	Associate Dean for Faculty Affairs and Curriculum		X	X		
Faculty instructional technique: Student satisfaction with instructional quality		Course Evaluations, Director of Evaluation and Academic Assessment, each semester	Dean, Associate Dean for Faculty Affairs and Curriculum and Director of Evaluation and Academic Assessment Summaries provided (for further review) to Provost, Department Chairs and Program Directors	X		X		
School-level outcome: Teaching assistants trained in pedagogical techniques		Center for Teaching Excellence GRAD 701 for TA's, Annual Reviews, once a year	Associate Dean for Faculty Affairs and Curriculum	X		X		
Faculty research/scholarly activities with connections to instruction (maintain ongoing list of exemplars)	E4	Annual Reviews, Office of Faculty Affairs and Curriculum and Office of Research, once a year	Associate Dean for Faculty Affairs and Curriculum, Associate Dean for Research and Director of the Office of Research		X			
Faculty scholarship measure 1: Percent of faculty participating in research activities by track	E4-1				X			
Faculty scholarship measure 2: Number of publications					X			
Faculty scholarship measure 3: Amount of total extramural, as well as NIH, funding					X			
Faculty scholarship measure 4: Number of grant applications					X			

Template B2-1 (continued): Evaluation & Quality Improvement								
				Does it measure...				
Measure	*Criterion*	*Data Source & Method of Analysis*	*Review & decision-making responsibility*	Goal 1 Education	Goal 2 Research	Goal 3 Employees	Goal 4 Community	Goal 5 Resources
Faculty extramural service activities with connections to instruction (maintain ongoing list of exemplars)	E5	Annual Review, Office of Faculty Affairs and Curriculum, once a year	Associate Dean for Faculty Affairs and Curriculum and Associate Dean for Research and Office of Research, Tenure and Promotion Chair				X	
Faculty service measure 1: Percent of faculty participating in extramural service activities.							X	
Faculty service measure 2: Number of community-based service projects							X	
Faculty service measure 3: Total service funding							X	X
Actionable data (quantitative and/or qualitative) from employers on graduates' preparation for post-graduation destinations	F1	Stakeholder Interactions surveys deployed, collected and analyzed by Director of Evaluation and Academic Assessment, once a year Office of Public Health Practice and Workforce Development interviews with recent MPH alumni (one-year post graduation), once a year	Assistant Dean for Public Health Practice, Executive Director of Operations and Accreditation, Director of Applied Practice, and Director of Evaluation and Academic Assessment	X			X	
Feedback from external stakeholders on changing practice & research needs that might impact unit priorities and/or curricula				X	X		X	
Feedback from stakeholders on guiding statements and ongoing self-evaluation data				X			X	
Professional AND community service activities that students participate in (maintain ongoing list of exemplars)	F2	Survey, Director of Evaluation and Academic Assessment, once a year	Associate Dean for Faculty Affairs and Curriculum, Associate Dean for Undergraduate Affairs and Director of Evaluation and Academic Assessment	X			X	

Template B2-1 (continued): Evaluation & Quality Improvement								
Measure	**Criterion**	**Data Source & Method of Analysis**	**Review & decision-making responsibility**	**Does it measure...**				
				Goal 1 Education	**Goal 2 Research**	**Goal 3 Employees**	**Goal 4 Community**	**Goal 5 Resources**
Current educational and professional development needs of self-defined communities of public health workers (individuals not currently enrolled in unit's degree programs)	F3	Arnold School Directors of Training Programs	Executive Director for Center Community Health Alignment, Director of Office of Study of Aging, Director of Workforce Development				X	
Number of community-based professional who received specialized training through ASPH	F3-1						X	
Quantitative and qualitative information that demonstrates unit's ongoing efforts to increase representation and support success of self-defined priority underserved populations—among students AND faculty (and staff if applicable)	G1	FIRST FIIRRE, Human Resources and OIRAA dashboards, ACE Office pulls at minimum once a semester	Associate Dean for the Office of Access and Collective Engagement	X		X		
Student AND faculty (staff, if applicable) perceptions of unit's climate regarding diversity & cultural competence		Climate Survey by third party vendor	Dean, Associate Dean for the Office of Access and Collective Engagement, Executive Director of Operations and Accreditation and Director of Evaluation and Academic Assessment	X	X	X		

Template B2-1 (continued): Evaluation & Quality Improvement

Measure	Criterion	Data Source & Method of Analysis	Review & decision-making responsibility	Does it measure...				
				Goal 1 Education	Goal 2 Research	Goal 3 Employees	Goal 4 Community	Goal 5 Resources
Student satisfaction with academic advising	H1	Undergraduate Advising Survey, Exit Surveys deployed, collected and analyzed by Director of Evaluation and Academic Assessment Climate Survey, once each academic year	Associate Dean for Undergraduate Affairs, Director of Evaluation and Academic Assessment and Program Directors	X				
Student satisfaction with career advising		Undergraduate Advisement Survey, Exit Surveys Climate Survey, once each academic year	Associate Dean for Undergraduate Affairs, Director of Evaluation and Academic Assessment and Program Directors	X				
Events or services provided to assist with career readiness, job search, enrollment in additional education, etc. for students and alumni (maintain ongoing list of exemplars)	H2	USC Career Center (both undergraduate and graduate), Qualtric survey, once each academic year	Associate Dean for Undergraduate Affairs, Director of Undergraduate Student Services, Program Directors	X				
Number of student complaints filed (and info on disposition or progress)	H3	Undergraduate Review Committee and Scholastic Standards and Petitions Committee, once a semester	Associate Dean for Faculty Affairs and Curriculum, Associate Dean for Undergraduate Affairs, Arnold School of Public Health Committee on Scholastic Standards and Petitions and Graduate Council	X				
Percentage of priority under-represented students accepting offers of admission	H4	Datawarehouse enrollment reports Registrar's office for undergraduate admissions, PHGrad database for graduate admissions, OIRAA dashboards, once a semester	Associate Dean for Faculty Affairs and Curriculum, Associate Dean for the Office of Access and Collective Engagement, Director of Graduate Student Services, Program Directors	X				

2) Provide evidence of implementation of the plan described in Template B2-1. Evidence may include reports or data summaries prepared for review, notes from meetings at which results were discussed, etc.

Documentation is located in ERF\B\B2, as well in ERF\B\B2 folders associated with each specific criterion listed in Template B2-1.

3) Provide at least three specific examples of improvements undertaken in the last three years based on the evaluation plan. At least one of the changes must relate to an area other than the curriculum. See Template B2-2.

Template B2-2			
	Measure (copied from column 1 of Template B2-1) that informed the change	Data that indicated improvement was needed	Improvement undertaken
Example 1	Amount invested toward maintenance and improvement of buildings	Volume of facilities improvement requests and space utilization/allocation demands	A dedicated staff member in Operations now coordinates renovations and facilities maintenance for the Dean's Office. Top priorities have been the renovation of space to meet the growing number of grant-funded projects and faculty/staff hires. Renovations have allowed for key positions to be collocated, enabling greater collaboration and synergy. New labs, offices, student work spaces and a 30-seat classroom have been added over the past year.
Example 2	Post-graduation outcomes (e.g., employment, enrollment in further education)	Internal tracking for annual report and CEPH interim report from annual reporting (2021)	Process improvement to collect undergraduate personal emails in required PUBH 498 and EXSC 444 courses prior to graduation; collaborating with Career Center First Destination Survey to collect additional information and/or possible contact information; utilization of Advancement Services BCRM database for employment status; Surveys delivery via text message instead of by email; utilization of LinkedIn lookup collaboration with Development Personnel. The next annual reporting cycle (Fall 2022) a known rate, for AY20-21 undergraduate alumni, of 89% was reached. Of those with a known one-year post graduation outcome, 90% were employed or furthering their education. (See B4 for more information.)
Example 3	Amount invested towards IT infrastructure and upgrades	Student, staff, and faculty feedback; course evaluations for those that require certain software access; increased enrollment and usage on IT infrastructure	All of the campus buildings occupied by the Arnold School have received new IT wiring and Wi-Fi upgrades since mid-2023. Additional upgrades to classroom technology have occurred to ensure better overall AV capabilities and hybrid technology. Student computer labs have been expanded to include more virtual servers and enhanced remote access capabilities.

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

Strength: The Associate Dean for Faculty Affairs and Curriculum has monthly group meetings with the department chairs for the enhancement of communication and evaluation.   These meetings offer a regular forum in which curriculum-related information is distributed, clarified and discussed. These conversations help to generate and refine ideas for improvement that can be implemented across the school.

Strength: With the addition of program director meetings at least one a semester, the Associate Dean for Faculty Affairs and Curriculum can share information and receive substantive feedback regarding program curriculum as it relates to USC policy and Arnold School quality improvement.

Strength: The University's Blueprint strategic plan format was revised by the Provost in the spring of 2023. The new format focused on the addition of SMART (Specific, Measurable, Achievable, Relevant and Time-bound) objectives developed by each academic unit that allowed for critical indicators to be tracked more directly by each unit. The Arnold School established an array of SMART objectives tied to each of the five established goals.

Strength: Recent building renovations have allowed for a more collaborative and synergistic environment in vital areas of the school. In the Discovery building, a new administrative suite has enabled enhanced synergy between the Director of Evaluation and Academic Assessment and the Director of Data Analytics, both new hires in Fall 2022. The Associate Dean for Faculty Affairs and the Assistant Dean for Public Health Practice (who is also the Epidemiology MPH director) have also relocated to the new administrative suite, adding to the collective engagement and synergy among key faculty and staff.

B3. Graduation Rates

The school collects and analyzes graduation rate data for each public health degree offered (e.g., BS, MPH, MS, PhD, DrPH).

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

1) Graduation rate data for each degree in unit of accreditation. See Template B3-1.

Template B3-1 a. Students in Public Health Bachelor (BA & BS) Degree program , by Cohorts Entering Between 2021-22 and 2023-24					
Maximum Time to Graduate: 2 years (Undergraduate students complete their "Carolina Core" before applying the Arnold School undergraduate degree program)					
Academic Year	Cohort of Students	2020-21	2021-22	2022-23	2023-24
2020-21	# Students entered	505			
	# Students withdrew, dropped, etc.	28			
	# Students graduated	64			
	Cumulative graduation rate	**13%**			
2021-22	# Students entered	413	482		
	# Students withdrew, dropped, etc.	9	18		
	# Students graduated	339	50		
	Cumulative graduation rate	**80%**	**11%**		
2022-23	# Students continuing	65	414	399	
	# Students withdrew, dropped, etc.	4	12	17	
	# Students graduated	57	332	46	
	Cumulative graduation rate	**91%**	**79%**	**12%**	
2023-24	# Students continuing	4	70	336	347
	# Students withdrew, dropped, etc.	0	0	1	0
	# Students graduated	4	65	266	87
	Cumulative graduation rate	**92%**	**93%**	**78%**	**25%**

Template B3-1b. Students in Master's of Public Health Degree, by Cohorts Entering Between 2017-18 and 2023-24								
Maximum Time to Graduate: 6 years								
Academic Year	Cohort of Students	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
2017-18	# Students entered	62						
	# Students withdrew, dropped, etc.	7						
	# Students graduated	0						
	Cumulative graduation rate	**0%**						
2018-19	# Students continuing	55	38					
	# Students withdrew, dropped, etc.	2	2					
	# Students graduated	27	1					
	Cumulative graduation rate	**44%**	**3%**					
2019-20	# Students continuing	26	35	40				
	# Students withdrew, dropped, etc.	1	2	6				
	# Students graduated	14	21	0				
	Cumulative graduation rate	**66%**	**58%**	**0%**				
2020-21	# Students continuing	11	12	34	43			
	# Students withdrew, dropped, etc.	0	2	2	3			
	# Students graduated	9	6	21	0			
	Cumulative graduation rate	**81%**	**74%**	**53%**	**0%**			
2021-22	# Students continuing	2	4	11	40	58		
	# Students withdrew, dropped, etc.	0	0	1	0	6		
	# Students graduated	0	2	7	28	2		
	Cumulative graduation rate	**81%**	**79%**	**70%**	**65%**	**3%**		
2022-23	# Students continuing at	2	2	3	12	50	39	
	# Students withdrew, dropped, etc.	0	0	0	0	3	4	
	# Students graduated	0	2	1	8	31	3	
	Cumulative graduation rate	**81%**	**84%**	**73%**	**84%**	**57%**	**8%**	
2023-24	# Students continuing	2	---	---	4	16	32	54
	# Students withdrew, dropped, etc.	0	---	---	0	0	0	0
	# Students graduated	1	---	---	0	3	0	0
	Cumulative graduation rate	**82%**	**84%**	**73%**	**82%**	**62%**	**8%**	**0%**

See ERF for 2017-28 cohort details

Academic Year	Cohort of Students	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Template B3-1c. Students in Master's of Science Degree, by Cohorts Entering Between 2017-18 and 2023-24							
	Maximum Time to Graduate: 6 years							
2017-18	# Students entered	11						
	# Students withdrew, dropped, etc.	1						
	# Students graduated	0						
	Cumulative graduation rate	**0%**						
2018-19	# Students continuing	10	9					
	# Students withdrew, dropped, etc.	0	0					
	# Students graduated	6	1					
	Cumulative graduation rate	**55%**	**11%**					
2019-20	# Students continuing	4	8	12				
	# Students withdrew, dropped, etc.	0	0	0				
	# Students graduated	1	7	1				
	Cumulative graduation rate	**64%**	**89%**	**8%**				
2020-21	# Students continuing	3	1	11	10			
	# Students withdrew, dropped, etc.	1	0	0	2			
	# Students graduated	1	1	4	0			
	Cumulative graduation rate	**73%**	**100%**	**42%**	**0%**			
2021-22	# Students continuing	1	---	7	8	13		
	# Students withdrew, dropped, etc.	0	---	0	1	5		
	# Students graduated	1	---	5	5	0		
	Cumulative graduation rate	**73%**	**100%**	**83%**	**50%**	**0%**		
2022-23	# Students continuing	---	---	2	2	8	10	
	# Students withdrew, dropped, etc.	---	---	1	1	2	3	
	# Students graduated	---	---	0	1	3	0	
	Cumulative graduation rate	**73%**	**100%**	**83%**	**60%**	**23%**	**0%**	
2023-24	# Students continuing	---	---	1	---	3	7	6
	# Students withdrew, dropped, etc.	---	---	0	---	0	0	0
	# Students graduated	---	---	1	---	1	0	0
	Cumulative graduation rate	**73%**	**100%**	**92%**	**60%**	**31%**	**0%**	**0%**

Template B3-1d. Students in Doctoral Degrees, by Cohorts Entering Between 2015-16 and 2023-24

Maximum Time to Graduate: 8 years

The University of South Carolina increased the doctoral MTTG to from 8 years to 10 years in AY2012-13. A MTTG of 8 years continues to be utilized for CEPH annual reporting, as Arnold School PhD cohorts consistently achieve the 60% threshold one to two academic years prior to the MTTG of 8 years. Keeping the same MTTG of 8 years in annual reporting allows for consistent evaluation of graduation rates with previous annual reports. Utilizing a reduced MTTG of 8 years for annual reporting in no way influences the doctoral students' ability to utilize all 10 years, if necessary to complete their PhD, as allowed in the USC bulletin.

Academic Year	Cohort of Students	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
2015-16	# Students entered	28								
	# Students withdrew, dropped, etc.	1								
	# Students graduated	1								
	Cumulative graduation rate	**4%**								
2016-17	# Students continuing	26	43							
	# Students withdrew, dropped, etc.	0	1							
	# Students graduated	0	0							
	Cumulative graduation rate	**4%**	**0%**							
2017-18	# Students continuing	26	42	32						
	# Students withdrew, dropped, etc.	0	2	1						
	# Students graduated	2	0	0						
	Cumulative graduation rate	**11%**	**0%**	**0%**						
2018-19	# Students continuing	24	40	31	35					
	# Students withdrew, dropped, etc.	0	2	1	0					
	# Students graduated	10	3	0	2					
	Cumulative graduation rate	**46%**	**7%**	**0%**	**6%**					
2019-20	# Students continuing	14	35	30	33	37				
	# Students withdrew, dropped, etc.	0	1	1	1	1				
	# Students graduated	6	14	3	1	0				
	Cumulative graduation rate	**68%**	**40%**	**9%**	**9%**	**0%**				
2020-21	# Students continuing	8	20	26	31	36	32			
	# Students withdrew, dropped, etc.	1	0	1	0	3	2			
	# Students graduated	2	4	3	4	0	0			
	Cumulative graduation rate	**75%**	**49%**	**19%**	**20%**	**0%**	**0%**			
2021-22	# Students continuing	5	16	22	27	33	29	35		
	# Students withdrew, dropped, etc.	0	0	2	2	2	2	5		
	# Students graduated	3	7	6	4	2	0	0		
	Cumulative graduation rate	**86%**	**65%**	**38%**	**31%**	**5%**	**0%**	**0%**		
2022-23	# Students continuing	2	9	14	21	29	27	30	41	
	# Students withdrew, dropped, etc.	1	1	1	1	0	3	0	0	
	# Students graduated	0	5	5	6	3	1	0	0	
	Cumulative graduation rate	**89%**	**72%**	**53%**	**49%**	**14%**	**3%**	**0%**	**0%**	
2023-24	# Students continuing	1	5	8	14	26	23	29	41	39
	# Students withdrew, dropped, etc.	0	0	0	0	0	0	0	0	0
	# Students graduated	1	2	4	7	7	3	1	0	0
	Cumulative graduation rate	**93%**	**77%**	**68%**	**73%**	**32%**	**10%**	**3%**	**0%**	**0%**

2) Data on doctoral student progression in the format of Template B3-2.

Template B3-2 Doctoral Student Progression					
Doctoral Concentrations	BIOS	ENHS	EPID	HPEB	HSPM
# newly admitted in 2023-24	4	2	14	11	4
# currently enrolled (total) in 2023-24	27	32	47	36	17
# completed coursework during 2022-23	23	28	6	12	6
# in candidacy status (cumulative) during 2022-23	6	11	25	14	10
# graduated in 2022-23	4	6	7	7	5

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

Historically, the MS cohorts generally consist of fewer students, therefore the graduation rate can drop below 70% with the withdrawal of one or two students from the cohort. To help achieve a graduation rate of 70% or greater in the public health MS degrees, the graduate directors have been asked to closely monitor their individual programs by increasing the number of check-ins with their MS students. For example, an advising survey is being discussed as a possibility. This advising survey would remain open for constant student feedback throughout the semester, instead of advising information being collected on the exit surveys near a student's graduation at the end of the program. The EPID MPH and HPEB MPH have reviewed a set of survey questions and are in the process of discussing Fall 24 pilot implementation.

However, when the historical data for the MS program is reviewed, there is a distinct increase in withdrawals and decrease in graduation rates beginning with the 2020-21 cohort data. In the 2017-18 cohort only one student withdrew in the fourth academic year and the cohort achieved a 73% graduation rate; in the 2018-19 cohort no students withdrew, and the cohort achieved a 100% graduation rate within three academic years; and in the 2019-20 cohort, only one student withdrew in the fourth academic year, and the cohort achieved a 92% graduation rate. However, in the 2021-22 cohort, five students (2 BIOS, 1 ENHS and 2 EPID) withdrew from the program in the first academic year, with another 2 students (1 BIOS and 1 ENHS) withdrawing from the 2021-22 cohort the following academic year. This represents 38% of the 2012-22 cohort withdrawing in the first academic year, and an additional 15% withdrawing in the second academic year. These withdrawal percentages do not reflect the typical withdraw rate for these MS programs, which is documented by historical data provided in the B3 template. Although the overall size of the cohort didn't increase significantly from previous cohorts, the 2021-22 was the largest cohort for the combined public health (5 BIOS, 3 ENHS and 5 EPID) MS programs. In addition to increased awareness of public health programs, individuals might have felt they had the time to complete graduate work with so many individuals working from home during the pandemic. Likely, toward the end of 2021-22, most individuals' daily lives returned to "normal" in the sense of returning to in-person work or perhaps they were experiencing cumulative financial stress as a result of the pandemic. Looking at the 2022-23 cohort, 3 individuals withdrew the first academic and none the following academic year. This reflects a decrease in the withdrawal rate. In the 2023-24 cohort, no students withdrew from their MS programs. Meaning, there is an observable trend in a decrease in the number of cohort withdrawals returning to the low historical withdrawal rate prior to the pandemic. This isn't to say that the pandemic is the only reason. There are multiple facets to possible challenges like job changes or loss (of varying types) creating additional financial or personal hardships to completing a degree program.

The cumulative graduation rates are closely monitored by the Director of Evaluation & Academic Assessment. The cumulative graduation rates are also reported to the Associate Dean for Faculty Affairs & Curriculum to be reviewed and discussed at monthly department chair meetings and quarterly program director meetings.

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

Strength: Strong graduation rates have been achieved across many of the school's public health degree programs.

Strength: With the hire of a new Director of Evaluation & Academic Assessment and a new Director of Data Analytics in 2022, relevant data and other information can be more closely monitored across programs each semester in the B3 template format.

B4. Post-Graduation Outcomes

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

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

1) Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B4-1. Percentage (%) presented in Template B4-1 is representative of those employed, continuing their education, not seeking employment/further education or actively seeking employment/further education as a percentage of *known outcomes*, rather than total graduates.

Template B4-1: Post-graduation outcomes for graduates	AY 2020-2021		AY 2021-2022		AY 2022-2023	
BA/BS PUBH	**#**	**%**	**#**	**%**	**#**	**%**
Employed	247	55%	267	65%	188	51%
Continuing education/training (not employed)	156	35%	131	31%	147	40%
Not seeking employment or not seeking additional education by choice	2	0%	5	1%	6	2%
Actively seeking employment or enrollment in further education	44	10%	14	3%	28	8%
Unknown *(as percentage of total graduates)*	54	11%	17	4%	65	25%
Total graduates (known + unknown)	503	100%	435	100%	434	100%

Template B4-1: Post-graduation outcomes for graduates	AY 2020-2021		AY 2021-2022		AY 2022-2023	
MPH	**#**	**%**	**#**	**%**	**#**	**%**
Employed	33	89%	33	89%	26	87%
Continuing education/training (not employed)	1	3%	3	8%	4	13%
Not seeking employment or not seeking additional education by choice	0	0%	1	3%	0	0%
Actively seeking employment or enrollment in further education	3	8%	0	0%	2	7%
Unknown *(as percentage of total graduates)*	1	3%	1	3%	2	5%
Total graduates (known + unknown)	38	100%	38	100%	34	100%

Template B4-1: Post-graduation outcomes for graduates	AY 2020-2021		AY 2021-2022		AY 2022-2023	
MS	**#**	**%**	**#**	**%**	**#**	**%**
Employed	3	50%	8	80%	3	60%
Continuing education/training (not employed)	2	33%	2	20%	2	40%
Not seeking employment or not seeking additional education by choice	0	0%	0	0%	0	0%
Actively seeking employment or enrollment in further education	1	17%	0	0%	0	0%
Unknown *(as percentage of total graduates)*	0	0%	0	0%	0	0%
Total graduates (known + unknown)	6	100%	10	100%	5	100%

Template B4-1: Post-graduation outcomes for graduates	AY 2020-2021		AY 2021-2022		AY 2022-2023	
PhD	#	%	#	%	#	%
Employed	17	94%	23	92%	30	91%
Continuing education/training (not employed)	0	0%	1	4%	1	3%
Not seeking employment or not seeking additional education by choice	0	0%	1	4%	1	3%
Actively seeking employment or enrollment in further education	1	6%	0	0%	1	3%
Unknown *(as percentage of total graduates)*	2	10%	0	0%	0	0%
Total graduates (known + unknown)	20	100%	25	100%	33	100%

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

Undergraduate AY2022-2023 unknown percentage will likely be less at the time of 2024 annual reporting in November.

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

Strength: With the hire of a new Director of Evaluation and Academic Assessment in Fall 2022, efforts to obtain post-graduation outcomes were prioritized. Other approaches to improve data collection have been implemented such as the use of Advancement Services Blackbaud CRM, the Career Center Survey, collecting alternative emails in EXSC 444 and PUBH 498 (undergraduate courses required in the last semester) and utilization of text-based surveys to more efficiently collect necessary data.

B5. Alumni Perceptions of Curricular Effectiveness

For each degree offered, the school collects information on alumni perceptions of their preparation for the workforce (or for further education, if applicable). Data collection must elicit information on what skills are most useful and applicable in post-graduation destinations, areas in which graduates feel well prepared, and areas in which they would have benefitted from more training or preparation.

The school defines qualitative and/or quantitative methods designed to provide useful information on the issues outlined above. "Useful information" refers to information that provides the unit with a reasonable basis for making curricular and related improvements. Qualitative methods may include focus groups, key informant interviews, etc.

The school documents and regularly examines its methodology, making revisions as necessary, to ensure useful data.

1) Summarize the findings of alumni self-assessment of their preparation for post-graduation destinations.

Public Health (BA/BS) Undergraduate summary of findings:

Undergraduate public health AY22-23 alumni were sent a survey in Spring 2024. Of the 398 survey invitations, 67 alumni responded (17% response rate). A copy of the survey, as well as more detailed methodology and findings, can be found in the ERF\B5\Undergraduate Public Health folder. The following table represents the Spring 2024 survey responses by One-Year Post-Graduation outcome.

One-Year Post-Graduation outcome	Response counts by outcome	Percentage of responses
Employed within public health field	21	32%
Employed outside of public health field	13	19%
Furthering education	30	45%
Seeking employment (and not currently employed)	3	55%
Not seeking employment	0	0%

Most Useful and Applicable Skills:

In summary, **all** public health undergraduate AY22-23 alumni indicated the skills **most useful and applicable** to their current employment or continuing education as *communication of public health information* (47 selected responses as 70%), *critical thinking & creativity* (46 selected responses as 69%), *professionalism* (46 selected responses as 69%) *teamwork & leadership* (40 selected response as 60%), and *independent work & personal work ethics* (38 selected responses 58%).

When the responses were evaluated by those **employed in public health fields**, the following five skills were selected as the **most useful and applicable**: *communication of public health* (21 selected responses as 100%), *professionalism* (18 selected responses as 86%), *public health advocacy at all levels of society* (15 selected responses as 71%), *networking* (14 selected responses as 67%) and *ethical decision making related to self & society* (14 selected responses as 67%).

When the responses were evaluated by **those furthering their education**, the following five skills were selected as the **most useful and applicable**: *critical thinking and creativity* (21 responses as 70%), *teamwork and leadership* (18 responses as 60%), *public health advocacy at all levels of society* (15 responses as 50%), *communication of public health information* (15 responses as 50%) and *professionalism* (14 responses as 47%).

Areas in which graduates felt they would have benefitted from more training or preparation:

Results reflected that the highest areas of alumni perception of needing **more training** were *government agencies roles in public health policy* (23 responses as 34%), *basic statistics* (16 responses as 24%), *basic data collection & analysis* (14 responses as 21%), *fundamental characteristics & structure of US health systems* (15 responses as 22%) and *differences between US and other countries' health systems* (12 responses as 18%).

When this data was broken down to alumni **employed in public health fields**, the top five areas in which they felt **more training** is needed were: *government agencies roles in public health policy* (6 responses as 29%), *fundamental characteristics & structure of US health systems* (5 responses as 24%) *basic statistics* (4 responses as 19%), *basic concepts of dimensions of health care and public health policy* (4 responses as 19%), and *how to address population concerns* (4 responses as 19%).

When the responses were evaluated in context for those **furthering their education**, the top five areas in which they felt **more training** is needed were: *government agencies roles in public health policy* (13 responses as 33%), *basic statistics* (10 responses as 33%), *basic data collection & analysis* (8 responses as 27%), *fundamental characteristics & structure of US health systems* (9 responses as 30%) and *differences between US and other countries' health systems* (6 responses as 20%).

Areas in which graduates feel well prepared:

Results showed alumni felt most **well prepared** in the areas of *factors that contribute to health disparities* (66 responses at 99%), *factors that impact human health* (66 responses at 99%), *populations health concepts* (65 responses at 97%), *public health history & philosophy* (64 responses at 96%) and *population health-related need identification* (62 responses at 93%).

When this data was broken down to alumni **employed in public health fields**, the top five areas in which they felt **well prepared** were: *factors that contribute to health disparities* (21 responses at 100%), *factors that impact human health* (21 responses at 100%), *public health history & philosophy* (20 responses at 95%), population health-related need identification (19 responses at 90%) and basic concept of public health-specific communication (19 responses at 90%).

When the responses were evaluated in context for those **furthering their education**, the top five areas in which they felt most **well prepared** were in the areas of *factors that contribute to health disparities* (30 responses at 100%), *factors that impact human health* (29 responses at 97%), populations health concepts (29 responses at 97%), *public health history & philosophy* (29 responses at 97%) and population health-related need identification (29 responses at 97%).

Graduate Alumni Perception of Curriculum

MPH Alumni summary of findings:

Following a pilot study conducted in the summer of 2023, the Office of Public Health Practice conducted interviews in the summer of 2024 with 12 MPH alumni who graduated in AY22. These interviews focused on the extent to which the graduates' MPH training prepared them to enter the public health workforce. Overall, alumni resoundingly felt their graduate training prepared them to enter the public health workforce. Both reports can be found in the ERF\B5\MPH.

Most Useful and Applicable Skills:

While alumni referenced a host of skills, they found useful and applicable, *writing and collaboration skills* were the most frequently reported skills. Whether it be for grants or other communication efforts, many alumni found themselves in careers that require being able to write professionally. Alumni felt that the rigors of their academic program prepared them to excel at these aspects of their jobs. Additionally, alumni consistently cited collaboration skills as a strength. Alumni felt the integrated nature of the MPH program greatly prepared them to become collaborators with their fellow public health practitioners.

Areas in Which Graduates Feel Well Prepared:

Several themes emerged that were important in workforce preparation. Overall, alumni felt well prepared to enter the public health workforce based on the strength of the curriculum and support from faculty and staff. Moreover, alumni felt that the applied practice experience, graduate assistantships, and other practical activities participated in drastically increased their career readiness. EPID alumni reported data analysis and skills as a strength as well.

Areas in Which Graduates Felt They Would Have Benefited from More Training or Preparation:

Alumni felt that more exposure to statistical coding and analysis, particularly for non-EPID students, would bolster their employability. Moreover, while several alumni reported receiving support from ASPH faculty and staff during their transition to the workforce, other alumni felt that more preparation as far as how to compile a resume, interview, and more insights into the job search process would have enhanced their career readiness.

MS/MSPH

In Spring of 2023, all ten of the AY22 MSPH alumni (BIOS MSPH 5 and EPID MSPH 5) were sent alumni surveys. Only one alumnus answered the survey which contained more direct questions on curriculum than previous alumni surveys. The one respondent indicated they strongly agreed with that they were satisfied with their education at the Arnold School.

PhD

In Spring 2023, all 23 of the AY22 PhD alumni (BIOS 5, ENHS 5, EPID 4, EPID/ENHS 1, HPEB 4, & HSPM 4) were sent alumni surveys. Five alumni responded to the survey. Of those five respondents, two indicated they strongly agreed and three indicated they agreed, with the statement "I am satisfied with my education at the Arnold School."

2) Provide full documentation of the methodology and findings from quantitative and/or qualitative data collection.

Documentation is located in ERF\B5\B5 methodology and findings.

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

Strength: The Arnold School received approval in AY24 for a full-time position for an Alumni Relations Manager to support engagement with the school's growing alumni base. Beyond alumni engagement, this position will also support the attainment of alumni perceptions by promoting survey opportunities and by working collaboratively with the school's Director of Evaluation and Academic Assessment in capturing this information. The search for this position is ongoing as of Summer 2024.

Weakness and Improvement Plan: Alumni surveys need to be updated to include specific criterion language relating to skills and curriculum areas to capture useful information to drive curriculum changes or improvements. Many of these improvements are detailed in the ERF, as they relate to methodology. The vendor for the University's survey system is changing in Spring 2025; however, the Arnold School is participating in the pilot program in Fall 2024 for the new survey system. At that time, the survey language will be updated and more individualized for each degree program. The change in survey platforms will also likely provide the ability to send surveys via text message.

C1. Fiscal Resources

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

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

The Arnold School of Public Health operates under the University's responsibility center management (RCM) budget model which was implemented in fiscal year 2020. Under this formula-based model, the Arnold School has variable revenue based on tuition and fees, indirect costs recovery and formula-defined state appropriations distributed to colleges based on research expenditures and in-state student enrollment. The model also includes requisite allocations (taxes) from academic unit revenues and state appropriations that are collected by the University's central administration to fund support units and broader campus services. This model applies to all academic and service units at USC.

a) Briefly describe how the school pays for faculty salaries. If this varies by individual or appointment type, indicate this and provide examples.

Faculty base salaries are fully guaranteed by the school over the regular 9-month academic year and are paid through the academic departments or from within the dean's office based on faculty appointments. The following variances exist among faculty appointment types:

Tenured and tenure-track faculty are expected to fully cover their summer salaries from grants/contracts and/or summer teaching. New faculty hires are often allocated full to partial summer salary support as part of their initial start-up funds.

Tenured and tenure-track faculty are incentivized to relieve a portion of their academic-year salary based on their research productivity and extramural funding success.

Clinical faculty salaries are fully guaranteed over the academic year due to their mostly instructional focus.

Research faculty salaries are fully guaranteed by the sponsoring principal investigator (PI) or through project-based funding derived through affiliation with a center or institute. A portion of their time may be relieved by their academic department to allow time for other research, teaching or administrative pursuits. As an example, a research faculty member may receive 90% of their funded salary through research grants with an additional 10% of funding through their departmental affiliation to allow dedicated time for projects outside of their existing research funding.

Adjunct faculty are on a contract basis most often defined by hours committed or classes per semester.

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

New faculty lines are requested by the dean from the provost and include a justification of need and a proforma budget detailing projections of financial impact and within-college budgetary coverage. New

staff lines are approved by the dean and requested through the University's Division of Human Resources within maximum allowed allocations for full-time equivalent (FTE) employees.

    c)   Describe how the school funds the following:

        a.   operational costs (schools define "operational" in their own contexts; definition must be included in response)

Operational costs are inclusive of all school expenditures (except salaries and travel) and are funded through a mix of revenue based on tuition and fees, indirect costs, clinical revenues and state appropriations.

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

Student support is funded by a mix of revenue based on tuition and fees, indirect costs, state appropriations and USC Educational Foundation funds which earn 3.5 to 4.5% interest annually.

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

Faculty development expenses are funded via the academic departments through a mix of revenue based on tuition (not fees), indirect costs, state appropriations and USC Educational Foundation funds.

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

The Arnold School can request additional funds, if needed, through the Provost's Office and the USC Office of Research. Of note, the University's budget model does provide opportunities for increased revenue generation and capture based on elevated grants productivity and expanded enrollment.

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

Under the University's budget model, tuition is returned to the academic unit (i.e., college) based on a percentage structure aligned with the enrollment level of the student (undergraduate or graduate) and the academic unit's designation as the "college of instruction" or the "college of record" for the student.

For undergraduate tuition, 70% is allocated to the college of instruction and 30% is allocated to the college of record during the fall and spring semesters. During the summer semesters, 100% of tuition is allocated to the college of instruction.

For graduate tuition, 100% is allocated to the college of record during the fall and spring semesters. During the summer semesters, 100% of tuition is allocated to the college of instruction.

A portion of general student fee revenue is retained by the University, but some specific fees are allocated directly to the Arnold School. For example, health professions fees are fully allocated to the school based on enrollment and are used to support undergraduate and graduate student services, student travel for professional development, technology maintenance and improvements for students, IT personnel support, and a portion of annual accreditation costs. Technology fees are apportioned based on headcount and are used to support technology upgrades to the school's dedicated student computer labs as well as instructional technology upgrades in classrooms controlled by the school. Course-related

fees are allocated to departments or programs to cover unique costs for student materials, equipment or participation. Enrichment fees are incurred at the time of program designation based on a higher initial cost component for some academic programs (e.g., Communication Sciences and Disorders). Such fees are allocated directly to the associated programs.

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

Under the University's RCM budget model, indirect costs are fully returned to the academic units where they were generated. The Arnold School reserves 62.5% of all indirect costs recovered for operational costs and other requisite expenses. Of the remaining 37.5% indirect cost recovery (IDC) on any given grant, 10% is returned to the principal investigator (PI) for programmatic uses as an incentive. The remaining 33.75% balance is then divided equally between the dean's office and the department of the PI, or among the dean's office, the department of the PI and any center/institute providing post-award support for the PI's grant.

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

The University of South Carolina operates on a FY budget cycle beginning July 1 and ending June 30. In FY19, the University implemented a RCM based budget model. FY24 represents the fourth year in a row of posting no tuition increase for undergraduate students.

Template C1-1: Sources of Funds and Expenditures by Major Category, 2018 to 2024					
	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
Source of Funds					*Unaudited totals*
Tuition & Fees [1]	9,066,376	28,541,305	39,842,223	36,994,110	38,622,044
State Appropriation [2]	25,785,846	17,155,135	20,740,273	23,149,959	34,152,572
Grants/Contracts [3]	30,691,295	32,976,306	39,250,327	40,516,987	51,118,809
Indirect Cost Recovery	5,969,258	6,490,275	8,410,316	9,716,098	10,369,482
Endowment [4]	250,359	215,600	277,912	178,088	441,419
Gifts [5]	161,936	2,364,404	622,837	428,417	347,522
Other Investment Revenue [6]	217,670	5,973,522	-3,644,039	2,251,618	2,445,193
Total	**72,142,740**	**93,716,547**	**105,499,849**	**113,235,277**	**137,497,040**
Expenditures					
Faculty Salaries & Benefits	29,008,491	31,394,617	31,186,822	34,545,456	37,414,478
Staff Salaries & Benefits	7,035,172	6,106,272	6,773,570	7,583,771	9,824,896
Operations	14,424,064	14,179,850	13,121,678	15,438,897	20,303,867
Travel	1,117,436	27,865	607,514	1,298,793	1,632,928
Student Support [7]	5,161,477	6,141,808	8,469,732	8,917,630	9,409,094
University Tax [8]	3,730,786	25,106,488	30,175,237	29,993,832	32,540,344
Other salary [9]	2,480,815	2,786,964	2,585,818	2,709,489	2,963,250
Total	**62,958,241**	**85,743,864**	**92,920,371**	**100,487,868**	**114,088,858**

[1] Undergraduate tuition allocation is 70% college of record 30% college of instruction. Graduate tuition allocation is 100% college of record.

[2] State Appropriation allocation based on 70% to academic unit based on share of enrolled resident credit hours (i.e. College of Record) 30% to academic unit based on share of grants and contracts revenue

[3] Based on direct expenditures

[4] Revenue drawn from Foundation

[5] Gifts and gifts to endowments

[6] Revenue from investment earnings in Foundation accounts

[7] Graduate assistant salaries, tuition supplements, scholarships and fellowships

[8] University Tax, aka Support Unit Allocations grouped all support units into pools based on similar activity

[9] Salary and benefits for temporary, non-student staff, guest speaker honoraria

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

Strength: The Arnold School has been able to thrive under the University's RCM budget model due to annually increasing enrollments and record growth in nationally competitive extramural funding that pays full indirect costs (presently 49.5% of modified total direct costs).

Strength: The budgetary success of the Arnold School has afforded additional staff hires in key areas such as advising, alumni relations (current posting), applied practice, data analytics, human resources, information technology, and marketing.

Strength: The Arnold School's success has afforded a strong cash reserve to attract matching or larger donations toward a third public health building needed for continued programmatic growth in the school.

C2. Faculty Resources

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

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

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

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

Information reflective as June 2024. Updated information will be provided at site visit in October 2024, as AY ends August 15th.	FIRST DEGREE LEVEL			SECOND DEGREE LEVEL	ADDITIONAL FACULTY
CONCENTRATION	PIF 1	PIF 2	PIF 3	PIF 4	
Biostatistics (BIOS) MS PhD	Robert Moran 1.0	Andrew Ortaglia 1.0	Alexander McLain 1.0	JiaJia Zhang 1.0	PIF:6 Non-PIF:0
Environmental Health Sciences (ENHS) MPH MS PhD	Dwayne Porter 1.0	Geoffrey Scott 1.0	Dan Kilpatrick 1.0	Mohammed Baalousha 1.0	PIF: 9 Non-PIF:0
Epidemiology (EPID) MPH MS PhD	Angela Liese 1.0	Susan Steck 1.0	Myriam Torres 1.0	Anwar Merchant 1.0	PIF: 13 Non-PIF:0
Health Promotion, Education and Behavior (HPEB) MPH PhD	Daniela Friedman 1.0	Edward Frongillo 1.0	Rachel Davis 1.0	James Thrasher 1.0	PIF: 20 Non-PIF:3
Health Services Policy Management (HSPM) MPH PhD	Elizabeth Crouch 1.0	John Brooks 1.0	Brian Chen 1.0	Sudha Xirasagar 1.0	PIF: 9 Non-PIF:1
Physical Activity and Public Health (PAPH) MPH	Jennifer O'Neill 1.0	Christine Pellegrini 1.0	Sara Wilcox 1.0	Not Applicable	PIF: 2 Non-PIF:0
Public Health (PUBH) BA BS	Bridget Miller 1.0	Kara Montgomery 1.0	Morgan Collins 1.0	Not Applicable	PIF: 31 Non-PIF:7

TOTALS:		
	Named PIF	26
	Total PIF	116
	Non-PIF	11

2) All primary instructional faculty, by definition, are allocated 1.0 FTE. Schools must explain the method for calculating FTE for any non-primary instructional faculty presented in C2-1.

A three-credit hour course is equivalent to a 10-hour work week. This is equivalent to 0.25 FTE.

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

The Arnold School has more than sufficient PIF for the degree levels, programs, concentrations and courses offered. With the exception of the EPID MPH program, MPH directors advise all the students in their respective programs.

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

   a) Advising ratios

Template C2-2a. General advising & career counseling			
Degree level	Average	Minimum	Maximum
Bachelor's	100	150	280
Master's	3.62	1	30
Doctoral	3.27	1	9

Template C2-2b. Supervision/Advising of bachelor's cumulative or experiential activity (PUBH 498-Capstone)		
Average	Min	Max
103	86	112

Template C2-2c. Advising in MPH integrative experience		
Average	Min	Max
6.8	4	11

Template C2-2e &f. Mentoring/primary advising on thesis or dissertation project			
Degree	Average	Min	Max
PhD	2	1	5
MS	1.2	1	2

5) Quantitative data on student perceptions of the following for the most recent year. Schools should only present data on public health degrees and concentrations.
   a. Class size and its relation to quality of learning (e.g., class size was conducive to my learning)

The question "*The class size was conducive to my learning*" (with a 5-point Likert response from strongly disagree to strongly agree) is included on every course evaluation, each semester. The data from this question is tracked by course which allows for granular tracking for each course and instructor. Since this data is tracked by each instructor, additional documentation is provided in ERF\C\C2.

The following table presents a summary of response rates from PUBH BA/BS required courses and the AY 23-24 course evaluations.

Evaluation Period of Required Undergraduate Courses	Course Evaluation Submissions	Course Evaluation Invitations	Response Rate
Fall 2023	873	2115	41%
Spring 2024	787	2279	35%
AY 23-24	1660	4394	38%

The following table presents a summary of responses from question 2.2 (class size being conducive to student learning) on AY 23-24 course evaluations for required PUBH BA/BS undergraduate courses.

Answers to Question 2.2 "The class size was conducive to my learning" from Course Evaluations of Required Undergraduate Courses											
Evaluation Period	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total N
	N	%	N	%	N	%	N	%	N	%	
Fall 2023	15	2%	25	3%	121	14%	237	27%	473	55%	866
Spring 2024	11	1%	20	3%	86	11%	205	26%	454	59%	776
AY 23-24	26	2%	45	3%	207	13%	442	27%	927	56%	1642

The following table presents a summary of response rates from Mixed (500/600) level courses and the AY 23-24 course evaluations. Undergraduate and graduate students are allowed to register for mixed level courses.

Evaluation Period of Mixed (500/600) Level Courses	Course Evaluation Submissions	Course Evaluation Invitations	Response Rate
Fall 2023	225	743	30%
Spring 2024	299	1041	29%
AY 23-24	524	1784	29%

The following table presents a summary of responses from question 2.2 (class size being conducive to student learning) on AY 23-24 course evaluations for Mixed (500/600) level courses.

Answers to Question 2.2 "The class size was conducive to my learning" from Course Evaluations of Mixed Level (500/600) Courses											
Evaluation Period	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total N
	N	%	N	%	N	%	N	%	N	%	
Fall 2023	2	1%	1	0%	43	20%	70	32%	104	47%	220
Spring 2024	5	2%	3	1%	26	9%	75	26%	182	63%	291
AY 23-24	7	1%	4	1%	69	14%	145	28%	286	56%	511

The following table presents a summary of response rates from Graduate (700/800) level courses and the AY 23-24 course evaluations. Only master or doctoral level students can register for these courses.

Evaluation Period of Mixed (500/600) Level Courses	Course Evaluation Submissions	Course Evaluation Invitations	Response Rate
Fall 2023	622	1035	60%
Spring 2024	512	989	52%
AY 23-24	1134	2024	56%

The following table presents a summary of responses from question 2.2 (class size being conducive to student learning) on AY 23-24 course evaluations for Graduate (700/800) level courses.

Answers to Question 2.2 "The class size was conducive to my learning" from Course Evaluations of Mixed Level (500/600) Courses											
Evaluation Period	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total N
	N	%	N	%	N	%	N	%	N	%	
Fall 2023	4	1%	5	1%	38	8%	134	29%	281	61%	462
Spring 2024	2	1%	9	2%	34	9%	92	25%	228	62%	365
AY 23-24	6	1%	14	2%	72	9%	226	27%	509	62%	827

Department chairs receive summary reports, which detail results for this question related to class size conducive to learning by course and instructor. Individual program directors receive copies of course evaluation reports for those courses required or mapped to their specific program.

The Exit surveys, sent near a students' graduation, and evaluated by program, also asks students "*The class sizes were conducive to my learning.*"

AY 23-24 Graduate exit survey results, by program, "The class sizes were conducive to my learning"											
Degree Level	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total N
	N	%	N	%	N	%	N	%	N	%	
MS	0	0%	0	0%	0	0%	2	67%	1	33%	3
MPH	0	0%	0	0%	0	0%	11	69%	5	31%	16
PhD	0	0%	0	0%	1	8%	4	33%	7	58%	12

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

The question "*I am satisfied with the availability of the instructor outside the classroom via face-to-face interaction as well as electronic communication*" (with a 5-point Likert response from strongly disagree to strongly agree) is included on every course evaluation, each semester. Since this question is part of the course evaluation, the data collected each semester allows for evaluation of results for each course instructor. Since this data is tracked by each instructor, additional documentation is provided in ERF\C\C2.

Answers to Question 3.9 "I am satisfied with the availability of the instructor outside the classroom via face-to-face interaction as well as electronic communication" from Course Evaluations of Required Undergraduate Courses											
Evaluation Period	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total N
	N	%	N	%	N	%	N	%	N	%	
Fall 2023	15	2%	25	3%	120	14%	233	27%	461	54%	854
Spring 2024	10	1%	20	3%	85	11%	202	26%	453	59%	770
AY 23-24	25	2%	45	3%	205	13%	435	27%	914	56%	1624

Answers to Question 3.9 "I am satisfied with the availability of the instructor outside the classroom via face-to-face interaction as well as electronic communication" from Course Evaluations of Mixed (500/600) Level courses											
Evaluation Period	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total N
	N	%	N	%	N	%	N	%	N	%	
Fall 2023	6	3%	6	3%	34	16%	51	24%	120	55%	217
Spring 2024	5	2%	3	1%	26	9%	64	22%	192	66%	290
AY 23-24	11	2%	9	2%	60	12%	115	23%	312	62%	507

Answers to Question 3.9 "I am satisfied with the availability of the instructor outside the classroom via face-to-face interaction as well as electronic communication" from Course Evaluations of Graduate (700/800) Level Courses											
Evaluation Period	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total N
	N	%	N	%	N	%	N	%	N	%	
Fall 2023	9	2%	7	2%	55	12%	107	24%	277	61%	455
Spring 2024	0	0%	6	2%	36	10%	86	24%	231	64%	359
AY 23-24	9	1%	13	2%	91	12%	193	24%	508	62%	814

Department chairs receive summary reports, which detail results for this question related to class size conducive to learning by course and instructor. Individual program directors receive copies of course evaluation reports for those courses required or mapped to their specific program.

The Exit Surveys, sent near a students' graduation, and tracked by program, also asks students "*In general, I was able to meet with course instructors in my department when I needed to (in person or electronically)*."

AY 23-24 Exit survey results, by program, to the question "In general, I was able to meet with course instructors in my department when I needed to (in person or electronically)."											
Degree Level	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total N
	N	%	N	%	N	%	N	%	N	%	
MS	0	0%	0	0%	0	0%	1	33%	2	67%	3
MPH	0	0%	1	6%	1	6%	5	31%	9	56%	16
PhD	0	0%	0	0%	0	0%	2	22%	7	78%	9

6) Qualitative data on student perceptions of class size and availability of faculty. Only present data on public health degrees and concentrations.

Of the 28 respondents from the AY23-24 exit survey, eight participants included comments related to class size and availability of faculty.

Positive Student Comments:
- *Class sizes were small enough, and instructors were very consistent about availability.*
- *I thought both were very good in the Arnold School.*
- *I preferred my smaller classes (~10-12 students) during my time in the program.*
- *Instructors were available when I needed to meet and the class sizes were a good size for one-on-one learning and group work*

Feedback for Improvement Student Comments:
- *Would be nice to have more interactions with more students.*
- *During three different semesters I had a professor that was unresponsive and the remainder of the class was taught by another professor.*
- *Some instructors struggled with consistent office hours and responding to emails in a timely manner.*
- *Online classes had more flexibility with instructors but significantly fewer student interactions.*

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

Strength: By evaluating class size and instructor availability each semester, through the individual course evaluations, more granular level data is available to evaluate for each instructor and course section.

Strength: All undergraduate students are asked to provide feedback immediately after each advising session. This provides real-time feedback for any needed process improvements.

Weakness and Improvement Plan: There is less opportunity for graduate students to provide feedback on advising processes. To improve that, graduate advising surveys will now be available throughout the academic year, so students can provide feedback immediately after advisement or at any time. The EPID and HPEB MPH programs will pilot the advisement survey in early Fall 2024. The survey can be found in the ERF\C2.

C3. Staff and Other Personnel Resources

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

1) A table defining the number of the school's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation. Individuals whose workload is primarily as a faculty member should not be listed.

Template C3-1 Staff Support	
Role/Function	**FTE**
Administrative Assistant	5
Accountant/Fiscal Analyst III	1
Fiscal Technician II	1
Human Resources Coordinator	1
Human Resources Director II	1
Training and Development Director	1
Administrative Coordinator I	6
Administrative Coordinator II	4
Administrative Manager I	5
Program Coordinator II	1
Program Manager I	4
IT Manager II	1
IT Manager III	1
IT Services Specialist III	3
IT Consultant I	1
Public Information Coordinator	1
Public Information Director I	1
Director of Information Services	1
Grants Administrator I	3
Grants Administrator II	2
Grants Administrator III	2
Graphics Manager II	1
Student Services Program Coordinator II	4
Student Services Manager I	1
Student Services Manager II	1
Total Staff Support	**53**

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

Other personnel (i.e., student workers) are engaged in providing unique contributions to the Arnold School as teaching assistants for undergraduate and graduate courses and as graduate assistants placed in center and departmental offices. In AY24 there were 139 students serving in other personnel roles in the Arnold School. These student workers augmented the expertise and capacity of faculty and staff and gained valuable work experience in the process.

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

The Arnold School has the strongest and most expansive staffing in its history. Of note, the school has invested significantly in recent years to expand staff in core areas vital to its operations. Following the hiring freeze of FY21, targeted investments have been made to add key staff positions in advising, applied practice, data analytics, human resources, information technology and marketing. These new positions have already enhanced operations and expanded capacity in key areas that will advance the profile, services and overall efficiency of the school. Additionally, the school is currently seeking an alumni relations manager to elevate the connectivity with its undergraduate and graduate alumni.

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

Strength: The Arnold School has many highly experienced, dedicated and respected staff working in each of the academic departments, the various centers, and within central administration. Job applicants from other areas of campus frequently express their desire to work for the Arnold School due to the collaborative culture and the widely recognized success of the school.

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

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

Logistical note: The Arnold School occupies multiple locations both on and off the University of South Carolina's Columbia campus. The on-campus locations include the Blatt Physical Education Center, the Close-Hipp Building, the Discovery Building, and the Public Health Research Center. The off-campus locations in Columbia are in commercial office space at Stone Ridge and the Carolina Research Park. The Arnold School also has a presence in northern South Carolina at the USC School of Medicine Greenville.

- **Faculty office space**

Arnold School faculty are primarily housed in four on-campus locations. Faculty from the Departments of Environmental Health Sciences and Exercise Science are primarily housed in the Public Health Research Center (PHRC, ~50K net sq. ft.), but a portion of their faculty are also housed in the Discovery Building (~57K net sq. ft.) depending on laboratory and space needs. Some Exercise Science faculty are also located in the Blatt Physical Education Center, which is the primary location for the department's Athletic Training and Physical Therapy programs. The Discovery Building serves as the primary home for the Department of Epidemiology and Biostatistics; the Department of Health Promotion, Education, and Behavior; and the Department of Health Services Policy and Management. These three departments also have faculty located at the USC School of Medicine Greenville. A small number of faculty from Health Services Policy and Management are located in commercial office space at Stone Ridge, but they also have offices assigned in the Discovery Building to facilitate teaching/advising activities and research/service collaboration. Faculty from the Department of Communication Sciences and Disorders are primarily housed in the recently renovated Close-Hipp Building, but a portion of their faculty is also housed in the Discovery Building based on laboratory and space needs.

Faculty office space is allocated based on USC and state guidelines with tenured, tenure-track and clinical faculty housed individually in windowed offices of 100 sq. ft. or more wherever possible. Practical and logistical considerations are applied when necessary to accommodate faculty who need office space near their laboratories, research teams, or administrative staff, or if they require project areas that are conveniently accessible for research-study participants. All faculty offices are equipped with connections for technology, internet, Wi-Fi and phone access, as required. Where possible, proximity to administrative support is also considered to enable greater synergy among faculty and staff within academic departments and across inter-disciplinary teams.

- **Staff office space**

Arnold School staff are primarily housed in four on-campus locations. Those include the Blatt Physical Education Center, the Close-Hipp Building, the Discovery Building, and the PHRC. The school's senior operations, budgetary and HR administrative staff are located in the PHRC in or near the Dean's Office. Other key administrative staff (academic affairs, research, diversity/inclusion) are located in the Discovery Building. All departmental administrative staff are located in or near their departmental homes in the respective buildings outlined above. Undergraduate advising staff are located street-level in the PHRC (for convenient student access), while staff affiliated with the school's Information Technology, Advancement, and Information Services teams are located in the Discovery Building. There are grant-funded staff located in each of the four on-campus buildings, and nearly 50 grant-funded staff are located off campus in leased, commercial office space at Stone Ridge and the Carolina Research Park.

Although most staff are in individual offices, space allocations and office type vary based on position, service seniority and location. Some employees, particularly grant-funded employees, may work in cubicles or workstations based on employment status (e.g., temporary, or part-time), project requirements and/or space availability. All offices, cubicles and workstations are equipped with connections for technology, high-speed internet, and phone access, as required.

- **Classrooms**

The Arnold School has seven dedicated classrooms and one auditorium used for instruction. All classrooms are technologically enhanced with Wi-Fi, high-definition audiovisual projection and high-speed internet connections. The auditorium and four of the classrooms are located in the PHRC. The auditorium has a capacity of 171 seats, and the PHRC classrooms have capacities of 13, 17, 24 and 40 seats, respectively. The other three dedicated classrooms are in the Discovery building. Two of those classrooms have capacities of 32 seats each, while the remaining classroom has 30 seats. Additional classrooms are available on campus and are allocated through the Registrar based on course times and enrollment size. Any classes that cannot be accommodated in the school's dedicated classrooms can be assigned elsewhere on campus by the Registrar via requests submitted by schedule coordinators in each academic department. All classroom assignments in the school's dedicated classrooms are coordinated by the Dean's Office. These dedicated classrooms are not available to other academic units on campus, but the auditorium is made available to other units after public health courses have been prioritized.

Classrooms dedicated to the Athletic Training and Physical Therapy programs are located in the Blatt Physical Education Center and are managed by those programs. A dedicated technology-enhanced classroom for the Department of Communication Sciences and Disorders is located in the Close-Hipp Building and is managed by that department.

- **Shared student space**

The Arnold School offers ample shared space for students to gather. The first and second floor lobbies of the PHRC provide >2500 square feet of open space with comfortable seating, worktables, and charging stations for electronic devices. These areas are popular among public health students and others from across campus and create a positive energy in the academic environment. The Discovery Building is home to several breakrooms accessible to students as well as a 40-seat computer lab available exclusively to students of the Arnold School. Ample shared common spaces are also available for students in the Blatt Physical Education Center as well as in the Close-Hipp Building, which also includes a computer lab exclusively for students in Communication Sciences and Disorders.

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

The Arnold School has an array of teaching and faculty-run research laboratories. Those applicable to public health degree offerings include the anatomy and physiology teaching lab in the PHRC. This 1084 square foot lab provides cutting-edge anatomical instruction space for undergraduate public health students taking EXSC 223L and 224L. The 1142 square foot Discovery computer lab (Room 431) is available for undergraduate and graduate students taking courses which require SAS or R if they prefer to work on campus. HSPM 717 -- Health Services Research Methods -- uses the Discovery 431 computer lab as a primary instructional space.

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

Although the Arnold School is fortunate to be allocated space in numerous, mostly modern, on-campus buildings, the entirety of the space is not sufficient to meet the continued growth of the school in terms of student enrollment, faculty and staff hiring, and grant-funded projects. In the past two years, alone, the school directly funded nearly $1.5M in renovations to maximize our space-use efficiencies by repurposing and redefining spaces in all of our on-campus buildings. This effort has converted conference rooms,

recycling stations, storage areas and file rooms into offices and labs, while subdividing existing workspaces to expand the number of available offices, cubicles, and workstations. Perhaps the most direct sign of the school exceeding its space allocation is found in the fact that nearly 50 grant-funded staff are located off campus in approximately 7000 square feet of leased, commercial space. An additional 3000 square feet of commercial space is also currently leased as a sports science physiology laboratory for the chair of the Department of Exercise Science.

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

Strength: The Arnold School occupies relatively new or recently renovated buildings on the Columbia campus, and the school's financial success has allowed for those buildings to be well maintained and updated as needed to maximize efficiencies and address near-term projected needs.

Weakness: Although a positive sign of growth, the Arnold School's increasing student enrollments, faculty and staff hiring, and record extramural grant receipts are causing the school to exceed the capacity of its current space allocations.

Improvement Plan: The school has entered into discussions with University officials and key donors about securing funds for a new building adjacent to the PHRC. The school currently has a strong reserve of funds to match potential University and donor commitments toward a new building.

Weakness: The cost of leased, commercial space for grant-funded projects currently exceeds $150K per year and draws resources away from project-specific aims.

Improvement Plan: A new building of ~150K sq. ft. or more adjacent to the PHRC would allow departments and grant-funded projects currently located outside of Discovery, PHRC and/or off campus to be moved back on campus. This would promote interdisciplinary synergy, eliminate annual lease payments, and unite the majority of the school's faculty and staff in a common location on two adjacent city blocks.

C5. Information & Technology Resources (SPH and PHP)

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

Required documentation:

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

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

The USC Libraries provide full-service, state-of-the-art information access to both general and special collections of books, journals, news report, databases, audio and video archives and other resources to foster innovative, inclusive learning and world-class research. The Thomas Cooper Library on the Columbia campus is the primary library for the University and houses seven levels of research materials, subject matter experts and partner organizations to enhance learning and information access. USC Libraries offer access to resources for students, faculty, staff, and alumni along with extensive, dedicated support from librarians available through virtual and in-person consultations. Specialized support and services for health sciences resources are also available.

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

The Arnold School maintains numerous computer systems spanning six sites and including 45 virtual servers, two computer labs for public health students with 58 student lab systems and extensive remote access capabilities. An array of course-specific software (e.g., SAS, NVivo) is available at no or low cost to students in public health through the school. A team of six full-time, highly skilled information technology (IT) staff members manage and maintain the school's computing resources and provide technical assistance to students as needed.

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

Arnold School faculty have access to an array of required hardware and software often at low or no cost through the school's IT resources and the University's Division of Information Technology. Classroom technology is maintained in partnership between the school and the University to ensure that all instructional programs are delivered via state-of-the-art technology, whether courses are offered in-person or online.

• *technical assistance available for students and faculty*

Technical assistance for public health students and faculty is available through the school's in-house IT staff as well as through online supports and resources of the University's Division of Information Technology. The University also provides technical assistance for students through the Carolina Tech Zone offering support for various computer hardware and software issues.

2) Provide narrative and/or data that support the assertion that information and technology resources are sufficient or not sufficient. (self-study document)

The information and technology resources available to Arnold School faculty, staff and students are sufficient to meet the general access, connectivity, and computing demands of the school. The dedicated IT staff employed by the school represent a unique and valuable resource for public health research and education, and the broader technology supports offered by the University's Division of Information Technology further enhance the learning and professional environment of our campus.

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

Strength: All four of the campus buildings occupied by public health faculty, staff and students have been upgraded over the past 18 months with high-speed connections and enhanced wi-fi access. The cost of these network upgrades was fully covered by the University.

D1. MPH Foundational Public Health Knowledge

The school ensures that all MPH graduates are grounded in foundational public health knowledge. The school validates MPH students' foundational public health knowledge through appropriate methods.

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

Template D1-1: Content Coverage for MPH	
Foundational Public Health Learning Objectives	**Course number(s)**
1. Explain public health history, philosophy, and values	PUBH 730: Public Health Systems, Policy and Leadership ERF\D\D2\PUBH 730
2. Identify the core functions of public health and the 10 Essential Services*	PUBH 730: Public Health Systems, Policy and Leadership ERF\D\D2\PUBH 730
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PUBH 724: Quantitative Methods for Public Health Practice I ERF\D\D2\PUBH 724 PUBH 726: Qualitative Method for Public Health Practice ERF\D\D2\PUBH 726
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	PUBH 724: Quantitative Methods for Public Health Practice I ERF\D\D2\PUBH 724
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	PUBH 724: Quantitative Methods for Public Health Practice I ERF\D\D2\PUBH 724 PUBH 735: Practical Applications of Public Health Planning ERF\D\D2\PUBH 735
6. Explain the critical importance of evidence in advancing public health knowledge	PUBH 735: Practical Applications of Public Health Planning ERF\D\D2\PUBH 735
7. Explain effects of environmental factors on a population's health	PUBH 725: Quantitative Methods for Public Health Practice II ERF\D\D2\PUBH 725
8. Explain biological and genetic factors that affect a population's health	PUBH 735: Practical Applications of Public Health Planning ERF\D\D2\PUBH 735
9. Explain behavioral and psychological factors that affect a population's health	PUBH 735: Practical Applications of Public Health Planning ERF\D\D2\PUBH 735
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	PUBH 725: Quantitative Methods for Public Health Practice II ERF\D\D2\PUBH 725 PUBH 735: Practical Applications of Public Health Planning ERF\D\D2\PUBH 735
11. Explain how globalization affects global burdens of disease	PUBH 725: Quantitative Methods for Public Health Practice II ERF\D\D2\PUBH 725
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	PUBH 725: Quantitative Methods for Public Health Practice II ERF\D\D2\PUBH 725

2) Provide supporting documentation that clearly identifies how the school ensures grounding in each area. Documentation may include detailed course schedules or outlines to selected modules from the learning management system that identify the relevant assigned readings, lecture topics, class activities, etc. For non-course-based methods, include web links or handbook excerpts that describe admissions prerequisites.

Documentation is located in ERF\D\D1 by course folder.

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

Strength: The MPH core instructors represent each of the traditional public health disciplines. That interdisciplinary approach provides a strong and comprehensive curricular foundation for the MPH students. The intentional collaboration among the MPH core instructors is supported by facilitated meetings held twice each semester. These meetings ensure curriculum and assessments are effective and implemented as described, and they enable discussion regarding how students are performing overall.

Strength: The Assistant Dean for Public Health Practice is an instructor in two of the MPH core courses and brings that direct experience to bear in her leadership of the core curriculum.

D2. MPH Foundational Competencies

The school documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals (e.g., teaching assistants or other similar individuals without official faculty roles working under a faculty member's supervision) validate the student's ability to perform the competency.

Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the school must assess *all* MPH students, at least once, on each competency. This requirement also applies to students completing an MPH in combination with another degree (e.g., joint, dual, concurrent degrees).

Assessment may occur in simulations, group projects, presentations, written products, etc.

Since the unit must demonstrate that all students perform all competencies, units must define methods to assess individual students' competency attainment in group projects Also, assessment should occur in a setting other than an internship, which is tailored to individual student needs and designed to allow students to practice skills previously learned in a classroom. Additionally, assessment must occur outside of the integrative learning experience (see Criterion D7), which is designed to integrate previously attained skills in new ways.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

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

Template D2-1 Part A: Foundational requirements for MPH degree		
Foundational courses for all MPH students regardless of concentration		
Course number	Course name	Credits
PUBH 724	Quantitative Methods for Public Health Practice I	3
PUBH 725	Quantitative Methods for Public Health Practice II	3
PUBH 726	Qualitative Methods for Public Health Practice	3
PUBH 730	Public Health Systems, Policy & Leadership	3
PUBH 735	Practical Applications of Public Health Planning	4
TOTAL FOUNDATIONAL CREDITS		**16**

Template D2-1 Part B: Concentration requirements for MPH degree in Environmental Health Sciences (ENHS)		
Course number	**Course name**	**Credits**
APE & ILE courses		**8**
ENHS 750	MPH Capstone Course	2
ENHS 798	Public Health Practice	6
Concentration courses for ENHS concentration		**13**
ENHS 660	Concepts of Environmental Health Sciences	3
ENHS 761	Ecotoxicology of Aquatic Systems	3
ENHS 770	Microbial Processes and Pollution	3
ENHS 771	Seminar in Environmental Health Sciences	1
ENHS 775	Resource Management & Environmental Impact Assessment	3
Electives		**6**
ENHS 592	Advanced Special Topics in Environmental Health	3
ENHS 675	Infectious Disease Ecology	3
ENHS 740	Nanomaterials Science & Risk	3
ENHS 764	Principles, Methods, & Issues in Air Quality	3
ENHS 765	Applied Research in the Environmental Health Sciences	3
ENHS 790	Independent Study	3
ENHS 793	Special Topics in Environmental Health Sciences*	3
ENHS 794	Introduction to Environmental Health Sciences	3
*Courses in other departments may be used to satisfy elective course requirements if approved by the Graduate Director		
TOTAL CONCENTRATION CREDITS		**27**

Environmental Health Sciences, M.P.H. < University of South Carolina

Part B: Concentration requirements for MPH degree in Epidemiology (EPID)		
Course number	**Course name**	**Credits**
APE & ILE courses		**6**
EPID 798	Epidemiology Applied Practice Experience	3
EPID 796	Integrated Learning Experience	3
Concentration courses for EPID concentration		**18**
BIOS 709	Introduction to SAS	1
EPID 730	Public Health Surveillance Systems	3
EPID 741	Intermediate Epidemiologic Methods	3
BIOS 757	Intermediate Biostatistics	3
EPID 788	Practical Methods for Secondary Data Analysis	3
EPID 722	Scientific Writing and Critical Review of Epidemiologic Literature	2
BIOS 719	Advanced SAS Methods for Public Health	1
EPID 721	Clinical and Population Research Protocol Development and Implementation	2
Electives (suggested list below; Faculty Advisor must approve elective courses.)		**3**
EPID 542	Global Health Epidemiology	3
EPID 661	Parasitology	4
EPID 744	Cardiovascular Disease Epidemiology	3
EPID 746	Cancer Epidemiology	3
EPID 749	Infectious Disease Epidemiology	3
EPID 763	Nutritional Epidemiology	3
EPID 765	Reproductive and Perinatal Epidemiology	3
EPID 777	Genetic Epidemiology	3
EPID 768	Psychiatric Epidemiology	3
EPID 770	Social Epidemiology	3
EPID 869	Clinical Effectiveness	3
TOTAL CONCENTRATION CREDITS		**27**

Epidemiology, M.P.H. < University of South Carolina (sc.edu)

Part B: Concentration requirements for MPH degree in Health Promotion, Education and Behavior (HPEB)		
Course number	**Course name**	**Credits**
APE & ILE courses		**5**
HPEB 797	Applied Practice Experience	5
HPEB ILE	ILE is satisfied with HPEB MPH Comprehensive Examination	Not applicable
Concentration courses for HPEB concentration		**12**
HPEB 701	Theoretical Foundations of Health Promotion	3
HPEB 707	Health Promotion Research Methods	3
HPEB 710	Evaluation of Health Promotion Programs	3
HPEB 748	Community Health Development	3
Electives (suggested list below; Courses in other departments may be used to satisfy elective course requirements if approved by the Graduate Director)		**12**
HPEB 502	Applied Aspects of Human Nutrition	3
HPEB 512	Southern Discomfort: Public Health in the American South	3
HPEB 513	Race, Ethnicity, and Health: Examining Health Inequalities	3
HPEB 540	Drug Prevention	3
HPEB 542	Tobacco Prevention and Control in Public Health	3
HPEB 547	Consumer Health in Contemporary Society	3
HPEB 552	Medical Anthropology	3
HPEB 555	Managing Stress	3
HPEB 560	Cooking Up a Storm: Food, Globalization, Localization, and Health in the South	3
HPEB 620	Nutrition Through the Life Cycle	3
HPEB 621	Maternal and Child Health	3
HPEB 627	Lesbian, Gay, Bisexual, and Transgender (LGBT) Health	3
HPEB 640	Behavioral Economics in Public Health	3
HPEB 654	Maternal and Child Nutrition	3
HPEB 684	HIV/STI Prevention	3
HPEB 711	Applied Health Communication	3
HPEB 731	Health Promotion for Older Adults	3
HPEB 742	Alcohol, Drugs, and Public Health Policy	3
HPEB 753	Obesity and Eating Disorders	3
HPEB 772	Current Trends in Developing World Health	3
HPEB 790	Independent Study	3
HPEB 792	Special Topics in Health Promotion, Education, and Behavior	3
TOTAL CONCENTRATION CREDITS		**29**

Health Promotion, Education, and Behavior, M.P.H. < University of South Carolina (sc.edu)

Part B: Concentration requirements for MPH degree in Health Services Policy and Management (HSPM)		
Course number	**Course name**	**Credits**
APE & ILE courses		**5**
HSPM 788	Public Health Practice Experience	3
HSPM 796	Health Services Policy and Management MPH Capstone Course	2
Concentration courses for HSPM concentration		**12**
HSPM 712	Health Economics	3
HSPM 726	Applied Public Health Law for Administrators	3
HSPM 730	Financing of Health Care	3
HSPM 768	Health Services Administration II	3
Electives		**12**
Management Electives two courses required		6
HSPM 706	Health and Economic Development	3
HSPM 709	Perspectives in Rural Health	3
HSPM 713	Information Systems In Health Administration	3
HSPM 716	Quantitative Methods for Health Administration	3
HSPM 714	Perspectives in Community Health Organizations	3
HSPM 764	Long-Term Care Administration	3
HSPM 769	Organizational Behavior	3
HSPM 774	Quality Management in Healthcare	3
HSPM 776	Physician Practice Management	3
HSPM 772	International Health	3
HSPM 777	Healthcare Policy and Principles of Health Insurance	3
Public Health and Healthcare Policy Electives		6
Required Healthcare Policy Elective:		
HSPM 727	Advancing Public Health Policy	3
Choose one of the following:		
HSPM 711	Health Politics	3
HPEB 820	Public Health Advocacy and Policy	3
POLI774	The Public Policy Process	3
POLI 780	Theories of Comparative Politics	3
POLI 721	Race and Public Policy	3
Another course can be selected as a choice in consultation with advisor		3
TOTAL CONCENTRATION CREDITS		**29**

Health Services Policy and Management, M.P.H. < University of South Carolina (sc.edu)

Part B: Concentration requirements for MPH degree in Physical Activity and Public Health (PAPH)		
Course number	**Course name**	**Credits**
APE & ILE courses		**8**
EXSC 796	MPH Capstone Course	2
EXSC 797	Public Health Practice	6
Concentration courses for PAPH concentration		**18**
EXSC 780	Physiology of Exercise	3
EXSC 700	Physical Activity & Health: Epidemiology, Research, & Practice	3
EXSC 710	Behavioral Aspects of Physical Activity	3
EXSC 732	Measurement of Body Composition & Associated Health Behaviors	3
HPEB 710	Evaluation of Health Promotion Programs	3
EXSC 754	Community-based Physical Activity Interventions	3
Electives (required 3 credit hours can be from list below or Courses in other departments may be used to satisfy elective course requirements if approved by the Graduate Director)		**3**
BIOS 757	Intermediate Biometrics	3
EPID 730	Public Health Surveillance Systems	3
EPID 744	Cardiovascular Disease Epidemiology	3
EPID 746	Cancer Epidemiology	3
EXSC 585	Women's Health and Physical Activity	3
EXSC 666	Cardiorespiratory Exercise Physiology	3
EXSC 787	Research Methods & Design for Exercise Science	3
HPEB 711	Applied Health Communication	3
	TOTAL CONCENTRATION CREDITS	**29**

Physical Activity and Public Health, M.P.H. < University of South Carolina (sc.edu)

2) List the required curriculum for each combined degree option in the same format as above, clearly indicating (using italics or shading) any requirements that differ from MPH students who are not completing a combined degree.

Health Services Policy and Management, MPH/ Public Administration, MPA

For the combination degree MPA/HSPM MPH, POLI 774 satisfies the HSPM Health Policy Elective and POLI 775 satisfies the required HSPM 730 management course. The MPA degree requires 39 credit hours and the HSPM MPH requires 45 hours totaling 72 hours for the MPA/HSPM MPH combination degree.

Template D2-1 Combination MPA/HSPM MPH		
Part A: Foundational courses for all MPH students regardless of concentration		
Course number	**Course name**	**Credits**
PUBH 724	Quantitative Methods for Public Health Practice I	3
PUBH 725	Quantitative Methods for Public Health Practice II	3
PUBH 726	Qualitative Methods for Public Health Practice	3
PUBH 730	Public Health Systems, Policy & Leadership	3
PUBH 735	Practical Applications of Public Health Planning	4
Part B: Concentration requirements MPA/Health Services Policy and Management (HSPM) MPH		
Course number	**Course name**	**Credits**
HSPM 788	Public Health Practice Experience	3
HSPM 796	Health Services Policy and Management MPH Capstone Course	2
HSPM 712	Health Economics	3
HSPM 726	Applied Public Health Law for Administrators	3
POLI 775	Financial Administration	3
HSPM 768	Health Services Administration II	3
Management Electives two courses required from same list as stand-alone HSPM MPH		6
HSPM 727	Advancing Public Health Policy	3
POLI 774	The Public Policy Process	3
POLI 770	Perspectives on Public Administration	3
POLI 771	Public Data Analysis	3
POLI 773	Human Resources Administration in Government	3
POLI 754	Public Accountability and Ethics	3
POLI 753	Capstone Seminar in Public Administration	3
POLI XXX	Electives (4 courses at 3 credit hours each)	12
TOTAL MPA/MPH COMBINATION DEGREE CREDITS		**72**

The 2024-25 academic bulletin for the MPA/HSPM MPH combination degree describes a required 72 hours as reflected in the D2-1 template above. However, the requirements table in the academic bulletin lists only 70 hours. PUBH 724 (3 credit hours) was not reported in the requirements table in error. Additionally, PUBH 678 (1 credit hour) should have been removed from the MPA/MPH degree plan when the core was updated. A program change request has been submitted (documentation in ERF: D\D2\HSPM MPH_MPA). Updates will be reflected in the 2025-2026 bulletin. However, all MPA/HSPM MPH students currently enrolled have successfully completed PUBH 724.

For the MSW/HPEB MPH combination degree, SOWK 783 satisfies 2 of the 5 required HPEB 797 APE credits and SOWK 784 satisfies the remaining 3 credits of the HPEB 797 credits. The student is assigned to the same site preceptor and site both SOWK 783 and 784. During the semester that student is enrolled in SOWK 783, the student will meet with the MPH Director as the faculty advisor to discuss and approve the APE proposal and work product competencies. In the following semester, during the student's enrollment is SOWK 784, the student will continue to meet with the MPH Director as the faculty advisor to finalize their APE work products and presentations, as well as completion of the comprehensive exam as the ILE. HPEB MPH does not require an ILE course outside of the comprehensive exam. Letter of agreement can be found in ERF\D\D5\HPEB\MPH_MSW students\MPH MSW APE agreement. Social Work MSW/ Health Promotion, Education, and Behavior, MPH

Template D2-1 Combination MSW/ HPEB MPH		
Part A: Foundational courses for all MPH students regardless of concentration		
Course	Course name	Credits
PUBH 724	Quantitative Methods for Public Health Practice I	3
PUBH 725	Quantitative Methods for Public Health Practice II	3
PUBH 726	Qualitative Methods for Public Health Practice	3
PUBH 730	Public Health Systems, Policy & Leadership	3
PUBH 735	Practical Applications of Public Health Planning	4
Part B: Concentration requirements MSW/Health Promotion, Education, and Behavior MPH		
HPEB 701	Theoretical Foundations of Health Promotion	3
HPEB 707	Health Promotion Research Methods	3
HPEB 710	Evaluation of Health Promotion Programs	3
HPEB 748	Community Health Development	3
SOWK 783	Field Instruction III: Advanced Social Work Practice * satisfies 2 required HPEB 797 APE credits	3
SOWK 784	Field Instruction IV: Advance Social Work Practice** satisfies the 3 required HPEB 797 APE credits	3
SOWK 712	Human Behavior and the Social Environment I	3
SOWK 714	Diversity and Social Justice Issues for Social Work Practice	3
SOWK 716	Human Behavior and the Social Environment II	3
SOWK 781	Field Instruction I: Generalist Social Work Practice	3
SOWK 791	Social Work Research Methodologies	3
SOWK 722	Social Work Practice with Individuals, Families and Small Groups	3
SOWK 732	Social Work Practice with Organizations and Communities	3
SOWK 742	Social Welfare Policy Analysis	3
SOWK 777	Advanced Theory for Social Work Practice	3
SOWK 782	Field Instruction II: Generalist Social Work Practice	3
SOWK 779	Advanced Social Work Interventions	3
SOWK 793	Evaluation of Social Work Programs	3
SOWK 718	Systems Analysis of Social Work Practice	3
SOWK 778	Advanced Analysis of Social Policy, Programs, and Services	3
SOWK XXX	Social Work Electives	6
HPEB XXX	Health Promotion, Education and Behavior Electives	12
TOTAL MSW/MPH COMBINATION DEGREE CREDITS		**94**

For the Social Work MSW/HSPM MPH combination degree, SOWK 784 satisfies the HSPM 788 MPH APE requirements. The HSPM MPH director coordinates with the student to ensure that the fieldwork coursework meets the terms and competencies of the HSPM MPH APE. Letter of agreement can be found in ERF\D\D5\HSPM\MPH_MSW students\MPH MSW APE agreement. Social Work MSW/ Health Service Policy and Management MPH

Template D2-1 Combination MSW/ HSPM MPH		
Part A: Foundational courses for all MPH students regardless of concentration		
Course number	Course name	Credits
PUBH 724	Quantitative Methods for Public Health Practice I	3
PUBH 725	Quantitative Methods for Public Health Practice II	3
PUBH 726	Qualitative Methods for Public Health Practice	3
PUBH 730	Public Health Systems, Policy & Leadership	3
PUBH 735	Practical Applications of Public Health Planning	4
Part B: Concentration requirements MSW/Health Service Policy Management MPH		
HSPM 726	Theoretical Foundations of Health Promotion (replaces SOWK elective)	3
HSPM XXX	Health Service Policy Management Elective (one replaces SOWK elective)	6
HSPM 730	Financing of Health Care	3
HSPM 712	Health Economics	3
HSPM 727	Advancing Public Health Policy	3
HSPM 768	Health Services Administration II	3
HSPM 796	Health Services Policy and Management MPH Capstone Course (ILE)	2
SOWK 783	Field Instruction III: Advanced Social Work Practice	3
SOWK 784	Field Instruction IV: Advance Social Work Practice** satisfies the HSPM 788 APE credits	3
SOWK 712	Human Behavior and the Social Environment I	3
SOWK 714	Diversity and Social Justice Issues for Social Work Practice	3
SOWK 716	Human Behavior and the Social Environment II	3
SOWK 781	Field Instruction I: Generalist Social Work Practice	3
SOWK 791	Social Work Research Methodologies	3
SOWK 722	Social Work Practice with Individuals, Families and Small Groups	3
SOWK 732	Social Work Practice with Organizations and Communities	3
SOWK 742	Social Welfare Policy Analysis	3
SOWK 777	Advanced Theory for Social Work Practice	3
SOWK 782	Field Instruction II: Generalist Social Work Practice	3
SOWK 779	Advanced Social Work Interventions	3
SOWK 793	Evaluation of Social Work Programs	3
SOWK 718	Systems Analysis of Social Work Practice	3
SOWK 778	Advanced Analysis of Social Policy, Programs, and Services (replaces HSPM Policy Elective)	3
SOWK XXX	Social Work Electives	9
	TOTAL MPA/MPH COMBINATION DEGREE CREDITS	96

The 3+2 dual degree program with Nanjing Medical University(NMU) is in the process of renewal review. Please see detailed information located in the ERF D\D2\NMU 3 + 2

Health Services Policy Management, M.P.H 3+2 dual degree with Nanjing Medical University (NMU)

Information for the dual degree program with Claflin University can be found in the ERFD\D2\Claflin 4 +1

3) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies listed above (1-22). If the school addresses all of the listed foundational competencies in a single, common core curriculum, the school need only present a single matrix

Table D2-2 Assessment of Competencies for MPH (all concentrations)		
Competency	**Course**	**Describe specific assessment opportunity**
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to settings and situations in public health practice	PUBH 724: Quantitative Methods for Public Health Practice I	**Homework #2:** Students will calculate & interpret incidence, prevalence, and mortality rates using tabulated data. ERF\D\D2\PUBH 724
		Homework #5: Students will plan a screening program considering prevalence of the disease, validity, predictive values and reliability of screening tests chosen ERF\D\D2\PUBH 724
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	PUBH 724: Quantitative Methods for Public Health Practice I	**Data Collection Method Assessment:** Students will select quantitative and qualitative data collection methods appropriate for a given public health context and briefly justify the reason for their selection. ERF\D\D2\PUBH 724
	PUBH 726: Qualitative Methods for Public Health Practice	**Stakeholder Communication Project:** Students will individually be assessed in the stakeholder communication project by providing an explanation of why and how the selected qualitative approach was appropriate to address the specific research question. ERF\D\D2\PUBH 726
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	PUBH 724: Quantitative Methods for Public Health Practice I	**Homework #10**: Students will perform and interpret hypothesis tests using computer software printouts (e.g. SAS, Excel). ERF\D\D2\PUBH 724
	PUBH 726: Qualitative Methods for Public Health Practice	**Data Analysis using NVivo:** Using data generated by students for their Final Project, students will individually use NVivo to code interviews and observational notes. ERF\D\D2\PUBH 726
4. Interpret results of data analysis for public health research, policy or practice	PUBH 724: Quantitative Methods for Public Health Practice I	**Homework #7**: Students will calculate and interpret the appropriate measure of association for each study design and explain why relative risk cannot be calculated from a case-control study. ERF\D\D2\PUBH 724

Public Health & Health Care Systems

5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings	PUBH 730: Public Health Systems, Policy, and Leadership	**Comparative Healthcare, Public Health and Regulatory Systems Assignments:** Students select a country (China, Britain, Canada & France excluded) and compare the healthcare system, public health in terms of immunizations and regulations in terms of environmental indoor/outdoor air quality of their selected country to the United States. ERF\D\D2\PUBH 730
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels	PUBH 730: Public Health Systems, Policy, and Leadership	**Health Equity Assignment:** Students are required to discuss how structural bias, social inequalities and racism impact disparities, at organizational, community and system levels, in maternal deaths in SC (or other selected state or community). ERF\D\D2\PUBH 730

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health.	PUBH 726: Qualitative Methods for Public Health Practice	**Stakeholder Communication Project**: Students will assess the needs, assets, and capacities of the identified community in relation to the health topic; design qualitative data collection plans; collect and analyze qualitative data; and will design a presentation and recommendations to a relevant stakeholder. ERF\D\D2\PUBH 726
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	PUBH 735: Practical Applications of Public Health Planning	**Brief Response Question:** Students individually identify (on their midterm exam) one cultural value of a target population and describe how they would apply their awareness of that value as a practical component of their program design. ERF\D\D2\PUBH 735\PUBH 735 Assessments
9. Design a population-based policy, program, project, or intervention	PUBH 735: Practical Applications of Public Health Planning	**Brief Response Questions:** Students individually answer three brief response question related to defining a target population and setting as a vital step in the design of their public health program; explaining the value of including a conceptual model, and what was the intended explanation, in their program design; detailing why it is important for public health students to learn to apply all aspects of a comprehensive program planning model. **Essay Question**: Students individually will name each category and discuss a component element that is a part of each factor and explain why it is valuable to address all three categories as a part of a comprehensive program design. ERF\D\D2\PUBH 735\PUBH 735 Assessments
10. Explain basic principles and tools of budget and resource management	PUBH 735: Practical Applications of Public Health Planning	**Brief Response Questions:** Students explain the value of creating a budget for a proposed program and identify two ways in which the principles and tools of budgeting can assist in designing and implementing a successful program. Students also explain the value of managing the financial and non-financial resources of the proposed program and identify two approaches to ensure effective resource management. ERF\D\D2\PUBH 735\PUBH 735 Assessments

11. Select methods to evaluate public health programs	PUBH 735: Practical Applications of Public Health Planning	**Evaluation Quiz**: Students will review an evaluation overview and complete a worksheet in which they will be asked to individually select appropriate methods to evaluate a sample public health program. ERF\D\D2\PUBH 735\PUBH 735 Assessments
Policy in Public Health		
12. Discuss the policy-making process, including the roles of ethics and evidence	PUBH 730: Public Health Systems, Policy, and Leadership	**Policy-Making Process Assignment:** Students will describe the process for making health-related policies and laws at multiple levels (organizational, local, state, tribal and national); compare similarities and differences; and discuss how ethics and evidence are related to health policy management. ERF\D\D2\PUBH 730
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	PUBH 730: Public Health Systems, Policy, and Leadership	**Engaging Stakeholders and Building Coalition Assignment:** Students will identify appropriate *stakeholders* and outline a process for building a *coalition* to support a public health policy initiative. ERF\D\D2\PUBH 730
	PUBH 735: Practical Applications of Public Health Planning	**Brief Response Question:** Community involvement and buy-in is instrumental in promoting community change and improvement. In considering the development of public health program, students give an example of a community stakeholder and propose two strategies to build further partnerships that would benefit the success of the program in influencing public health outcomes. ERF\D\D2\PUBH 735\PUBH 735 Assessments
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations	PUBH 730: Public Health Systems, Policy, and Leadership	**Advocacy Fact Sheet Assignment:** Students create a fact sheet designed to influence a policy change and decision makers for a policy change of the student's choosing. ERF\D\D2\PUBH 730
15. Evaluate policies for their impact on public health and health equity	PUBH 730: Public Health Systems, Policy, and Leadership	**Evaluating Policy Impact Assignment:** Students will be provided with a policy change example. Students will evaluate a provided proposed change policy and address the intended and unintended consequences in a 3-4 paragraph written assignment. ERF\D\D2\PUBH 730
Leadership		
16. Apply leadership and/or management principles to address a relevant issue	PUBH 730: Public Health Systems, Policy, and Leadership	**SWOT Analysis:** Students will complete a SWOT analysis of a current or previous employer as a newly ordained supervisor. ERF\D\D2\PUBH 730
17. Apply negotiation and mediation skills to address organizational or community challenges	PUBH 730: Public Health Systems, Policy, and Leadership	**Conflict Negotiation Assessment Assignment:** Students will apply appropriate strategies public health leaders can utilize for addressing conflict relating to communication of vaccine belief challenges within an organization or community. ERF\D\D2\PUBH 730

Communication		
18. Select communication strategies for different audiences and sectors	PUBH 726: Qualitative Methods for Public Health Practice	**Stakeholder Communication Project:** As part of their larger project students will be required to select communication strategies for different audiences and sectors and focus communication on changing strategies with a state agency (Office of Resilience). ERF\D\D2\PUBH 726
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	PUBH 726: Qualitative Methods for Public Health Practice	**Stakeholder communication Project:** Students will complete a written report with results of the assessment to be distributed to interested parties (identified prior to and while conducting the project) and present an oral presentation with the results. The audience is defined as a "lay" audience as community stakeholders. ERF\D\D2\PUBH 726
20. Describe the importance of cultural competence in communicating public health content	PUBH 735: Practical Applications of Public Health Planning	**Essay Question:** In the context of the public health program that you are developing for this class, describe the importance of cultural competence in communicating public health content. Provide two examples of how communication materials and/or the delivery of public health content in a program would be enhanced by a culturally competent approach. ERF\D\D2\PUBH 735\PUBH 735 Assessments
Interprofessional Practice		
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	PUBH 735: Practical Applications of Public Health Planning	**Paper Assignment:** During the semester, all second-year MPH students will be required to either attend or view the recording of an interprofessional panel discussion hosted by the school. This event will provide students the opportunity to hear perspectives from leading professionals representing sectors other than public health. Panelists will discuss a case study (provided to the students in advance) and address aspects of promoting and advancing population health. Students will then be required to write a 3-page paper in which they will integrate the perspectives of the panelists--incorporating their own public health training--and indicate keyways in which those perspectives collectively inform a solution to the problems discussed by the panel and how such a solution serves to promote and advance population health. ERF\D\D2\PUBH 735\PUBH 735 Assessments
Systems Thinking		
22. Apply a system thinking tool to visually represent a public health issue in a format other than standard narrative	PUBH 730: Public Health Systems, Policy, and Leadership	**Rich Picture/Iceberg Model Facilitation Assignment:** Students create Rich Picture, Inter-relationship diagraph, and Causal loop diagram for the issues addressed in the project. ERF\D\D2\PUBH 730

4) Provide supporting documentation for each assessment activity listed in Template D2-2. Documentation should include the following, as relevant, for each listed assessment:

Documentation is located in ERF\D\D2 by course folder.

5) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus.

Documentation is located in ERF\D\D2 by course folder.

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

Strength: Assessment data is captured each semester and reported to the Director of Evaluation and Academic Assessment, as an embedded aspect of required University Academic Assessment Plans. Additionally, assessment evaluation is discussed at the annual MPH retreat among MPH core instructors, MPH program directors, the Director of Applied Practice and the Assistant Dean for Public Health Practice. Collaborative discussion of assessment evaluation and measures supports the continual effort for improvement of competency instruction and assessments.

D4. MPH Concentration Competencies

The school defines at least five distinct competencies for each concentration or generalist degree at each degree level. These competencies articulate the unique set of knowledge and skills that justifies awarding a degree in the designated concentration (or generalist degree) and differentiates the degree offering from other concentrations offered by the unit, if applicable.

The list of competencies may expand on or enhance foundational competencies, but, in all cases, including generalist degrees, the competency statements must clearly articulate the additional depth provided beyond the foundational competencies listed in Criteria D2 and D3.

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

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

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

Table D4-1. a. Assessment of Competencies for MPH in Environmental Health Sciences (ENHS)		
Competency	**Course numbers and names**	**Specific assessment opportunity descriptions**
1.Define environmental stressors and hazards as they relate to community vulnerabilities.	ENHS 775: Resource Management and Environmental Impact Assessment	**Environmental Assessment:** Students complete an environmental assessment as an individual student report submission and oral presentation embedded in a larger semester project (which essentially builds a student's portfolio for a job interview). The required environmental assessment focuses on potential impacts of environmental stressors and hazards for various recommended approaches. In the ERF, begin with the Environmental Assessment Context document. ERF\D\D4\ENHS MPH\ENHS 775\CC1.Environmental Assessment
2. Apply principles of toxicology to identify acute and chronic hazards related to human health.	ENHS 761: Ecotoxicology of Aquatic Systems	**Risk Assessment:** Students research an environmental topic associated Contaminants of Emerging Concern (CECs), present their findings and debate with other students with opposing views (for example pro-environmental versus pro-business). Research, presentation and debate must address environmental safety, quantification of acute and chronic environmental hazards, exposure to potential environmental risks for both ecosystem and human health. ERF\D\D4\ENHS MPH\ENHS 761
3.Identify the basic principles of the environmental fate of contaminants.	ENHS 761: Ecotoxicology of Aquatic Systems	**Three Course Exams Questions**: Students are assessed on the basic principles and processes of the environmental fate of containments. ERF\D\D4\ENHS MPH\ENHS 761
4. Apply toxicological hazard and exposure assessment techniques to evaluate the risks associated with environmental stressors.	ENHS 761: Ecotoxicology of Aquatic Systems	**Toxicity Hazard and Exposure Assessment Assignment:** Students are provided a set of 96-hour mortality data from a static renewal toxicity test of *Pimephales promelas* exposure to fluoranthene and are asked to apply assessment techniques [Lowest Observable Effect Concentrations (LOEC), No Observable Effect Concentrations (NOEC), Lethal Concentration 50 (LC50), Effective Concentration 50 (EC50), Dunnett's multiple comparison test and Weibull Gompertz distribution] for environmental stressors risk evaluation. Students also research and present a Triclosan Risk Assessment. ERF\D\D4\ENHS MPH\ENHS 761
5.Explain the significance of state and federal laws that regulate environmental quality and public health.	ENHS 775: Resource Management and Environmental Impact Assessment	**Midterm and Final Exams:** On the midterm exam, students explain relevant laws that regulate environmental quality and public health; and the responsibilities of agencies, organizations, communities and individuals for protecting, maintaining and enhancing the environment. On the Final Examination, students review a case study of a proposed activity requiring regulatory approval before the activity can be initiated. Students then explain the potential impacts to the environment and public health; identify and discuss relevant laws and regulations; assess and discuss community impacts; and make a recommendation to approve or not approved the proposed activity. ERF\D\D4\ENHS MPH\ENHS 775
6. Review and critique the scientific merit of environmental health research articles and presentations. *(Proposed competency revision in process: Evaluate the scientific information and conclusions presented in environmental health research articles and presentations.)*	ENHS 771: Seminar in Environmental Health Sciences	**Seminar Abstracts:** Students write two seminar abstracts to include a statement of the issue; a discussion of the potential for environmental health, public health, economic, cultural and community impacts; alternative approaches; and recommendations. The 500-word abstract summarizes the 1) significance of the research/policy question; 2) approach used to address that question; 3) major results and conclusions of the study; and 4) identified strengths and weaknesses of the study. ERF\D\D4\ENHS MPH\ENHS 771

Table D4-1. b Assessment of Competencies for MPH in Epidemiology (EPID)		
Competency	**Course numbers and names**	**Specific assessment opportunity descriptions**
1. Evaluate a public health surveillance system, identify salient gaps, and methods to address them.	EPID 730: Public Health Surveillance Systems	**Evaluation of a Surveillance System** is an 8–10-page written report and 15-minute presentation in which the students define whether a specific system is useful for a particular public health initiative, as well as to determine if the surveillance system is achieving the public health program goals and data collection objectives. The Evaluation of a Surveillance System assessment also requires recommendation for quality and efficiency improvements for the surveillance system additionally supported by implementation timeline changes and available resources. The written evaluation report consists of stakeholder, system description, design evaluation, conclusions, recommendations, lessons learned, references, and clarity. The oral presentation consists of the written report information, and it also assessed focus, organization, support, style, presentation skill and evaluating other peers' presentations. ERF\D\D4\EPID MPH\EPID 730
2. Interpret epidemiological data and methodological descriptions to identify the type of study design and calculate appropriate measures of association.	EPID 741: Intermediate Epidemiologic Methods	**Homework assignment and midterm questions** assess the student's ability to identify study design type and calculation of appropriate measures of association when provided with data and methodological descriptions. The midterm questions are multiple choice questions which assess the identification of the type of study design, whereas the homework assignment short answer questions assess the calculations of appropriate measure of association. ERF\D\D4\EPID MPH\EPID 741
3. Compare and contrast the strengths and limitations of epidemiologic study designs (randomized trials and observational studies), including biases and methods to minimize bias.	EPID 741: Intermediate Epidemiologic Methods	**Homework assignment, midterm questions and final exam questions** assess the students' ability to compare the strengths and limitations of study design with open-ended, short and longer response questions. ERF\D\D4\EPID MPH\EPID 741
4. Formulate a research question and manage and analyze data from public health administrative or surveillance data, or electronic health data repositories.	EPID 788: Practical Methods for Secondary Data Analysis	**The final project** requires students to formulate a research question and analyze public health or electronic health data to assess this learning outcome. A summation of items 1-8 and 12 from the grading rubric will be used to evaluate this learning outcome. ERF\D\D4\EPID MPH\EPID 788
	BIOS 719: Advanced SAS Methods in Public Health	The **lab activity** requires students to clean a large dataset and is used to assess students' ability to manage public health or electronic health datasets. ERF\D\D4\EPID MPH\BIOS 719
5. Formulate a research question, determine a study design, develop a research protocol, and design a questionnaire to address a public health issue.	EPID 721: Clinical and Population Research Protocol Development and Implementation	**Data collection protocol final project** rubric will be used to assess this learning outcome. The instructor will use all sections of the rubric to assess this criterion EXCEPT the problem statement. This project serves as the assessment of the student's ability to choose an appropriate study design (including detailed plan with clarity and feasibility) within the context of a particular research topic and then create a data collection protocol as applicable. ERF\D\D4\EPID MPH\EPID 721
6. Critically evaluate epidemiologic scientific literature.	EPID 722: Scientific Writing and Appraisal of Epidemiologic Studies	The **scientific literature review project** will be used to assess this learning outcome. ERF\D\D4\EPID MPH\EPID 722

Table D4-1. b Assessment of Competencies for MPH in Health Promotion, Education, and Behavior (HPEB)		
Competency	**Course numbers and names**	**Specific assessment opportunity descriptions**
1. Theory: Apply social/behavioral theories or models to the development and implementation of public health programs.	HPEB 701-Theoretical Foundations of Health Promotion	The **Health Behavior Conceptual Causal Model** individual project is composed of a 5–7-page paper and 5-10 slide presentation with a graphic model. The online students select from any of the theoretical constructs discussed in class but are also encouraged to choose their own. The Health Behavior Conceptual Model (theory) assignments require students to develop an innovative theory of health behavior, then describe, at an advanced understanding, "how" variables are interrelated. Critical thinking to apply relevant theoretical constructs and causal pathways that affect a specific health behavior are required for the student to propose (and present) conceptual model to guide program development and implementation. ERF\D\D4\HPEB MPH\HPEB 701 \CC#1 online Health Behavior Conceptual Causal Model The **Health "Gift" Intervention Project** requires in-person students to individually identify, and research the application of a social or behavioral models to the development and implementation of a public health intervention through a 10-12 written paper, including evidence for construct effectiveness and a conceptual model. ERF\D\D4\HPEB MPH\HPEB 701 \CC #1 in person Health Intervention Project
2.Multi-level Influences on Health: Demonstrate an understanding of multi-level approaches in addressing public health issues.	HPEB 701-Theoretical Foundations of Health Promotion	**Midterm and final exams** assess students' understanding of multi-level approaches for understanding factors affecting health behavior and how to apply different approaches based upon context and populations. ERF\D\D4\HPEB MPH\HPEB 701
3. Collaboration: Articulate how multi-sectoral, collaborative engagement advances health equity in the context of improving health outcomes.	HPEB 748-Community Health Development	**Community Health Development (CHD) Experience:** Students select an organization, with instructor approval, to perform at least 30 hours of community health development within an (approximately) 11-week period. Students maintain a log of hours, journal of activities reflections, and summarize their experience by focusing on the application of elements of community health development. ERF\D\D4\HPEB MPH\HPEB 748
4.Evaluation: Develop methods to evaluate public health programs, interpret results, and communicate those results effectively.	HPEB 710-Evaluation of Health Promotion Programs	**Assignments 2a and 2b** are completed individually by students. In assignment 2a, students are provided with program details and asked to develop a study design and study methods to evaluate the program. In assignment 2b, students are provided with a data set from the program evaluation in assignment 2a, and they are asked to interpret the results of the evaluation and then communicate their interpretation and analysis of results. ERF\D\D4\HPEB MPH\HPEB 710
5. Research Methods: Identify the strengths and weaknesses of a research study design in the context of an applied setting.	HPEB 707-Health Promotion Research Methods	**Assessment occurs in quizzes and exams in the course.** Social science research designs and methodologies are the primary focus for HPEB 707. Students are assessed on their understanding of applicability and strengths/weaknesses of different designs. Emphasis is placed on understanding of reliability and validity issues. ERF\D\D4\HPEB MPH\HPEB 707

Table D4-1. c Assessment of Competencies for MPH in Health Services Policy and Management (HSPM)		
Competency	**Course numbers and names**	**Specific assessment opportunity descriptions**
1. Apply operations management concepts to address organizational performance issues in health service organizations.	HSPM 768: Health Services Administration	**Final Exam** asks students to individually evaluate the RFP responses and review the EHR solutions for different practices from which their group was assigned in the Team Project. Each student will independently evaluate the EHR solutions with the vendor evaluation matrix tool and write a two-page essay explaining which vendor was selected and why based on how their selection meets the practice-based needs of the application of management concepts to address organization performance issues in health service organizations. ERF\D\D4\HSPM MPH\HSPM 768
2. Describe legal perspectives on health policy and management issues, including assessment of legal and regulatory environments in the context of public health.	HSPM 726: Applied Public Health Law for Administrators	The **midterm and final exam** each consist of 20 open-ended multiple part response questions. The midterm and final exam assessments questions require students to demonstrate understanding by providing well-written and appropriately applied descriptions of various legal perspectives-for example taxation policy, constitutional rights, HIPAA, spending power, federal & state emergency declarations- in various public health contexts, such as government public health objectives, information privacy, and public health emergencies. ERF\D\D4\HSPM MPH\HSPM 726
3. Apply economic principles for allocating and mobilizing resources for public health interventions and programs.	HSPM 712: Health Economics	**Exams** require students to answer questions utilizing the application of economic principles related to the resource allocation and mobilization for public health interventions and programs. ERF\D\D4\HSPM MPH\HSPM 712
4. Apply the principles and tools of budgeting, resource management, and financial analysis to improve efficiency of public health and health care delivery organizations.	HSPM 730: Financing of Health Care	The culminating **case study assignment** provides students the opportunity to demonstrate the application of finance principles. ERF\D\D4\HSPM MPH\HSPM 730
5. Develop policy options for the achievement of an agency's or program's objectives.	HSPM 727: Advancing Public Health Policy	The Public Health **Policy Brief** is an individual assignment in which each student prepares a formal policy brief on a selected public challenge as if the student was working for a (real or fictional) organization with the intent of helping the organization move its policy agenda forward. Students select brief format but must include a description of the public health challenge, an analysis of policy landscape & potential solutions and recommendations for policy action. ERF\D\D4\HSPM MPH\HSPM 727

Table D4-1. d Assessment of Competencies for PAPH in Physical Activity (PAPH)		
Competency	**Course numbers and names**	**Specific assessment opportunity descriptions**
1. Explain the physiological responses to an acute bout of exercise and the physiological adaptations to chronic aerobic and resistance exercise.	EXSC 780: Physiology of Exercise	**Exam 2** consists of 15 multiple choice questions, 20 matching, 9 fill in the blank, 6 short answers, and 1 long answer question. Students complete the exam individually with no resources. ERF\D\D4\PAPH\EXSC 780
2. Explain the health effects of physical activity and the scientific basis for current public health physical activity guidelines for persons in varying demographic groups.	EXSC 710: Behavioral Aspects of Physical Activity	**Final Exam** assesses students on physical activity and mental health. This course is usually taken in the students' second semester. ERF\D\D4\PAPH\EXSC 710
	EXSC 700: Physical Activity & Health: Epidemiology, Research & Practice	**Final Exam** assesses students on physical activity and mental health. This course is usually taken in the students' second semester. ERF\D\D4\PAPH\EXSC 700
3. Apply evidence-based strategies to develop a physical activity intervention.	EXSC 754: Community-based Physical Activity Interventions	Students will be assessed on the development of an evidence-based **physical activity (PA) intervention** assignment. Students learn how to develop an evidence-based PA intervention in multiple class meetings. Students submit individual sections for feedback, and they are given opportunities to revise the sections. The final version of the PA intervention is the assessment of competency. This course is usually taken in the students' second year of the program. ERF\D\D4\PAPH\EXSC 754
4. Evaluate an evidence-based physical activity intervention.	EXSC 754: Community-based Physical Activity Interventions	Students will be assessed on the evaluation of an evidence-based physical activity intervention within 2 questions on the **final exam**. This course is usually taken in the students' second year of the program. ERF\D\D4\PAPH\EXSC 754
5. Differentiate among and appropriately use measurement and surveillance techniques to assess physical activity at the population level.	EXSC 732: Measurement of Body Composition & Associated Health Behaviors	Students will be assessed on their **final project and presentation** by comparing and contrasting national and international surveillance systems. This course is usually taken in the students' first year of the program. ERF\D\D4\PAPH\EXSC 732

2) For degrees that allow students to tailor competencies at an individual level in consultation with an advisor, the school must present evidence, including policies and sample documents, that demonstrate that each student and advisor create a matrix in the format of Template D4-1 for the plan of study.

Not Applicable

3) Provide supporting documentation for each assessment activity listed in Template D4-1. Documentation should include the following, as relevant, for each listed assessment:

Documentation is located in ERF\D\D4\organized by concentration\organized by course.

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

Strength: The MPH program directors meet regularly (usually twice for a semester) to discuss any issues concerning their respective programs and to identify solutions. Outside of the MPH program directors' meetings, each department reviews the MPH curriculum through their respective curriculum committees. The curriculum committees are composed of faculty who teach required MPH concentration courses and other department faculty members.

D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

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

The school assesses each student's competency attainment in practical and applied settings through a portfolio approach, which reviews practical, applied work products that were produced for the site's use and benefit. Review of the student's performance in the APE must be based on at least two practical, non-academic work products AND on validating that the work products demonstrate the student's attainment of the designated competencies.

Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.

The materials may originate from multiple experiences (e.g., applied community-based courses and service-learning courses throughout the curriculum) or a single, intensive experience (e.g., an internship requiring a significant time commitment with one site). While students may complete experiences as individuals or as groups in a structured experience, each student must present at least two products demonstrating individual competency attainment.

Combined degree students have opportunities to integrate and apply their learning from both degree programs through applied practice experiences.

The school structures applied practice experience requirements to support its mission and students' career goals, to the extent possible.

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

The Arnold School has five departments that offer MPH programs including Environmental Health Sciences (ENHS), Epidemiology (EPID), Exercise Science with a focus in Physical Activity and Public Health (PAPH), Health Promotion Education and Behavior (HPEB), and Health Services Policies and Management (HSPM). Given the decentralized nature of the departments, each MPH concentration has a unique approach for their MPH students to complete the APE. This uniqueness allows the departments to assist in preparing their students to enter different disciplines of public health post-graduation and involve different faculty based on their respective departmental needs.

There are also similarities in the APE process among concentrations. Each applied practice experience is overseen, from site selection and proposal to final presentation, by a faculty practice advisor and an assigned preceptor with the identified practice organization. MPH APE students are advised, throughout the APE, by their respective program directors to build a meaningful portfolio which can reflect on the student's career aspirations, interests, and goals; as well as guidance from the preceptor to design useful work products for the organization. Additional resources are available through the Office of Public Health Practice and Workforce Developments website. Students are also advised to meet with the Director of Applied Practice to cultivate ideas for potential practice sites and work products to fit within the students' idealized graduate experience.

Once an APE site or organization is identified, students develop a practice experience proposal to serve as a blueprint for completing the experience. The proposal is a vital component of the experience, as it ensures that the student is creating appropriate work products that demonstrate the specified number of foundational and concentration-specific competencies. Moreover, the proposal ensures that the students have SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) objectives by which to assess their experience.

Both the practice site preceptor and the faculty advisor give feedback to each student's proposal under their guidance. In some instances, the Director of Applied Practice will provide additional feedback or support as needed. Ultimately, which work products will compose the student's portfolio and which competencies will be demonstrated in those work products are approved by the preceptor and faculty practice advisor. Completed proposals are uploaded into the ASPH's data management system built specifically for the APE. The system is called: **A**pplied **P**ractice **EX**perience (APEX) and is a centralized portal which houses proposals, work products, Memoranda of Agreement (MOAs), and other relevant deliverables. This database is managed by the Director of Applied Practice and accessible by the program directors and faculty advisors.

At the completion of their APE, students present their work to their preceptor and faculty advisor with their MPH program director and the Director of Applied Practice in attendance. Approximately two weeks before the APEX documented end date of the APE, an evaluation is sent from the Director of Evaluation and Academic Assessment to both the student and the preceptor overseeing the experience for quality improvement purposes.

The following details highlight the slight differences in the APE approach across the different MPH concentrations.

ENHS MPH APE
Students will choose any three foundational competencies and two ENHS MPH concentration-specific competencies, with the help of the Director of Applied Practice and the students' practice experience advisor. MPH students will enroll in the ENHS 798 course twice for a total of six credit hours. ENHS MPH APE course is taken with the selected faculty advisor. Students must complete a minimum of 240 work hours on their experience.

EPID MPH APE
Students are provided with required EPID MPH foundational competencies (#1, #6, and #19) to be demonstrated in their work products by the Director of Applied Practice and the students' practice experience advisor.   Students will then choose, at minimum, two additional concentration competencies from the seven available EPID MPH concentration competencies to be demonstrated in their work products. EPID MPH students enroll in a 3-credit-hour EPID MPH APE course with their student-selected faculty advisor. Students must complete a minimum of 140 work hours on their experience.

HPEB MPH APE
Students will choose any three foundational competencies and two HPEB MPH concentration-specific competencies, with the help of the Director of Applied Practice and the students' practice experience advisor. HPEB MPH students enroll in a 5-credit-hour HPEB MPH APE course with their student-selected faculty advisor. Students must complete a minimum of 175 work hours on their experience.

HSPM MPH APE
Students will choose any three foundational competencies choose from a specified list (#1, #3, #4, #6, #7, #8, #13, #14, #15, #18, #19, #22) and two from the concentration-specific competencies with the help of the Director of Applied Practice and the students' practice experience advisor. HPSM MPH students enroll in a 3-credit-hour HSPM MPH APE course with their student-selected faculty advisor. Students must complete a minimum of 250 work hours on their experience.

PAPH APE
Students will choose three foundational competencies from a specified list (#1, #3, #4, #6, #7, #8, #13, #14, #15, #18, #19) and two from the five concentration-specific competencies with the help of the Director of Applied Practice and the students' practice experience advisor. The PAPH MPH APE differs from other MPH programs in that PAPH MPH students are required to enroll in a 1-credit-hour planning course designed to orient students to the applied practice experience, facilitate a practice site location, and ultimately a completed practice experience proposal in the semester *prior* to their APE. During the semester in which the APE takes place, students must enroll in a 5-credit-hour course. Students must complete a minimum of 250 work hours on their experience.

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

Documentation is located in ERF\D\D5\by concentration.

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

Documentation is located in ERF\D\D5\by concentration.

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

Strength: A primary strength is the support and capacity that the Office of Public Health Practice and Workforce Development and the Director of Applied Practice offer the students and their departments. For example, the administration and monitoring of the APEX system, which assists in the tracking of all relevant applied practice experience requirements (e.g., site placement, preceptors' information, proposal, work products, presentations and final reports), allows for consistent oversight and added support for both students and their departments.

Weakness and Improvement Plan: As interest in the MPH programs increases, a potential challenge is the capacity of partner organizations to offer sufficient site placement opportunities. This is a topic the Director of Applied Practice is proactively addressing by establishing new connections and fostering preceptor interest.

Additional Improvement Plan: A new role, Public Health Practice Associate, was created and filled in the summer of 2024 to help support the overall process of MPH students being placed in the best possible APE site. This new position works under the supervision of the Director of Applied Practice.

D7. MPH Integrative Learning Experience

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

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

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

Joint (dual, concurrent, combined, accelerated) degree students should have opportunities to incorporate their learning from both degree programs in a unique integrative experience.

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

MPH Integrative Learning Experience for Environmental Health Science	
ILE description	How competencies are synthesized
Grant Proposal (ILE course ENHS 750)	Students select a public health topic and applicable ENHS MPH competencies to write a grant proposal. The students and instructor consult during topic selection. Instructor provides regular feedback during proposal development. Once completed, the instructor and a 2nd faculty reader assess the student's ability to synthesize the selected MPH competencies.

MPH Integrative Learning Experience for Epidemiology	
ILE description	How competencies are synthesized
Program evaluation report; Policy statement, Surveillance report or Scientific Manuscript (ILE course EPID 796)	The written product should demonstrate synthesis of at least three foundational and concentration competencies appropriate for the student's educational and professional goals. For the first three options (program evaluation report, policy statement, or surveillance report), the course instructor along with the student's academic advisor will guide the student in drafting and writing the chosen report or statement. For the last option (scientific manuscript), the course instructor and an epidemiology faculty member with content area expertise will guide the student through the development of a manuscript. Students wishing to develop a different product must have instructor approval. Students are required to demonstrate synthesis of at least three MPH competencies. The first competency is predetermined as foundational competency #1 and the same for all EPID MPH ILE students. The student will select another foundational competency from the list of #3,4,7,9,11,14, 22 and one other EPID MPH concentration competency. Students may select more than three competencies as listed in their ILE proposal; however, students will only be evaluated on their 3 chosen competencies.

MPH Integrative Learning Experience for Health Promotion, Education, and Behavior (as well as MSW/HPEB MPH)	
ILE description	How competencies are synthesized
Written and Oral Comprehensive Examination (ILE for HPEB; no course)	Students enrolled in the HPEB MPH (and combined degree) program must take a written and oral comprehensive examination. The comprehensive examination, an integrated learning experience, is a part of the culminating/capstone experience of the MPH program and is designed to assess students' level of mastery of the key competencies acquired through required coursework. Exam questions are written with the HPEB MPH Concentration Competencies in mind. The exam consists of three sections. Section 1: Theoretical Concepts & Behavior Change which cover HPEB MPH Concentration Competencies 1 & 2; Section 2: Program Planning & Implementation which questions 1c covers Foundational Competency #8; and Section 3: Research and Evaluation which questions 1 & 2 cover Foundational Competency #2 and question 1 a-e covers HPEB MPH Concentration Competency #5.

MPH Integrative Learning Experience for Health Services Policy and Management (as well as the MSW/HSPM MPH; MPA/HSPM MPH and 3+2 NMU/HSPM MPH)	
ILE description	How competencies are synthesized
Grant Proposal (ILE course HSPM 796)	Students self-identify competencies in the grant proposal stage; an advisor approves the proposal and identified competencies; two faculty readers use a rubric that is populated with the competencies to assess the student's ability to appropriately integrate and synthesize.

MPH Integrative Learning Experience for Physical Activity and Public Health	
ILE description	How competencies are synthesized
Grant Proposal (ILE course EXSC 796)	Students, in consultation with the instructor, self-select a public health topic and MPH competencies. The instructor provides feedback and approval to the student throughout the semester as the proposal is developed. Once completed, the instructor and a 2nd faculty reader assess the student's ability to synthesize the selected MPH competencies.

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

Epidemiology (EPID)

The EPID ILE is a high-quality written product created in a required course, EPID 796, which is typically taken during the last semester of the required EPID MPH courses. EPID 796 was a one-hour credit through academic year 2024. Beginning in the academic year 2025, EPID 796 will be a three-hour credit course. This course focuses on the synthesis of CEPH MPH foundational and epidemiology concentration competencies to address a public health problem in the form of a high-quality written product. Students, with help from their course instructor and faculty advisor, will choose three competencies by week three. Students can select their written product type from the following options: program evaluation report, training manual, policy statement, or scientific manuscript.

After the student has selected their competencies and type of work product, the student creates an ILE proposal, which is written in a stepwise process. Once the proposal is reviewed and approved by the instructor, in subsequent weeks, students will write their ILE. The ILE proposal provides opportunities for students to learn and improve their writing skills. Class discussions, instructor, peer and faculty advisor

feedback, book chapters, and journal articles are available throughout the construction of the written product for student support. Ideally, the written product is developed and delivered in a useful way to external stakeholders, such as non-profit or governmental organizations. The ILE is assessed as an assignment in the EPID 796 course. Students will be graded on the quality of their scientific writing, their ability to synthesize the chosen competencies, and spelling/grammatical errors.

Environmental Health Sciences (ENHS), Health Services Policy Management (HSPM) and Physical Activity and Public Health (PAPH)

The ENHS, PAPH, and HSPM ILE consist of writing a grant proposal. For this culminating learning experience in each of the courses, students demonstrate the synthesis of foundational and concentration-specific competencies. The final product is a high-quality written grant proposal addressing a public health issue that aligns with the student's professional goals.

Throughout the semester, students submit drafts of their work, and they receive feedback from the course instructor, their peers, and their faculty advisor. Students receive instruction on effective writing in general, and specifically grant writing, use of reference manager, creating logic models, budgets and developing evaluations. The final product is reviewed by the instructor, a second reader and peers. Each student presents their grant proposal like they were in front of a funding agency.

The ILE in each department is assessed by the writing quality, coherence, and quality of presentation. The final grade is pass/fail. For the PAPH, there is a comprehensive examination following the oral presentation of the ILE.

Health Promotion, Education and Behavior (HPEB)

The ILE in HPEB is a take-home exam in the final semester of the MPH. Students demonstrate the synthesis of three concentrations and two foundational competencies. Students are evaluated on knowledge about theoretical models and behavior change, program planning and implementation, and research and evaluation. The final product is a high-quality written paper.

Students are given several weeks to complete the product and work through multiple drafts. The final product is reviewed by two HPEB faculty members, one of them the student's practice experience advisor. Faculty reviewers provide written comments shared with the students. Students receive a pass, conditional pass, or fail grade. For students with conditional pass, they can revise their document based on faculty comments. Students who fail can retake the exam at the next administration. The full HPEB faculty vote on exam outcomes based on the graders' recommendations.

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

Documentation is located in ERF\D\D7\by concentration.

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

Documentation is located in ERF\D\D7\by concentration.

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

Documentation is located in ERF\D\D7\by concentration.

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

D9. Public Health Bachelor's Degree Foundational Domains

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

> 1. the concepts and applications of basic statistics
> 2. the foundations of biological and life sciences
> 3. the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
> 4. 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
> 5. 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
> 6. the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course
> 7. the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
> 8. the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
> 9. the fundamental characteristics and organizational structures of the U.S. health system as well as the differences between systems in other countries
> 10. 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
> 11. basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

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

1) Provide a matrix, in the format of Template D9-1, that indicates the courses/experience(s) that ensure that students are exposed to each of the domains indicated. Template D9-1 requires the school to identify the learning experiences that introduce and reinforce each domain. Include a footnote with the template that provides the school's definition of "introduced" and "covered."

Template D9-1: Courses that introduce and reinforce each public health bachelor's degree foundational domains									
Key	I = Introduced: *Utilization of various instructional materials and strategies (e.g., lectures, videos, articles, and class discussions) to provide a basic understanding of the public health domains, which serves as preparation and initial exposure.*								
	C = Covered: *Utilization of various instructional materials and strategies (e.g., lectures, videos, articles, and class discussions), and accompanying assessments, to provide a higher cognitive level of understanding through application of the public health domains.*								

Public Health Domains	**Course Number & Name**								
Math/Quantitative Reasoning: Identify and apply the concepts and applications of basic statistics	PUBH 302: Introduction to Public Health	ENHS 321: Environmental Pollution and Health	EPID 410: Principles of Epidemiology	EXSC 191: Physical Activity and Health	HPEB 300: Introduction to Health Promotion, Education, and Behavior	HPEB 470: Principles of Global Health	HPEB 553: Community Health	HSPM 412: Health Economics	HSPM 500: Introduction to Health Care Management and Organization
Concepts of basic statistics	Both BA/BS students are required to successfully complete STAT 201: Elementary Statistics or STAT 205: Elementary Statistics for Biological and Life Sciences as part of the required general education (aka Carolina Core) introduce and cover this domain.								
Applications of basic statistics									
Science: Address the foundations of biological and life sciences	For BS-two semesters of biology and two labs; For BA-students select one lab and one non-lab biological or life science class from an approved list (i.e., "SCI" designated courses) from general education (aka Carolina Core) requirements introduce and cover this domain.								
Foundations of biological & life sciences									
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	PUBH 302: Introduction to Public Health	ENHS 321: Environmental Pollution and Health	EPID 410: Principles of Epidemiology	EXSC 191: Physical Activity and Health	HPEB 300: Introduction to Health Promotion, Education, and Behavior	HPEB 470: Principles of Global Health	HPEB 553: Community Health	HSPM 412: Health Economics	HSPM 500: Introduction to Health Care Management and Organization
Public health history	IC	I							
Public health philosophy	IC	I	I		I	I	I	I	I
Core PH values	IC	I	I		IC	I	I	I	I
Core PH concepts	I	IC	IC	I	IC	I	I	I	I
Global functions of PH	I	IC	IC				I		
Societal functions of PH	IC	I	I	I	IC	I	I	I	I

Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice	PUBH 302: Introduction to Public Health	ENHS 321: Environmental Pollution and Health	EPID 410: Principles of Epidemiology	EXSC 191: Physical Activity and Health	HPEB 300: Introduction to Health Promotion, Education, and Behavior	HPEB 470: Principles of Global Health	HPEB 553: Community Health	HSPM 412: Health Economics	HSPM 500: Introduction to Health Care Management and Organization
Basic concepts of data collection	I		IC	I	I	I	I	I	I
Basic methods of data collection	I		IC	I	I	I	I	I	I
Basic tools of data collection	I		IC	I	I	I	I	I	I
Data usage	I		IC	I	I	I	I	I	I
Data analysis	I		IC	I	I	I	I	I	I
Evidence-based approaches	I		IC		IC	IC	I	I	I
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	PUBH 302: Introduction to Public Health	ENHS 321: Environmental Pollution and Health	EPID 410: Principles of Epidemiology	EXSC 191: Physical Activity and Health	HPEB 300: Introduction to Health Promotion, Education, and Behavior	HPEB 470: Principles of Global Health	HPEB 553: Community Health	HSPM 412: Health Economics	HSPM 500: Introduction to Health Care Management and Organization
Population health concepts	I		I		IC	I	IC	I	I
Introduction to processes & approaches to identify needs & concerns of populations	I				IC	I	IC	I	I
Introduction to approaches & interventions to address needs & concerns of populations	I				IC	IC	IC	IC	

Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course	PUBH 302: Introduction to Public Health	ENHS 321: Environmental Pollution and Health	EPID 410: Principles of Epidemiology	EXSC 191: Physical Activity and Health	HPEB 300: Introduction to Health Promotion, Education, and Behavior	HPEB 470: Principles of Global Health	HPEB 553: Community Health	HSPM 412: Health Economics	HSPM 500: Introduction to Health Care Management and Organization
Science of human health & disease	I	I	I	IC					
Health promotion	I				IC		I	I	
Health protection	I				IC				
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities	PUBH 302: Introduction to Public Health	ENHS 321: Environmental Pollution and Health	EPID 410: Principles of Epidemiology	EXSC 191: Physical Activity and Health	HPEB 300: Introduction to Health Promotion, Education, and Behavior	HPEB 470: Principles of Global Health	HPEB 553: Community Health	HSPM 412: Health Economics	HSPM 500: Introduction to Health Care Management and Organization
Socio-economic impacts on human health & health disparities	I		I		I	I	IC	I	
Behavioral factors impacts on human health & health disparities	I		I	I	IC	I	I	I	
Biological factors impacts on human health & health disparities	I		I	I	IC	I	I		
Environmental factors impacts on human health & health disparities	I	IC	I		I	I	I		
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation	PUBH 302: Introduction to Public Health	ENHS 321: Environmental Pollution and Health	EPID 410: Principles of Epidemiology	EXSC 191: Physical Activity and Health	HPEB 300: Introduction to Health Promotion, Education, and Behavior	HPEB 470: Principles of Global Health	HPEB 553: Community Health	HSPM 412: Health Economics	HSPM 500: Introduction to Health Care Management and Organization
Introduction to planning concepts & features	I				IC	I		I	
Introduction to assessment concepts & features					IC				
Introduction to evaluation concepts & features					IC				

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	PUBH 302: Introduction to Public Health	ENHS 321: Environmental Pollution and Health	EPID 410: Principles of Epidemiology	EXSC 191: Physical Activity and Health	HPEB 300: Introduction to Health Promotion, Education, and Behavior	HPEB 470: Principles of Global Health	HPEB 553: Community Health	HSPM 412: Health Economics	HSPM 500: Introduction to Health Care Management and Organization
Characteristics & structures of the U.S. health system	I							I	IC
Comparative health systems	I					C		IC	
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	PUBH 302: Introduction to Public Health	ENHS 321: Environmental Pollution and Health	EPID 410: Principles of Epidemiology	EXSC 191: Physical Activity and Health	HPEB 300: Introduction to Health Promotion, Education, and Behavior	HPEB 470: Principles of Global Health	HPEB 553: Community Health	HSPM 412: Health Economics	HSPM 500: Introduction to Health Care Management and Organization
Legal dimensions of health care & public health policy						I		I	IC
Ethical dimensions of health care & public health policy	I	I				I		I	IC
Economical dimensions of health care & public health policy	I							IC	I
Regulatory dimensions of health care & public health policy								I	IC
Governmental agency roles in health care & public health policy	I	I					I	I	IC
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	PUBH 302: Introduction to Public Health	ENHS 321: Environmental Pollution and Health	EPID 410: Principles of Epidemiology	EXSC 191: Physical Activity and Health	HPEB 300: Introduction to Health Promotion, Education, and Behavior	HPEB 470: Principles of Global Health	HPEB 553: Community Health	HSPM 412: Health Economics	HSPM 500: Introduction to Health Care Management and Organization
Technical writing			I		C	I			
Professional writing	IC				I	I	I	I	I
Use of mass media			C		I	I			
Use of electronic technology	I		I	I	IC	I	I	I	

2) Include the most recent syllabus from each course listed in Template D9-1, or written guidelines, such as a handbook, for any required experience(s) listed in Template D9-1 that do not have a syllabus.

Documentation is located in ERF\D\D9\by course.

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

Strength: Incorporation of subject matter experts from departments aligns with the current decentralized ASPH structure to ensure domains are introduced and covered thoroughly across the curriculum from multiple public health perspectives.

Weakness and Improvement Plan: Although it is a strength to have departmental subject matter experts as instructors of required courses within the Public Health BA and BS curriculum, the current decentralized ASPH structure results in logistical challenges related to curriculum evaluation, monitoring and updating as part of the Associate Dean for Undergraduate Affairs' role. This potential weakness has been, and continues to be, addressed through intentional communication and formalized collaboration led by the Associate Dean for Undergraduate Affairs and Director Evaluation and Academic Assessment. For example, in AY24-25, the Associate Dean for Undergraduate Affairs will host a retreat for required undergraduate core course instructors.

D10. Public Health Bachelor's Degree Foundational Competencies

Students must demonstrate the following competencies:
- **the ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences**
- **the ability to locate, use, evaluate and synthesize public health information**

1) Provide a matrix, in the format of Template D10-1, that indicates the assessment activity for each foundational competency.

Template D10-1 Assessment Activities for Foundational Competencies		
Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences		
Competency	Courses	Specific assessment opportunity
Oral Communication	HPEB 300: Introduction to Health Promotion, Education, and Behavior	**PPT Presentation** Students individually present to class in person or online to communicate a piece of the group project in either communicating needs assessment, program goals & objectives, theoretical foundation, intervention overview and evaluation. Each student's verbal communication is evaluated for clarity, comprehensive presentation for their topic and their topic embedded within the group project and presentation skills (prepared, knowledge, volume, mannerisms). ERF\D\D10\HPEB 300\assessments
Written communication	ENHS 321: Environmental Health and Pollution	**Energy, Climate and Environment Formal Paper (Assignment #3)** Students are provided with several questions to demonstrate their understanding of energy, climate and environment based on course instruction and their ability to tie all three together throughout the 3–4-page written paper. ERF\D\D10\ENHS 321\assessments
Communicate with diverse audiences	PUBH 302: Introduction to Public Health	**Epidemiology Memo** Students create a business memo to address the national and state level of deaths associated with unintentional injuries/accidents. The memo will be written and submitted to their boss (aka instructor) as an employee for the SC State Health Department and Office of Injury Prevention ERF\D\D10\PUBH 302\assessments
Communicate through variety of media	ENHS 321: Environmental Health and Pollution	**Play and Report on the Climate Game** (Assignment #2) Students participate in an interactive on-line game to choose an advisor. **Superman is Not Coming Project** (Assignment #4) Students build a creative project (podcast, comic strip, poem, playlist, board game or artwork) based on the book "Superman is Not Coming". ERF\D\D10\ENHS 321\assessments
	EPID 410: Principles of Epidemiology	**Infographic Project** Students create an infographic, including images and specific data visualizations, on a health topic of their choice to address a question related to a disease/condition or risk factor for a health condition. ERF\D\D10\EPID 410\assessments
	PUBH 302: Introduction to Public Health	**Epidemiology Memo** Students create a business memo to address the national and state level of deaths associated with unintentional injuries/accidents. The memo will be written and submitted to their boss (aka instructor) as an employee for the SC State Health Department and Office of Injury Prevention ERF\D\D10\PUBH 302\assessments
	PUBH 498: Senior Capstone Seminar	**Capstone Project** (Parts 1-5) Students complete 50 hours of practicum experience at an approved site and complete a capstone project that include a proposal, project justification, health communication/media campaign, project results in an organizational setting and "elevator pitch" in the video form. ERF\D\D10\PUBH 498\assessments

Template D10-1: Assessment Activities for Foundational Competencies (continued)		
Information Literacy: Students should be able to locate, use, evaluate and synthesize public health information		
Competency	Courses	Specific assessment opportunity
Locate information	PUBH 302: Introduction to Public Health	**Epidemiology Memo** Students create a business memo to address the national and state level of deaths associated with unintentional injuries/accidents. The memo will be written and submitted to their boss (aka instructor) as an employee for the SC State Health Department and Office of Injury Prevention ERF\D\D10\PUBH 302\assessments
Use information	EXSC 191: Physical Activity and Health	**Nutrient Assessment Project** Students record a food diary and build a nutrient report to complete a nutrient assessment. **Fitness Assessment Project** Students create a physical activity diary and develop a way to reduce stress, along with a physical activity and fitness assessment. ERF\D\D10\EXSC 191\assessments
	PUBH 302: Introduction to Public Health	**Epidemiology Memo** Students create a business memo to address the national and state level of deaths associated with unintentional injuries/accidents. Assignment requires research using the CDC websites to obtain leading causes of death data. ERF\D\D10\PUBH 302\assessments
Evaluate information	EXSC 191: Physical Activity and Health	**Nutrient Assessment Project** Students record a food diary and build a nutrient report to complete a nutrient assessment. **Fitness Assessment Project** Students create a physical activity diary and develop a way to reduce stress, along with a physical activity and fitness assessment. ERF\D\D10\EXSC 191\assessments
	PUBH 302: Introduction to Public Health	**Epidemiology Memo** Students create a business memo to address the national and state level of deaths associated with unintentional injuries/accidents. Assignment requires students to make suggestions on how to address public health problems regarding deaths from their research. ERF\D\D10\PUBH 302\assessments
Synthesize information	HSPM 412: Health Economics	**Current Issues Journal** Students read academic journals and respond in writing in conjunction with critical thinking on concepts and course material to apply basic economic principles. ERF\D\D10\HSPM 412\assessments
	PUBH 302: Introduction to Public Health	**Epidemiology Memo** Students create a business memo to address the national and state level of deaths associated with unintentional injuries/accidents. Assignments require students to summarize research information and data from multiple sources to discuss findings and recommendations. ERF\D\D10\PUBH 302\assessments

2) Provide supporting documentation for each assessment activity listed in Template D10-1. Documentation should include the following, as relevant, for each listed assessment:

Documentation is located in ERF\D\D10\by course\by assessment activity.

3) Include the most recent syllabus from each course listed in Template D10-1 (if not presented in Criterion D9), or written guidelines, such as a handbook, for any required elements listed in Template D10-1 that do not have a syllabus.

Documentation is located in ERF\D\D10\by course.

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

Strength: Assessment data is part of the ongoing evaluation process required by the University's Office of Institutional Research, Assessment and Analytics academic assessment plans.

D11. Public Health Bachelor's Degree Cumulative and Experiential Activities

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

1) Provide a matrix, in the format of Template D11-1, that identifies the cumulative and experiential activities through which students integrate, synthesize, and apply knowledge as indicated.

Template D11-1 Public Health Bachelor's Degree Cumulative and Experiential Activities	
Cumulative and Experiential Activity	How activity provides students the opportunity to integrate, synthesize, and apply knowledge.
PUBH 498: Public Health Capstone Seminar	All public health majors are required to take PUBH 498: Public Health Capstone Seminar. The course is structured to be a synthesis and application of BA and BS public health program content and competencies in a practice setting with emphasis on student-identified areas for professional growth. Students complete multiple tasks necessary for implementing a public health practice experience (i.e., capstone project) in a setting outside of the classroom. Throughout the course, students communicate in writing and orally how their capstone project contributed to their understanding of public health issues that affect society as a whole as well as those that affect vulnerable populations. Additionally, students must be able to articulate their personal values, beliefs, and goals for how they will contribute to public health problem-solving through the application of a multidisciplinary and ecological understanding of enhancing health and prevention of disease. During the experience, students integrate, synthesize, and apply knowledge and skills gained in their courses and capstone project to demonstrate mastery of integrating learning needed for further professional development and career exploration.

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

Documentation is located in the ERF\D\D11.

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

PUBH 498 is a seminar course (completed during a student's final semester) in which students are required to integrate public health competencies within class discussion and assignments. These assignments facilitate the development of the required capstone project in which students complete a minimum of 50 hours of experiential learning. The projects are not official university internships or field placements per se, but projects designed by the students (with oversight from the instructor) to meet their specific interests and to enhance their skill development.

The objectives of the capstone project are for students to apply public health principles and concepts through "beyond the classroom" community-based practice, to gain experience at a public health agency, and to hone professional skills through experiential learning.

Because students design their own unique capstone project with instructor input, they are able to pursue projects that align with their personal academic and professional interests. The end result is a collection of diverse capstone projects. For example, recent student capstone projects include: working with officials at the South Carolina Department of Health and Environmental Control (now the South Carolina Department of Public Health) to promote an existing program ("Ending the Epidemics SC"); partnering with Global Community Health Volunteers to set up health clinics in rural Guatemala to educate patients on prevention and disease management; and partnering with the Gamecock CommUnity Shop to increase accessibility and provide support for students/faculty/staff experiencing food insecurity.

The capstone course aligns with University requirements for Graduation with Leadership Distinction (GLD), an honor bestowed by the university at commencement. To-date, the Arnold School has the highest percentage of GLD graduates (relative to its overall number of graduates) of any college/school at USC. GLD requires students to "demonstrate extensive, purposeful engagement beyond the classroom; understanding of course concepts in *real world* settings; and application of learning to make decisions and solve problems."

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

Documentation is located in ERF\D\D11\syllabus PUBH 498 Spring 2024.

D12. Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences

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

1) Briefly describe, in the format of Template D12-1, the manner in which the curriculum and co-curricular experiences expose students to the identified concepts.

Template D12-1 Cross-Cutting Concepts and Experiences	
Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Advocacy for protection and promotion of the public's health at all levels of society	**HPEB 470**: *Op Ed Assignment* – students write an evidence-based piece on the global health topic of their choosing **PUBH 302:** *epidemiology memo* – students provide suggestions for how to address their identified public health problem
Community dynamics	**HPEB 553:** *Reaction Paper* – students describe the community health implications presented in their selected article; *Community Health Assessment* – students provide an overview of various community-based organizations associated with their community health problem.
Critical thinking and creativity	**HPEB 300:** *Program Planning Project (PPP)* – students complete a program planning report that includes a needs assessment, outline of mission/goals/objectives, and program implementation plan **PUBH 498:** *Capstone Project (Part 3)* – students develop a media campaign for their target audience
Cultural contexts in which public health professionals work	**PUBH 302:** *Course materials and lectures* – across the various course topics, students are presented with multiple examples of public health professionals' work **PUBH 498:** *Senior Capstone Project* – students are afforded the opportunity to work in the community and observe public health in a variety of professional settings and contexts.
Ethical decision making as related to self and society	**HSPM 500:** *Class readings and lectures* – students discuss ethics in t context of Leadership (week 3) and they are provided a copy of the ACHE Code of Ethics **ENHS 321**: *Superman's Not Coming Reflection* – a book based on Erin Brockovich's philosophy of encouraging everyday citizens to take action before a crisis.
Independent work and a personal work ethic	**PUBH 498:** *Senior Capstone Project* – students complete 50 hours of experiential learning concluding with their final project.
Networking	**PUBH 498:** *Senior Capstone Project* – students complete 50 hours of experiential learning with public health agency and preceptor.
Organizational dynamics	**HSPM 500:** *Class readings and lectures* – Chapter 4 of textbook focuses on Organizational Behavior and Management Thinking **PUBH 498:** *Senior Capstone Project* – students complete 50 hours of experiential learning with public health agency and preceptor.
Professionalism	**HSPM 500:** *Class readings and lectures* – Chapter 11 of textbook focuses on Managing Health Care Professionals **PUBH 498:** *Senior Capstone Project* – students complete 50 hours of experiential learning with public health agency and preceptor and fit within the organizational definition of professionalism.
Research methods	**EPID 410:** *Class readings and lectures* – 2nd section of the course presents information on study design, hypothesis testing, and other research methods
Systems thinking	**PUBH 302:** *Class readings, lectures, and activities* – as review of course material at the end of the semester, systems thinking is utilized to highlight the interconnectedness of course topics (policy, social determinants, access, etc.) **HSPM 412:** *class readings and lecture* – discussion of the relationship between supply and demand
Teamwork and leadership	**HPEB 300**: *Program Planning Project (PPP)* – completed in groups **HSPM 500:** *Class readings and lectures* – Chapter 2 of textbook focuses on Leadership **PUBH 498:** *Senior Capstone Project* – students complete 50 hours of experiential learning with public health agency and preceptor.

2) Provide syllabi for all required coursework for the major and/or courses that relate to the domains listed above. Syllabi should be provided as individual files in the electronic resource file and should reflect the current semester or most recent offering of the course.

Documentation is located in ERF\D\D12\by course.

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

Strength: Students are exposed to multiple public health disciplines and concepts with an opportunity for their knowledge and skills to be assessed in many different forms and academic products.

D13. MPH Program Length

An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for completion. Schools use university definitions for credit hours.

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

MPH degrees	Total Credit Hours (AY 24-25)
Environmental Health Sciences (ENHS)	43 credit hours
Epidemiology (EPID) *	43 credit hours
Health Promotion, Education, and Behavior (HPEB) *	45 credit hours
Health Services Policy and Management (HSPM) MPH *	45 credit hours
Physical Activity and Public Health (EXSC) MPH	45 credit hours

*Online and in-person degree programs credit hour requirements within concentration are equal

Joint MPH degrees	Total Credit Hours (AY 24-25)

MPH/MSW
   Health Promotion, Education, and Behavior (HPEB) MPH
   Master of Social Work MSW
	94 credit hours
	(MPH is 45 credit hours)

MPH/MSW
   Health Services Policy and Management (HSPM) MPH
   Master of Social Work MSW
	96 credit hours
	(MPH is 45 credit hours)

MPH/MPA
   Health Services Policy and Management (HSPM) MPH
   Master of Public Administration MPA
	72 credit hours
	(MPH is 45 credit hours)

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

All coursework is in the form of standard semester credit hours which are defined in terms of contact hours, as stated in university policy ACAF 2.03:

> *"Credit: The university adheres to the IPEDS definition of a credit hour as "a unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term." Therefore, each single course credit requires a minimum of 700 minutes of continuous and ongoing instructional time. A minimum of one calendar week of instruction with a cumulative total of at least 700 minutes is required for each credit offered. This time excludes breaks and final exams."*

D15. Bachelor's Degree Program Length

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

Schools and programs use university definitions for credit hours.

Bachelor's degree programs have publicly available policies and procedures for review of coursework taken at other institutions, including community colleges. These may be incorporated into articulation agreements.

Required documentation:

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

The University, in compliance with the South Carolina Commission on Higher Education (CHE) and Southern Association of Colleges and Schools Commission on Colleges (SACS COC), requires a minimum of 120 credit hours beyond high school to earn a bachelor's degree. (ACAF 2.00) Both the BA and the BS in Public Health require120 total credits.

2) Define a credit with regard to classroom/contact hours. (self-study document)

All coursework is in the form of standard semester credit hours which are defined in terms of contact hours, as stated in university policy ACAF 2.03:

> *One credit hour is the equivalent of 50 minutes of instruction per week over the entire term. Other than one credit labs or physical activity courses, most classes are three credit hours which equals 150 contact minutes per week.*

3) Describe policies and procedures for acceptance of coursework completed at other institutions, including community colleges. (self-study document)

USC requires official transcripts from all regionally accredited institutions including community/technical colleges, dual enrollment, and transient enrollment. Transfer credit is evaluated based on policies and procedures described in the Academic Bulletin. Effective Summer 2017, transfer grade points and GPAs do not appear on the USC record. Only transfer credit hours earned appear on students' official USC transcript. To be considered for transfer credit courses must have a grade of C (2.0 out of 4.0) or higher.

Pursuant to ACAF 2.15 the USC Registrar works with a designated faculty representative from each academic department to equate transfer courses directly to the USC course catalogue (i.e., "Transfer Tables"). Requests for faculty transfer course review are generated by the Registrar through the Transfer Evaluation System (TES) from College Source. TES is a database of over 7,500 college and university courses (n=140,000+) useful for managing equivalencies. Once the faculty representative completes the TES transaction, the Registrar enters the course equivalency in the Transfer Tables. The Registrar has a dedicated web page with transfer credit guidelines and a link to the tables "to get a general idea of how courses at other institutions may equate to courses at the university" and states that the information is not a guarantee of course credit. Approved Education Abroad courses are also included in the tables. Publicly available, the Transfer Tables are utilized by academic advisors, students, faculty and others. Transfer course degree applicability is determined by the school/college in which the student enrolls.

In 1995, the SC General Assembly passed Act 137 which outlined statewide transfer policies and procedures. Updated in 2018, the SC Statewide Transfer Policy stipulates that the University issue a transfer guide every August. Additionally, the Statewide Articulation of 86 Courses identifies approved courses for transfer from two to four-year SC public institutions. The South Carolina Transfer and Articulation Center online (SC TRAC) provides information on SC degrees, transfer course equivalencies and support for students planning a transfer.

Per the Statewide Policy, USC Admissions has a web page with guides for transfer students to determine how general education (i.e., Carolina Core) courses from two-year SC institutions count as well as how equivalents by major may be applied. The transfer guides for the public health BA and BS are listed here.

A June 1, 2022 Proviso (117.152) guarantees that "students with earned Associates Degrees from a SC public institution will receive a minimum of 60-credit hours at public four-year institutions and will be classified as a Junior. Course prerequisites and minimum credit requirements for awarding degrees shall still apply."

4) If applicable, provide articulation agreements with community colleges that address acceptance of coursework. (electronic resource file)

The statewide articulation agreement for community/technical college transfer course work is described in the Academic Bulletin under "Transfer: State Policy and Procedures":
https://academicbulletins.sc.edu/undergraduate/policies-regulations/admissions-policies-procedures/#text

All statewide transfer and articulation agreements are accessible from the SC TRAC web page under "Transfer Agreements."

5) Provide information about the minimum credit-hour requirements for coursework for the major in at least two similar bachelor's degree programs in the home institution. (self-study document)

Every USC bachelor's degree has a Program of Study with the following components:

1. Carolina Core (required) – general education courses for all undergraduate students
2. College Requirements – required courses for all majors in a college
3. Program Requirements – requirements specific to an academic program
4. Major Requirements (required) – courses leading to a degree in a distinct specialty area

The credit hour requirements for each component varies by degree. USC, however, requires at least 31 credit hours of general education coursework. The remaining components have a variable range of credit hour requirements.

Credit Hour Requirements for Similar Bachelor's Degree Programs, Bachelor of Arts				
	BA Public Health	BA Global Studies	BA Anthropology	BA Women's & Gender Studies
Carolina Core (General Education) (required)	31-43 hours	32-44 hours	32-44 hours	32-44 hours
College Requirements	12-15 hours	15-18 hours	15-18 hours	15-18 hours
Program Requirements	38-53 hours	25-49 hours	31-46 hours	34-49 hours
Major Requirements (required)	24 hours	24-33 hours	27 hours	24 hours
Total	120 hours	120 hours	120 hours	120 hours

Credit Hour Requirements for Similar Bachelor's Degree Programs, Bachelor of Science				
	BS Public Health	BS Environmental Science	BS Biology	BS Psychology
Carolina Core (General Education) *(required)*	32-44 hours	34-46 hours	32-44 hours	32-44 hours
College Requirements	12-15 hours	15-18 hours	15-18 hours	15-18 hours
Program Requirements	32-44 hours	28-45 hours	30-45 hours	29-47 hours
Major Requirements *(required)*	32 hours	34-46 hours	28 hours	32 hours
Total	120 hours	120 hours	120 hours	120 hours

See the 2023-2024 Academic Bulletin for degree requirements for all bachelor's degrees:
https://academicbulletins.sc.edu/

D16. Academic and Highly Specialized Public Health Master's Degrees

Students enrolled in the unit of accreditation's academic and highly specialized public health master's degrees complete a curriculum that is based on defined competencies; produce an appropriately rigorous discovery-based paper or project at or near the end of the program of study; and engage in research at a level appropriate to the degree program's objectives.

These students also complete coursework and other experiences, outside of the major paper or project, that substantively address scientific and analytic approaches to discovery and/or translation of public health knowledge.

Finally, students complete coursework that provides instruction in the foundational public health knowledge at an appropriate level of complexity. This instruction may be delivered through online, in-person or blended methodologies, but it must meet the following requirements while covering the defined content areas.

- The instruction includes assessment opportunities, appropriate to the degree level, that allow faculty to assess students' attainment of the introductory public health learning objectives. Assessment opportunities may include tests, writing assignments, presentations, group projects, etc.

- The instruction and assessment of students' foundational public health knowledge are equivalent in depth to the instruction and assessment that would typically be associated with a three-semester-credit class, regardless of the number of credits awarded for the experience or the mode of delivery.

The school identifies at least one required assessment activity for each of the foundational public health learning objectives. The school validates academic public health master's students' foundational public health knowledge through appropriate methods.

1) List the curricular requirements for each relevant degree in the unit of accreditation.

D16.1a Degree Requirements for Biostatistics, MS		
	Total Required Credit Hours	44
Course	Course Name	Credit Hours
PUBH 700	**Perspectives in Public Health**	**3**
BIOS 701	**Concepts and Methods of Biostatistics**	**3**
EPID 701	**Concepts and Methods of Epidemiology**	**3**
BIOS 745	**Seminar in Biostatistics**	**1**
BIOS 757	**Intermediate Biostatistics**	**3**
BIOS 758	**Advanced Linear Models in Biostatistics**	**3**
BIOS 709	**Basic Software for Public Health**	**1**
BIOS 711	**Introduction to R Programming**	**1**
BIOS 712	**Introduction to Stata Software**	**1**
BIOS 746	**Introduction to Complex Survey Data Analysis**	**1**
BIOS 759	**Theory and Methods of Discrete Data Analysis**	**3**
BIOS 761	**Survival Analysis**	**3**
BIOS 770	**Applied Longitudinal Data Analysis**	**3**
STAT 512	**Mathematical Statistics**	**3**
STAT 513	**Theory of Statistical Inference**	**3**
BIOS 799	**Thesis Preparation**	**6**
Electives: one (three-hour credit) course is required from the following list		**3**
BIOS 760	Biostatistical Methods in Clinical Trials	3
BIOS 765	Research Design in the Biomedical Sciences	3
BIOS 775	Biostatistical Aspects of Bioinformatics	3
BIOS 780	Introduction to Quantile Regression	3
BIOS 811	Survival Analysis II	3
BIOS 815	Generalized Linear Models	3
BIOS 820	Bayesian Biostatistics and Computation	3
BIOS 825	Multivariate Biostatistics	3
EPID 741	Intermediate Epidemiologic Methods	3
STAT 518	Nonparametric Statistical Methods	3
STAT 519	Sampling	3

D16.1b Degree Requirements for Environmental Health Science, MS		
	Total Required Credit Hours	36
Course	**Course Name**	**Credit Hours**
ENHS 660	**Concepts of Environmental Health Science**	**3**
EPID 700	**Introduction to Epidemiology**	**3**
PUBH 700	**Perspectives in Public Health**	**3**
ENHS 799	**Thesis Preparation**	**6**
Select Departmental Courses (following is a sample list)		**9**
ENHS 592	Oceans and Human Health	3
ENHS 665	Biofilms in Environmental Health & Disease	3
ENHS 670	Environmental Pollutants & Human Health	3
ENHS 675	Infectious Disease Ecology	3
ENHS 760	Fundamentals of Air Pollution	3
ENHS 761	Ecotoxicology of Aquatic Systems	3
ENHS 765	Applied Research in the Environmental Health	3
ENHS 770	Microbial Processes and Pollution	3
ENHS 771	Seminar Series in Environmental Health Sciences	1
Select Quantitative and Technical Skills (following is a sample list)		**12**
ENHS 665	Biofilms in Environmental Health & Disease	3
ENHS 670	Environmental Pollutants & Human Health	3
ENHS 675	Infectious Disease Ecology	3
ENHS 760	Fundamentals of Air Pollution	3
ENVR 501	Environmental Advocacy Environmental Policies & Regulations	3
ENVR 709	Marine Data Science with R	3
GEOG 516	Coastal Zone Management	3
GEOG 530	Environmental Hazards	3
GEOG 535	Hazards Analysis and Planning	3
GEOG 551	Remote Sensing of the Environment	3
GEOG 554	Spatial Programming	3
GEOG 564	GIS-Based Modeling	3
GEOG 573	Climatic Change and Variability	3
GEOG 730	Seminar in Environmental Geography	3
MSCI 537	Aquaculture	3
MSCI 552	Population Genetics	3
MSCI 575	Marine Ecology	3
MSCI 581	Estuarine Oceanography	3
MSCI 599	Topics in Marine Science	1-3
MSCI 781	Physical Oceanography	3

See ERF for proposed ENHS MS proposed degree requirement in the ERF: D\D16\ENHS MS

D16.1c Degree Requirements for Epidemiology, MS		
	Total Required Credit Hours	**43**
Course	**Course Name**	**Credit Hours**
PUBH 700	**Perspectives in Public Health**	**3**
BIOS 701	**Concepts and Methods of Biostatistics**	**3**
EPID 701	**Concepts and Methods of Epidemiology**	**3**
EPID 721	**Clinical and Population Research Protocol Development & Implementation**	**2**
EPID 722	**Scientific Writing and Appraisal of Epidemiologic Studies**	**2**
EPID 741	**Intermediate Epidemiologic Methods**	**3**
BIOS 757	**Intermediate Biostatistics**	**3**
BIOS 709	**Basic Software for Public Health**	**1**
BIOS 714	**Introduction to MS Access for Public Health**	**1**
BIOS 719	**Advanced SAS Methods for Public Health**	**1**
BIOS 754	**Discrete Data Analysis**	**3**
EPID 788	**Practical Methods for Secondary Data Analysis**	**3**
Major Electives: two of the following courses from the following list is required		*6*
EPID 542	Global Health Epidemiology	3
EPID 661	Parasitology	4
EPID 730	Public Health Surveillance Systems	3
EPID 744	Cardiovascular Disease Epidemiology	3
EPID 746	Cancer Epidemiology	3
EPID 749	Infectious Disease Epidemiology	3
EPID 763	Nutritional Epidemiology	3
EPID 765	Reproductive Epidemiology	3
EPID 768	Psychiatric Epidemiology	3
EPID 770	Social Epidemiology	3
EPID 777	Genetic Epidemiology	3
EPID 790	Independent Study	3
EPID 794	Special Topics in Epidemiology	3
EPID 830	Seminar on the Epidemiology of Aging	3
EPID 869	Clinical Effectiveness	3
One additional elective (three-hour credit) course is chosen to support the student's overall educational goals. The Academic Advisor must approve all elective courses. Typically, the elective course is chosen from the list above (in addition to the two major courses already.)		**3**
EPID 799	**Thesis Preparation**	**6**

2) Provide a matrix, in the format of Template D16-1, that indicates the assessment activity for each of the foundational public health learning objectives listed above (1-12). Typically, the school will present a separate matrix for each degree program, but matrices may be combined if requirements are identical.

Template D16-1: Content Coverage for Public Health Master's Degrees	
Foundational Public Health Learning Objectives	Assessment description in PUBH 700
1. Explain public health history, philosophy, and values	**Public Health History, Core Functions, Essential Services, Philosophy, and Value assessment** in Module 1 requires students to answer matching, multiple choice and short answer questions.
2. Identify the core functions of public health and the 10 Essential Services*	
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	**Flint Water Case Study assessment** in Module 8 requires students to watch a documentary and compete multiple choice and short answer questions.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	**Climate Change, Morbidity and Mortality assessment** in Modules 4, 5, and 7 (parts 1 & 2) requires students to answer multiple choice and a short answer question.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	**Public Health History, Core Functions, Essential Services, Philosophy, and Value assessment** in Module 1 requires students to answer matching, multiple choice and short answer questions. The COVID 19 case study is provided as an additional resource for the students.
6. Explain the critical importance of evidence in advancing public health knowledge	**BRFSS/Evidence-Based Public Health assessment** in Module 4 asks students to use the BRFSS in order to answer multiple choice and short answer questions.
7. Explain effects of environmental factors on a population's health	**Climate Change, Morbidity and Mortality assessment** in Modules 4, 5, and 7 (parts 1 & 2) requires students to answer multiple choice and a short answer question. **One Health Midterm assessment** in Module 5 requires students to answer multiple choice and short answer questions.
8. Explain biological and genetic factors that affect a population's health	**One Health Midterm assessment** in Module 5 requires students to answer multiple choice and short answer questions.
9. Explain behavioral and psychological factors that affect a population's health	**One Health Midterm assessment** in Module 5 requires students to answer multiple choice and short answer questions.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	**Determinants of Health Discussion Board assessment** in Module 2 requires students to participate in a simulation, watch several videos, post a discussion board to a specific set of provided questions and comment to two other students' posts.
11. Explain how globalization affects global burdens of disease	**One Health Midterm assessment** in Module 5 requires students to answer multiple choice and short answer questions.
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	**One Health Midterm assessment** in Module 5 requires students to answer multiple choice and short answer questions.

3) Provide supporting documentation for each assessment activity listed in Template D16-1. Documentation should include the following, as relevant, for each listed assessment:
Documentation is located in ERF\D\D16\PUBH 700\by assessment title.

4) Provide a matrix, in the format of Template D16-2, that lists competencies for each relevant degree and concentration. The matrix indicates how each competency is covered in the curriculum. Typically, the school will present a separate matrix for each concentration. Note: these competencies are defined by the school and are distinct from the foundational public health learning objectives defined in this criterion.

Template D16-2.a: Concentration Competencies for Academic Master's Degrees in Biostatistics (BIOS)	
Competency	**Describe how this competency is covered**
1. Evaluate a given health-related problem and to identify the most appropriate statistical technique (e.g., t-test, contingency table, correlation) for analysis.	**BIOS 701: Concepts and Methods of Biostatistics** Students engage in content through assigned readings, lectures, and homework assignments to address application of descriptive statistics, graphical methods, probability, discrete and continuous distributions, estimation and hypothesis testing with inferential statistics for numeric and categorical data, analysis of variance, correlation and regression. ERF\D\D16\BIOS MS
2. Interpret the results of a statistical analysis and communicate such interpretations easily.	**BIOS 757: Intermediate Biostatistics** is designed to be a second semester biostatistics course for biostatistics and/or statistics majors. This course serves as a calculus-based introduction to linear models, which are used as statistical analysis tools in almost every field of study. Specific topics that may be covered in lectures, homework assignments and discussion include maximum likelihood estimation, ordinary least squares, simulations, correlation, simple linear regression, multiple regression, indicator variables, polynomial regression, analysis of covariance, model selection procedures, one- and two-factor analysis of variance, logistic regression, Poisson regression and generalized linear models. ERF\D\D16\BIOS MS
3. Display a mastery of traditional and newly developed statistical techniques, including multi-variable methods for continuous and categorical data analysis	**BIOS 759 : Theory and Methods of Discrete Data Analysis** covers this competency through lectures and homework assignments relevant to analyzing discrete outcomes with topics including contingency tables, measures of association, logistic regression, maximum likelihood estimation, conditional logistic regression, Generalized Linear Models, assessing model fit and modeling strategies. ERF\D\D16\BIOS MS **BIOS 761: Survival Analysis** Students engage in competency content in this course through lectures, homework assignments, projects, exams and assigned readings to address the application and interpretation of standard parametric and nonparametric methods to describe survival data, compare the survival of several groups, explain survival with covariates and compare different survival models. ERF\D\D16\BIOS MS **BIOS 770: Applied Longitudinal Data Analysis** covers this competency with lectures, homework assignments, assigned readings, and exams which focus on the principles and methods for data analysis and interpretation of longitudinal data. ERF\D\D16\BIOS MS
4. Obtain, manage, and analyze public health data through the utilization of statistical software packages	**BIOS 709: Basic Software for Public Health** covers the competency content through 11 modules which consist of a recorded lecture and lab, 3 homework assignments, assigned readings and projects. ERF\D\D16\BIOS MS **BIOS 712: Introduction to Stata Software** covers this competency with 11 modules which consist of a recorded lecture and lab, 3 homework assignments, assigned readings and projects. ERF\D\D16\BIOS MS
5. Create and complete a thesis and communicate the results.	**BIOS 799: Thesis Preparation** This competency is covered by the student's enrollment and participation in at least six credit hours of thesis preparation. The **Thesis Defense Evaluation** assesses this competency in two phases: a public presentation and an oral exam**.** ERF\D\D16\BIOS MS

Template 16-2.b.1: AY 23-24 Concentration Competencies for Academic Master's Degrees in Environmental Health Sciences (ENHS)	
Competency	**Describe how this competency is covered**
1. Students are expected to demonstrate an overall mastery of the major concepts and applications of public health principles in environmental health sciences.	**ENHS 660: Concepts of Environmental Health Science.** This course covers major ecology and toxicology principles and how environmental chemical stressors affect ecosystem and human populations through asynchronous lectures, assigned readings, study guides, student presentations and discussions, and expert guest lectures. **ENHS 675: Infectious Disease Ecology.** This course covers ecological theories as the basis for environmental change and the emergence/re-emergence of infectious agents as biological stressors. Content is delivered through lectures, assigned readings, student discussions and presentations.
2. Students are expected to understand and be able to discuss the major concepts and applications of environmental health practice specific to their respective research interests.	**ENHS 660: Concepts of Environmental Health Science.** This course covers major ecology and toxicology principles and how environmental chemical stressors affect ecosystem and human populations through asynchronous lectures, assigned readings, study guides, student presentations and discussions, and expert guest lectures. **ENHS 761: Ecotoxicology of Aquatic Ecosystems.** The course teaches the concepts of lethal and sublethal effects of environmental stressors on organisms living in the water column and in sediments of aquatic systems, as well as the importance of water and sediment quality standards in protecting ecosystem health. This includes learning the fundamentals of practical techniques used in aquatic toxicology, molecular toxicology, risk assessment and modeling applied to environmental issues through lectures, homework, and class projects.
3. Students will identify major issues and knowledge gaps in a specific area of the environmental health sciences, develop original hypotheses, design a research program, and defend research findings that make significant contributions to the identified issues and knowledge gaps.	**ENHS 660: Concepts of Environmental Health Science.** This course covers major ecology and toxicology principles and how environmental chemical stressors affect ecosystem and human populations through asynchronous lectures, assigned readings, study guides, student presentations and discussions, and expert guest lectures.

Proposed Competency Revisions for AY25-26 in ERF\D16\ENHS MS

Template D 16-2.c: Competencies for Academic Master's Degrees in Epidemiology (EPID)	
Competency	**Describe how this competency is covered**
1. Formulate research questions and develop evidence-based hypotheses that are testable with quantitative data.	**EPID 701: Concepts and Methods of Epidemiology** Students engage in this content through problem-based learning approaches, through lectures, assigned readings, videos or podcasts, leadings, group discussions, lab exercises and homework assignments.
2. Develop protocols for primary data collection and documentation of secondary data analyses.	**EPID 721: Clinical and Population Research Protocol** This competency is covered by lectures, assigned readings, in-class discussions, and guest speakers. **EPID 788: Practical Methods for Secondary Data Analysis** engages students in content through lectures, hands-on labs, homework assignments and assigned readings.
3. Synthesize and critically evaluate public health literature.	**EPID 722: Scientific Writing and Appraisal of Epidemiologic Studies** The content addresses strobe and consort guidelines, literature search strategies, systemic reviews, authorship guidelines, ethics issues and meta-analyses through assigned readings, lectures, presentations and class discussions.
4. Choose and apply appropriate quantitative analysis methods to answer a specific research question using a public health dataset.	**BIOS 757: Intermediate Biostatistics** engages students in content through lectures which focus the understanding and application of topics such as linear models, correlation, simple linear regression, multiple regression, indicator variables, polynomial regression, analysis of covariance, model selection procedures, one- and two-factor analysis of variance, logistic regression, and Poisson regression.
5. Communicate epidemiological findings effectively in oral and written formats.	**EPID 722: Scientific Writing and Appraisal of Epidemiologic Studies** The content addresses strobe and consort guidelines, literature search strategies, systemic reviews, authorship guidelines, ethics issues and meta-analyses through assigned readings, lectures, presentations and class discussions.
6. Manage a public health dataset with at least one software package (SAS, R, etc.).	**EPID 788: Practical Methods for Secondary Data Analysis**. Students engage in the content through lectures, hands-on labs, homework assignments and assigned readings. **BIOS 719: Advanced SAS Methods for Public Health** This competency is covered through 11 modules lectures, 11 labs and 2 homework assignments.
7. Analyze (quantitatively) health disparities and health inequities.	**EPID 788: Practical Methods for Secondary Data Analysis** Students engage in the content through lectures, hands-on labs, homework assignments and assigned readings **EPID 741: Intermediate Epidemiologic Methods** engages students in the content through lectures and assigned readings.

5) Provide supporting documentation that clearly identifies how the school or program ensures that students complete a curriculum based on defined competencies. Documentation may include detailed course schedules or outlines to selected modules from the learning management system that identify the relevant assigned readings, lecture topics, class activities, etc.)

Documentation is located in ERF\D\D16\by concentration\by course.

6) Briefly explain how the school ensures that the instruction and assessment in basic public health knowledge is generally equivalent to the instruction and assessment typically associated with a three-semester-credit course.

PUBH 700: Perspectives in Public Health is a required three-hour graduate level course for all graduate students (MS & PhD) who do not hold a public health degree. PUBH 700 provides instruction and assessment for the 12 Foundational Public Health Learning Objectives.

7) Identify required coursework and other experiences that address the variety of public health research methods employed in the context of a population health framework to foster discovery and/or translation of public health knowledge and a brief narrative that explains how the instruction and assessment is equivalent to that typically associated with a three-semester-credit course.

All three public health MS programs, BIOS, and EPID, require EPID 701, which is a three-hour credit course. Documentation for ENHS says EPID 700 is required, but EPID 701 is also accepted since EPID 700 is not a regular course offering. ENHS is revising program requirements to reflect EPID 700 or 701. This core course in epidemiology is intended to introduce students to the discipline of epidemiology and its application to public health research and practice. It provides a conceptual foundation for further study of epidemiology, especially study design, quantitative concepts and methods, analysis, and interpretation. Part of the course is designed based on problem-based learning approaches to epidemiologic concepts and methods.

The typical instructional methods will include interactions with guest speakers, instructor and other students in question-and-answer sessions, discussion of major concepts, and practical applications of difficult key concepts. The following skills and methods are covered in EPID 701:

- Steps to formulate research questions and develop evidence-based hypotheses that are testable with quantitative data.
- Concepts of disease variation in time, person and place.
- Measures of morbidity in populations including incidence and prevalence; measures of mortality and standardization procedures.
- Measures of association and impact including relative risk, odds ratio and attributable risk concepts.
- Study designs (e.g., randomized controlled trial, cohort, case-control, cross-sectional, ecological studies).
- Sources of random and non-random error (e.g. bias, confounding, measures of reliability and validity).
- Methods to evaluate confounding and effect-modification.
- Basic methods for evaluating the effectiveness of public health intervention programs.
- Criteria for causal inference and evaluation of scientific evidence.

8) Briefly summarize policies and procedures relating to production and assessment of the final research project or paper.

All ASPH policies for program thesis requirements follow the University of South Carolina Graduate School policies for Master's Degree Requirements.

The thesis serves as the final research project or paper for Public Health Master of Science students. At least 20 days prior to graduation, the candidate must submit the final revision to the Graduate School.

9) Provide links to handbooks or webpages that contain the full list of policies and procedures governing production and assessment of the final research project or paper for each degree program.

Documentation is located in ERF\D\D16\Handbook links for thesis.

10) Include completed, graded samples of deliverables associated with the major paper or project. The school must provide at least 10% of the numbers produced in the last three years or five examples, whichever is greater.

Documentation is located in ERF\D\D16\by concentration.

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

D17. Academic Public Health Doctoral Degrees

Students enrolled in the unit of accreditation's academic and highly specialized public health master's degrees complete a curriculum that is based on defined competencies; produce an appropriately rigorous discovery-based paper or project at or near the end of the program of study; and engage in research at a level appropriate to the degree program's objectives.

These students also complete coursework and other experiences, outside of the major paper or project, that substantively address scientific and analytic approaches to discovery and translation of public health knowledge.

These students complete doctoral-level, advanced coursework and other experiences that distinguish the school of study from a master's degree in the same field. The school defines appropriate policies for advancement to candidacy, within the context of the institution.

Finally, students complete coursework that provides instruction in the foundational public health knowledge at an appropriate level of complexity. This instruction may be delivered through online, in-person or blended methodologies, but it must meet the following requirements while covering the defined content areas.

- **The instruction includes assessment opportunities, appropriate to the degree level,28 that allow faculty to assess students' attainment of the introductory public health learning objectives. Assessment opportunities may include tests, writing assignments, presentations, group projects, etc.**
- **The instruction and assessment of students' foundational public health knowledge are equivalent in depth to the instruction and assessment that would typically be associated with a three-semester-credit class, regardless of the number of credits awarded for the experience or the mode of delivery.**

The school identifies at least one required assessment activity for each of the foundational public health learning objectives. The school validates academic doctoral students' foundational public health knowledge through appropriate methods.

1) List the curricular requirements for each non-DrPH public health doctoral degree in the unit of accreditation, **EXCLUDING requirements associated with the final research project.** The list must indicate (using grey shading and garnet text) each required curricular element that a) is designed expressly for doctoral, rather than master's students or b) would not typically be associated with completion of a master's degree in the same area of study.

   The school may present accompanying narrative to provide context and information that aids reviewers' understanding of the ways in which doctoral study is distinguished from master's-level study. This narrative is especially important for institutions that do not formally distinguish master's-level courses from doctoral-level courses.

   The school will present a separate list for each degree program and concentration as appropriate.

The Arnold School of Public Health offers five public health doctoral degrees in the following concentration areas:

- Biostatistics (BIOS)
- Environmental Health Sciences (ENHS)
- Epidemiology (EPID)
- Health Promotion, Education, and Behavior (HPEB)
- Health Services Policy and Management (HSPM).

D17.1a Curricular Requirements Expressly for Biostatistics, Ph.D. (excluding dissertation hours)		
Course Number	Course Name	Credit Hours
STAT 712	Mathematical Statistics I	3
STAT 713	Mathematical Statistics II	3
STAT 714	Linear Statistical Models	3
BIOS 825 or BIOS 820	Multivariate Biostatistics or Bayesian Biostatistics and Computation	3
BIOS 845	Seminar (1 credit per semester for 2 semesters)	2
BIOS 890	Practicum in Teaching, Consulting or Grant Writing	3
A student must select seven courses from the list to complete. Three selections must be 800-level, one must be a cognate and approved by the advisor, whereas the other three can be electives.		
BIOS 758	Advanced Linear Models in Biostatistics	3
BIOS 759	Theory and Methods of Discrete Data Analysis	3
BIOS 760	Biostatistical Methods in Clinical Trials	3
BIOS 761	Survival Analysis	3
BIOS 765	Research Design in the Biomedical Sciences	3
BIOS 770	Applied Longitudinal Data Analysis	3
BIOS 775	Biostatistical Aspects of Bioinformatics	3
BIOS 780	Introduction to Quantile Regression	3
BIOS 794	Selected Topics in Biostatistics	3
BIOS 811	Survival Analysis II	3
BIOS 815	Generalized Linear Models	3
BIOS 822	Statistical Methods in Spatial Epidemiology	3
BIOS 890	Independent Study	3
BIOS 894	Selected Topics in Biostatistics	3

D17.1b Curricular Requirements Expressly for Environmental Health Sciences, Ph.D. (excluding dissertation hours)		
Course Number	Course Name	Credit Hours
EPID 701	Concepts and Methods of Epidemiology	3
ENHS 660	Concepts of Environmental Health Science	3
The Environmental Health Science doctoral program of study differentiates coursework to provide students with a very individualized and highly specialized research degree. As such, the specific curriculum for the Environmental Health Sciences doctoral degrees varies with the discipline area. *See ERF D\D17\ENHS for ENHS PhD proposed curriculum changes currently in the approval process.*		

D17.1c Curricular Requirements Expressly for Epidemiology, Ph.D.(excluding dissertation hours)		
Course Number	**Course Name**	**Credit Hours**
PUBH 700	Perspectives in Public Health	3
EPID 800	**Advanced Methodological Theory in Epidemiology**	**3**
EPID 801	**Advanced Analytic Methods in Epidemiology**	**3**
EPID 802	**Grant Writing**	**3**
EPID 845	**Doctoral Seminar (1 credit taken 3 times)**	**3**
EPID 890	**Independent Study (Teaching Practicum)**	**3**
EPID 890	**Independent Study (Consulting Practicum)**	**3**
BIOS XXX	Three BIOS courses, three credit hours each	9

D17.1d Degree Requirements for Health Promotion, Education, and Behavior, Ph.D. (excluding dissertation hours)		
Course Number	**Course Name**	**Credit Hours**
PUBH 700	Perspectives in Public Health	3
HPEB 771	**Socio-Cultural Perspectives on Population Health**	**3**
HPEB 824	**Social and Physical Environment Interventions in Health Promotion**	**3**
HPEB 818	**Advanced Evaluation of Health Promotion Programs**	**3**
HPEB 704	**Health Education Research Seminar (three one-hour seminars)**	**3**
EPID 701	Concepts and Methods of Epidemiology	3
HPEB 715	**Qualitative Research Methods in Public Health**	**3**
HPEB 810	**Applied Measurement in Health Education Research**	**3**
BIOS 757 EDRM 711 or equivalent	Intermediate Biostatistics Educational Statistics II or equivalent	3
Two to four additional courses in research methods		
Three to five courses in defined content or topical area		

D17.1e Degree Requirements for Health Services Policy and Management, Ph.D. (excluding dissertation hours)		
Course Number	**Course Name**	**Credit Hours**
PUBH 700	Perspectives in Public Health	3
EPID 701	Concepts and Methods of Epidemiology	3
HSPM 845	**Advanced Study in Health Policy Management I**	**3**
HSPM 846	**Advanced Topics in Health Policy and Management II**	**3**
HSPM 717	**Health Services Research Methods I**	**3**
HSPM 719	**Health Services Research Methods II**	**3**
HSPM 791	**Selected Topics**	**1-6**
BIOS 700	Introduction to Biostatistics	3
HSPM 830	**Advanced data structures and analytic methods**	**3**
BIOS 757	Intermediate Biometrics	3
HSPM 800	**Seminar (taken four times)**	**4**

2) Provide a matrix, in the format of Template D17-1, that indicates the assessment activity for each of the foundational public health learning objectives listed above (1-12). Typically, the school will present a separate matrix for each degree program, but matrices may be combined if requirements are identical.

Doctoral students who do not hold a previously awarded public health degree must complete a three-credit hour course PUBH 700: Perspectives in Public Health. The PUBH 700 curriculum modules are directly mapped to the CEPH foundational public health learning objectives.

Template D17-1: Content Coverage for Public Health Doctoral Degrees	
Foundational Public Health Learning Objectives	Assessment description in PUBH 700
1. Explain public health history, philosophy, and values	**Public Health History, Core Functions, Essential Services, Philosophy, and Value assessment** in Module 1 requires students to answer matching, multiple choice and short answer questions.
2. Identify the core functions of public health and the 10 Essential Services*	
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	**Flint Water Case Study assessment** in Module 8 requires students to watch a documentary and compete multiple choice and short answer questions.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	**Climate Change, Morbidity and Mortality assessment** in Modules 4, 5, and 7 (parts 1 & 2) requires students to answer multiple choice and a short answer question.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	**Public Health History, Core Functions, Essential Services, Philosophy, and Value assessment** in Module 1 requires students to answer matching, multiple choice and short answer questions. The COVID 19 case study is provided as an additional resource for the students.
6. Explain the critical importance of evidence in advancing public health knowledge	**BRFSS/Evidence-Based Public Health assessment** in Module 4 asks students to use the BRFSS in order to answer multiple choice and short answer questions.
7. Explain effects of environmental factors on a population's health	**Climate Change, Morbidity and Mortality assessment** in Modules 4, 5, and 7 (parts 1 & 2) requires students to answer multiple choice and a short answer question. **One Health Midterm assessment** in Module 5 requires students to answer multiple choice and short answer questions.
8. Explain biological and genetic factors that affect a population's health	**One Health Midterm assessment** in Module 5 requires students to answer multiple choice and short answer questions.
9. Explain behavioral and psychological factors that affect a population's health	**One Health Midterm assessment** in Module 5 requires students to answer multiple choice and short answer questions.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	**Determinants of Health Discussion Board assessment** in Module 2 requires students to participate in a simulation, watch several videos, post a discussion board to a specific set of provided questions and comment to two other students' posts.
11. Explain how globalization affects global burdens of disease	**One Health Midterm assessment** in Module 5 requires students to answer multiple choice and short answer questions.
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	**One Health Midterm assessment** in Module 5 requires students to answer multiple choice and short answer questions.

3) Provide supporting documentation for each assessment activity listed in Template D17-1. Documentation should include the following, as relevant, for each listed assessment:

Documentation is located in ERF\D\D16\PUBH 700\by assessment title.

4) Provide a matrix, in the format of Template D17-2, that lists competencies for each relevant degree and concentration. The matrix indicates how each competency is covered in the curriculum. Typically, the school will present a separate matrix for each concentration. Note: these competencies are defined by the school and are distinct from the introductory public health learning objectives defined in this criterion.

Template D17-2.a Competencies for Academic Doctoral Degrees in Biostatistics (BIOS)	
Competency	Describe how this competency is covered
1. Display a mastery of advanced biostatistical techniques.	**BIOS 820: Bayesian Biostatistics and Computation** Students engage in this content through application in biostatistical problems, with an emphasis on modern advances in computational methods that allow the fitting of relatively complex models. Specific topics to be covered include multivariate distributions, inference on multivariate population means, multivariate analysis of variance, discriminant analysis, principal component analysis, factor analysis, canonical correlation analysis, cluster analysis ERF\D\D17\BIOS PhD\BIOS 820 OR **BIOS 825: Multivariate Biostatistics** This course engages students in multivariate statistical analysis in public health research, emphasizing the application of Bayesian analysis and methods and modern computation algorithms to implement Bayesian modes and the use of R/WinBUGS/OpenBUGS to development and analyze Bayesian biostatistical problems rather than theory development. ERF\D\D17\BIOS PhD\BIOS 825
2. Teach topics in biostatistics in a formal classroom setting.	**BIOS 890: Independent Study Teaching Practicum** focuses on pedagogical and practical issues related to teaching a course in biostatistics. Through the practicum, the student will serve as a junior colleague to the course instructor, and thereby gain experience in all aspects of teaching including session planning, conducting classroom teaching, assessment, and evaluation. Students typically complete the teaching practicum in BIOS 700, BIOS 701, BIOS 757, and BIOS 761. During the practicum, the student will work with the faculty mentor as defined in the practicum contract. At the end of the practicum the student will ensure that the Teaching Practicum Evaluation Form is completed by the faculty mentor. The evaluation form will be used by the faculty mentor when determining a student's final grade. ERF\D\D17\BIOS PhD\BIOS 890
3. Consult with clients outside of the university setting and provide them with statistical assistance on a health-related problem	**BIOS 890: Independent Study Consulting Practicum** course provides instruction to apply skills to a collaboration with an outside health institution or the external agency. For example, external agency collaboration could partner the student with DHEC (now SCDES or DPH), a hospital, or other health agency. At the conclusion of the practicum, the student will deliver what was agreed upon in the contract (usually a written report and presentation). ERF\D\D17\BIOS PhD\BIOS 890
4. Finish a dissertation and communicate the results.	**BIOS 845 Doctoral Seminar** This course serves as an introduction to writing a statistical methods manuscript. The course will cover conducting a literature review, writing the different sections of a statistical methods manuscript, and conducting simulation studies. The course will also cover the basics of Latex and how to give an oral presentation of a new statistical method. ERF\D\D17\BIOS PhD\BIOS 845 **BIOS 899: Dissertation Preparation** All doctoral students must complete a research project culminating in a dissertation. The dissertation must be based on original research, typically addressing a basic research problem. Students must pass the Qualifying Examination before enrolling in dissertation hours (BIOS 899). The student, in consultation with the Academic Advisor, will select a Dissertation Chair from the departmental faculty of Biostatistics Division. The Dissertation Chair has primary responsibility for advising the student regarding technical work on the dissertation. Students can register for dissertation hours only if approved by their Dissertation Chair and if actively working on the dissertation that semester. ERF\D\D17\BIOS PhD\Dissertation Samples

Template D17-2.b Competencies for Academic Doctoral Degrees Environmental Health Sciences (ENHS) [see proposed revision of ENHS competencies in ERF D\D17\ENHS]	
Competency	Describe how this competency is covered
1. Demonstrate an overall mastery of the core concepts of public health as it relates to environmental health sciences and display the ability to extend this understanding to relevancy and application to real-world environmental health sciences issues.	**ENHS 660: Concepts of Environmental Health Sciences** engage students in the content through lectures, discussions, assigned readings and group/individual assignments on environmental sustainability which includes documentation of public health effects of environmental pollution on ecosystem and human health. ERF\D\D17\ENHS PhD\ENHS 660 **ENHS 675: Infectious Disease Ecology** covers details of microbial pollution and its associated public health impacts on human and ecosystem health and well-being through lectures, assigned readings, student discussions, homework and written reports, providing a foundational understanding of biological stressors affecting the environment and public health. This course will be added as an official requirement for Fall 25 students. However, the program director is communicating with all current advisors to include this course as part of students' program of studies. ERF\D\D17\ENHS PhD\ENHS 675 **ENHS 740: Environmental Nanoscience** covers topics of fundamental principles of environmental nanoscience: unique properties of nanomaterials, syntheses and characterization of nanomaterials, and key processes determining their environmental fate, effects and behavior of nanomaterials in the environment. Students engage in the environmental nanosciences content through lectures, discussions, assigned readings and assignments demonstrating their comprehension of the topic including environmental and public health effects on ecosystem and human health. ERF\D\D17\ENHS PhD\ENHS 740 **ENHS 761: Ecotoxicology of Aquatic Ecosystems** teaches the concepts of lethal and sublethal effects of environmental stressors on organisms living in the water column and in sediments of aquatic systems, as well as the importance of quality standards in protecting ecosystem health. This includes learning the fundamentals of practical techniques used in aquatic toxicology, molecular toxicology, risk assessment and modeling applied to environmental issues through lectures, homework, and class projects demonstrating their comprehension of Environmental Hazard Assessment Analysis. ERF\D\D17\ENHS PhD\ENHS 761 **ENHS 764: Principals, Methods and Issues in Air Quality** covers details of air pollution and its associated public health impacts on human health and well-being through lectures, assigned readings, student discussions, homework and written reports This course will be added as an official requirement for Fall 25 students. However, the program director is communicating with all current advisors to include this course as part of students' program of studies. ERF\D\D17\ENHS PhD\ENHS 764
2. Write competitive research proposals	**ENHS 775: Resource Management and Environmental Impact Assessment** reviews and analyzes ecological principles as applied to environmental impact assessment as mandated through the National Environmental Policy Act of 1969. Analysis of several impact assessment methodologies are reviewed and applied to each individual student research area of interest. Content is covered by presenting students to the environmental community of South Carolina through various guest speakers, case studies, lecture slides, and videos. ERF\D\D17\ENHS PhD\ENHS 775 **ENHS 794: Introduction to Environmental Health Research** helps develop theoretical and practical knowledge in environmental science research for both written and oral communications. The learning formats permit focus on areas of interest related to development of the PhD Dissertation as a means to develop the research skills for later thesis

	research projects. Students may work in the laboratory, field, and/or use existing data to develop research, written and oral communications skills. Written and oral communications are all used to assess this competency. This course will be added as an official requirement for Fall 25 students. However, the program director is communicating with all current advisors to include this course as part of students' program of studies. This course enhances and broadens students' knowledge by exploring current research and case studies from presentations and discussions. ERF\D\D17\ENHS PhD\ENHS 794
3. Present talks to a scientific and/or public audience as well as presenting at their final dissertation defense.	**ENHS 660: Concepts of Environmental Health Sciences** engage students in the content through lectures, discussions, assigned readings and group/individual assignments on environmental sustainability which includes documentation of public health effects of environmental pollution on ecosystem and human health. ERF\D\D17\ENHS PhD\ENHS 660 **ENHS 771: Environmental Health Sciences Seminar** provides instruction on how to adequately and appropriately communicate the findings from their original research. Then students present initial findings from their dissertation to faculty and students. Faculty evaluate their presentations and provide feedback on how to enhance their oral presentation skills. Student similarly apply critical thinking skills in evaluating invited seminar speakers. This course will be added as an official requirement for Fall 25 students. However, the program director is communicating with all current advisors to include this course as part of students' program of studies. This course enhances and broadens students' knowledge by exploring current research and case studies from presentations and discussions. ERF\D\D17\ENHS PhD\ENHS 771
4. Clarify critical gaps in scientific knowledge concerning the resolution of environmental health problems and plan and execute original research that will lead to solutions of such problems.	**ENHS 660: Concepts of Environmental Health Science** provides instruction on how to present Lightning Talks on a contemporary contaminant or stressor of emerging concern demonstrating their individual knowledge and abilities to formulate research hypothesis needed to address identified data gaps in our knowledge. ERF\D\D17\ENHS PhD\ENHS 660 **ENHS 765: Applied Research in Environmental Health** presents current research methods used for assessing addressing current critical environmental and public health issues and instructs students in theoretical and practical research skills needed to solve these problems. The learning formats permit focus on areas of individual student research interest in developing the requisite research skills for later dissertation research projects. Students may work in the laboratory, field, and/or use existing data to develop research, written and oral communications skills. This course will be added as an official requirement for Fall 25 students. However, the program director is communicating with all current advisors to include this course as part of students' program of studies. ERF\D\D17\ENHS PhD\ENHS 765 **ENHS 899: Dissertation Preparation** prepares students for the dissertation proposal defense to demonstrate the ability of a student to clarify critical gaps in scientific knowledge concerning the resolution of environmental health problems and through the dissertation research plan to demonstrate the abilities to formulate, plan and execute original research that will lead to solutions of real-world environmental problems.
5. Promote and actively participate in the dissemination of research results in environmental health sciences in order to further the overall knowledge of the field.	**ENHS 864: Advanced Graduate Seminar** is taught by multiple faculty and guest speakers. Students are able to enhance their research by conducting literature searches, viewing podcasts and attending key research talks on the chosen topic for their dissertation. Students also lead discussions on new areas of environmental health science research, focusing on topics related to contemporary environmental health science issues including innovative approaches for community engagement. and how to translate technical information to the public. This course will be added as an official requirement for Fall 25 PhD students. ERF\D\D17\ENHS PhD\ENHS 864

Template D17-2.c Competencies for Academic Doctoral Degrees in Epidemiology (EPID)	
Competency	**Describe how this competency is covered**
1. Demonstrate in-depth expertise in at least one substantive content area of epidemiology.	**EPID 746: Cancer Epidemiology** provides an overview of cancer epidemiology, including biologic mechanisms of carcinogenesis, and covers the current and emerging topics in this area. Designed for students with interests in conducting research related to cancer epidemiology. ERF\D\D17\EPID PhD\EPID 746 **EPID 749: Infectious Disease Epidemiology** provides an overview of infectious disease epidemiology and covers the current and emerging topics in this area. The course covers bacterial, viral, parasitic, and fungal diseases of public health importance. Designed for students with interests in conducting research related to infectious disease epidemiology. ERF\D\D17\EPID PhD\EPID 749 **EPID 763: Nutritional Epidemiology** provides an overview of nutritional epidemiology and addresses nutritional biochemistry and nutrition-related disease etiology. Designed for students with interests in conducting research related to nutritional epidemiology. ERF\D\D17\EPID PhD\EPID 763 **EPID 777: Genetic Epidemiology** provides an overview of genetic and molecular epidemiology, covering basic genetics and the tools used in data analyses of genetic data. Designed for students with interests in conducting research related to genetic epidemiology. ERF\D\D17\EPID PhD\EPID 777 **EPID 844: Advanced CVD Epidemiology: Evidence Synthesis & Evaluation** provides an overview of cardiovascular disease epidemiology including etiology and pathophysiology of cardiovascular disease. Designed for doctoral students with interests in conducting research related to cardiovascular disease epidemiology. ERF\D\D17\EPID PhD\EPID 844 **EPID 865: Methods in Reproductive and Perinatal Epidemiology** provides an overview of reproductive and perinatal epidemiology and the applications in the field of Maternal and Child Health. It covers the current and emerging topics in this area. Designed for doctoral students with interests in conducting research related to reproductive and perinatal epidemiology. ERF\D\D17\EPID PhD\EPID 865
2. Formulate hypotheses of scientific significance and design a study employing appropriate epidemiologic methods to address the hypotheses.	**EPID 801: Advanced Analytic Methods in Epidemiology** Students engage with content through problem solving, data analysis and interpretation through lectures and homework assignments. ERF\D\D17\EPID PhD\EPID 801 **EPID 802: Grant Writing** engages students in content through readings, multimedia and in class lectures, learning activities, classroom discussions and assignments. ERF\D\D17\EPID PhD\EPID 802
3. Apply knowledge of relevant mechanistic pathways to advance understanding of disease etiology.	**EPID 746: Cancer Epidemiology** provides an overview of cancer epidemiology, including biologic mechanisms of carcinogenesis, and covers the current and emerging topics in this area. Designed for students with an interest in conducting research related to cancer epidemiology. ERF\D\D17\EPID PhD\EPID 746 **EPID 749: Infectious Disease Epidemiology** provides an overview of infectious disease epidemiology and covers the current and emerging topics in this area. The course covers bacterial, viral, parasitic, and fungal diseases of public health importance. Designed for students with interests in conducting research related to infectious disease epidemiology. ERF\D\D17\EPID PhD\EPID 749 **EPID 763: Nutritional Epidemiology** provides an overview of nutritional epidemiology and addresses nutritional biochemistry and nutrition-related disease etiology. Designed for students with interests in conducting research related to nutritional epidemiology. ERF\D\D17\EPID PhD\EPID 763 **EPID 865: Methods in Reproductive and Perinatal Epidemiology** provides an overview of reproductive and perinatal epidemiology and the applications in the field of Maternal and Child Health. It covers the current and emerging topics in this area. Designed for doctoral students with interests in conducting research related to reproductive and perinatal epidemiology. ERF\D\D17\EPID PhD\EPID 865

4. Critically appraise epidemiologic studies for internal and external validity and develop skills to synthesize published epidemiologic evidence.	**EPID 800: Advanced Methodological Theory in Epidemiology** Students engage with content through lectures and labs. Advanced epidemiologic methods in the design of epidemiologic studies, with emphasis on causal inference. Theories and frameworks of causation and interactions between causes and graphical visualization tools. ERF\D\D17\EPID PhD\EPID 800 **EPID 845B: Doctoral Seminar** Students engage in discussions of epidemiologic topics through leading a discussion or participation from assigned readings. Seminar covers topics such as plagiarism and professional writing (845A), contemporary issues and novel methodological approaches in the field of epidemiology (845B), and career development (845C). ERF\D\D17\EPID PhD\EPID 845B
5. Apply a broad range of advanced statistical approaches to analyze epidemiological data.	**BIOS 754: Discrete Data Analysis** Students engage in statistical techniques, with an emphasis on applications and enough theory to understand the procedures. ERF\D\D17\EPID PhD\EPID 754 **BIOS 755: Introduction to Longitudinal Data Analysis** teaches students this competency through lectures and case studies. ERF\D\D17\EPID PhD\EPID 755 **BIOS 761: Survival Analysis** In this course, methods for analysis of survival data are covered with an emphasis on the application and interpretation of standard parametric and nonparametric methods. ERF\D\D17\EPID PhD\EPID 761 **EPID 801: Advanced Analytic Methods in Epidemiology** covers advanced and emerging analytics techniques through application of methods, data analysis and interpretation, with an emphasis of counterfactual methodology and notation. ERF\D\D17\EPID PhD\EPID 801
6. Apply the methods and principles of sound epidemiologic and ethical practice in the design and conduct of epidemiologic research	**EPID 845A: Doctoral Seminar** Students participate in discussions, assigned readings, presentations by instructors or other students, and written assignments to understand and practice the skills in scientific writing and peer review process. Specifically, CITI training certification provides instructional coverage of this competency. ERF\D\D17\EPID PhD\EPID 845A **EPID 801: Advanced Analytic Methods in Epidemiology** covers advanced and emerging analytics techniques through application of methods, data analysis and interpretation, with an emphasis of counterfactual methodology and notation. ERF\D\D17\EPID PhD\EPID 801
7. Prepare a competitive research grant application in the format specified by relevant government agencies and/or private foundations.	**EPID 802: Grant Writing** Students engage with content through readings, multimedia and in-class lectures, learning activities, classroom discussions and assignments. Extension of research design and development issues with focus on writing a major research grant application. ERF\D\D17\EPID PhD\EPID 802
8. Teach epidemiologic concepts and methods.	**EPID 890: Independent Study Teaching Practicum** focuses on pedagogical and practical issues related to teaching a course in biostatistics. Through the practicum, the student will serve as a junior colleague to the course instructor, and thereby gain experience in all aspects of teaching including session planning, conducting classroom teaching, assessment, and evaluation. During the practicum, the student will work with the faculty mentor as defined in the practicum contract. At the end of the practicum the student will ensure that the Teaching Practicum Evaluation Form is completed by the faculty mentor. The evaluation form will be used by the faculty mentor when determining a student's final grade. ERF\D\D17\EPID PhD\EPID 890 **GRAD 701: Teaching Assistant Development** is a required course taught by the USC Center for Teaching Excellence and supports the teaching skill development of graduate students through training sessions and workshops directly applicable to teaching assistant responsibilities. ERF\D\D17\EPID PhD\GRAD 701

Template D17-2.d Competencies for Academic Doctoral Degrees in Health Promotion, Education and Behavior (HPEB)	
Competency	**Describe how this competency is covered**
1. *Assess (word change in Summer 24, will be reflected in AY 24-25 bulletin)* individual, organizational, community, and socio-cultural influences on health and health behavior.	**HPEB 771: Socio-Cultural Perspectives on Population Health** Students engage with this content throughout the course, including lectures, assigned readings and other activities outlined in the syllabus. ERF\D\D17\HPEB PhD\HPEB 715 **HPEB 824: Social and Physical Environment Interventions in Health Promotion** Students engage with this content throughout the course, including lectures assigned readings and other activities outlined in the course syllabus and Blackboard to examine issues related to planning, implementing and evaluating health promotion interventions that target physical and social environment including the policy environment. ERF\D\D17\HPEB PhD\HPEB 824
2. Develop, implement and evaluate interventions at multiple levels to promote health.	**HPEB 810: Applied Measurement in Health Education Research** examines the conceptual and measurement issues involved in assessing psychosocial constructs typically used in health promotion and health survey research—in other words, the attitudes, beliefs, behaviors, and perceptions of the socio-cultural and physical environment that are related to health. The second half of the course focuses on the application of measurement concepts, through data analysis and interpretation of results Students engage with this content throughout the course, including lectures, assigned readings and other activities outlined in the syllabus. ERF\D\D17\HPEB PhD\HPEB 810 **HPEB 818: Advanced Evaluation of Health Promotion Programs** Students engage with this content throughout the course, including lectures, assigned readings and other activities outlined in the syllabus. ERF\D\D17\HPEB PhD\HPEB 818
3. Design and conduct rigorous and innovative social and behavioral science research relevant to public health.	**HPEB 715: Research Seminar in Qualitative Methods** provides an overview of qualitative public health research with an emphasis on practical applications. Students engage with this content throughout the course, including lectures, assigned readings and other activities outlined in the syllabus**.** ERF\D\D17\HPEB PhD\HPEB 715 **HPEB 810: Applied Measurement in Health Education Research** examines the conceptual and measurement issues involved in assessing psychosocial constructs typically used in health promotion and health survey research. Students learn to design and conduct research on the measurement of social and behavioral concepts in public health . Students engage with this content throughout the course, including lectures, assigned readings and other activities outlined in the syllabus. ERF\D\D17\HPEB PhD\HPEB 810 **HPEB 815: Theory Driven Analysis** takes a systematic and theoretically informed approach to answering research questions with quantitative data using statistical methods. Students engage with this content throughout the course, including lectures, assigned readings and other activities outlined in the syllabus. ERF\D\D17\HPEB PhD\HPEB 815
4. Exhibit professional skills including scientific writing, oral communication, grant-writing, teaching, scientific service, and collaboration.	**HPEB 715: Research Seminar in Qualitative Methods** emphasis on practical applications and hands-on experience. A core component of this course will be student engagement in fieldwork including development of professional skills for successful researchers. Students engage with this content throughout the course, including lectures, assigned readings and other activities outlined in the syllabus. ERF\D\D17\HPEB PhD\HPEB 715 **HPEB 810: Applied Measurement in Health Education Research** examines the conceptual and measurement issues involved in assessing examines the conceptual and measurement issues in health promotion and health survey research. Course assignments include development of professional skills for public health scientists. Students engage with this content throughout the course, including lectures, assigned readings and other activities outlined in the syllabus. ERF\D\D17\HPEB PhD\HPEB 810 **HPEB 815: Theory Driven Analysis** is designed to help applied researchers answer research questions with quantitative data. Throughout the course students will exhibit development of professional skills for scientific researchers. Course materials and sessions will address practical guidance for organizing, writing about, and presenting results from basic and multivariable data analyses. ERF\D\D17\HPEB PhD\HPEB 815

Template D17-2.e Competencies for Academic Doctoral Degrees in Health Services Policy and Management (HSPM) Proposed Revisions in ERF\D\D17\HSPM PhD	
Competency	**Describe how this competency is covered**
1. Demonstrate domain expertise in the following two broad areas: a) structure and functioning of health systems, in general, and the US health system in particular (system design, financing, reimbursement for care, population care access and disparities, and health system performance), b) health services content and delivery, major issues, process and outcome measures of performance.	**HSPM 845: Advanced Study in Health Policy Management I** Students engage with the content through readings, presentation and discussions. A conceptual framework of technical papers which summarize, critique or evaluate health system components will assess this competency. ERF\D\D17\HSPM PhD\HSPM 845 **HSPM 846: Advanced Study in Health Policy Management II** Students interact with the content in highly interactive, discussion groups each week based on assigned readings and videos. ERF\D\D17\HSPM PhD\HSPM 846
2. Demonstrate knowledge of health services (i) research methodologies, (ii) selection and application of appropriate methodologies, (iii) skills of data management and analysis, and (iv) inference/interpretation of findings.	**HSPM 717: Introductory Econometrics for Policy Analysis** Students engage in this content through practical applications in-class, hands-on interaction with data to provide a solid foundation in using econometric tools to answer important policy questions. ERF\D\D17\HSPM PhD\HSPM 717 **HSPM 719: Introduction to Health Services Research** Students engage in the content through assigned readings and discussions. ERF\D\D17\HSPM PhD\HSPM 719
3. Plan and conduct original health services research and communicate the findings through professional written communications and oral presentations.	**HSPM 800: Doctoral Seminar-Developing the Research Strategy for a NIH grant proposal** provides instructs students to produce a credible research strategy section of a NIH grant proposal through assigned readings, peer review and feedback, discussion. ERF\D\D17\HSPM PhD\HSPM 800 **HSPM 830: Advanced Data Structures and Analytics for Health Services Research** explores traditional and new forms of health data to be used for health services research. Such data include Electronic Health Records, administrative claims, surveillance, behavioral, policy data, and data sources associated with emerging research topics. Students are expected to learn the background, data structures, and usages of the data sources. Students are provided with hands-on exercise on data acquisition, integration, preparation, and manipulation for answering analytic research questions in health services research. ERF\D\D17\HSPM PhD\HSPM 830

5) Provide supporting documentation that clearly identifies how the school or program ensures that students complete a curriculum based on defined competencies. Documentation may include detailed course schedules or outlines to selected modules from the learning management system that identify the relevant assigned readings, lecture topics, class activities, etc.)

Documentation is located in ERF\D\D17\by concentration\bycourse.

6) Briefly explain how the school ensures that the instruction and assessment in introductory public health knowledge is generally equivalent to the instruction and assessment typically associated with a three semester-credit course.

PUBH 700: Perspectives in Public Health is a required three-hour graduate level course for all PhD students who do not hold a public health degree. PUBH 700 provides instruction and assessment for the 12 Foundational Public Health Learning Objectives.

7) Identify required coursework and other experiences that address the variety of public health research methods employed in the context of a population health framework to foster discovery and translation of public health knowledge and a brief narrative that explains how the instruction and assessment is equivalent to that typically associated with a three-semester-credit course.

BIOS PhD students are required to take BIOS 822: Statistical Methods in Spatial Epidemiology. ENHS, HPEB and HSPM PhD students are required to take EPID 701: Concepts and Methods of Epidemiology. EPID PhD students are required to take EPID 801: Advanced Analytic Methods in Epidemiology. All three courses mentioned are three-hour credit hours.

8) Briefly summarize policies and procedures relating to production and assessment of the final research project or paper.

All ASPH policies for program dissertation requirements follow the University of South Carolina Graduate School policies for Doctoral Degree Requirements.

The dissertation serves as the final research project or paper for public health doctoral degree students. PhD students are required to submit an approved dissertation based on original research. Successful completion of a minimum of 12 credit hours, with a maximum of 30 hours of dissertation preparation is also stipulated. A successful dissertation defense must also occur 30 days before graduation.

9) Provide links to handbooks or webpages that contain the full list of policies and procedures governing production and assessment of the final research project or paper for each degree program.

Documentation is located in ERF\D\D17\D17.9 Links to Handbooks

10) Include completed, graded samples of deliverables associated with the advanced research project. The school must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

Documentation is located in ERF\D\D17\organized by concentration PhD\dissertation samples

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

D18. All Remaining Degrees

Students enrolled in any of the SPH's degree programs that are not addressed in Criteria D2, D3, D9, D16 or D17 complete coursework that provides instruction in the foundational public health knowledge at a level of complexity appropriate to the level of the student's degree program.

- **The instruction includes assessment opportunities, appropriate to the degree level,31 that allow faculty to assess students' attainment of the foundational public health learning objectives. Assessment opportunities may include tests, writing assignments, presentations, group projects, etc.**
- **The instruction and assessment of students' foundational public health knowledge are equivalent in depth to the instruction and assessment that would typically be associated with a three-semester-credit class, regardless of the number of credits awarded for the experience or the mode of delivery.**

The school identifies at least one required assessment activity for each of the foundational public health learning objectives.

For students enrolled in all remaining degrees, the school or program validates students' foundational public health knowledge through appropriate methods, which may include the following:

- **The school or program verifies students' previous completion of a CEPH-accredited degree (bachelor's, master's, or doctoral degree)**
- **The school or program implements a test or other assessment tools that address the learning objectives listed above, or higher-level versions of the same objectives**
- **The school or program offers a place- or distance-based course, for credit or not-for-credit, that incorporates the learning objectives listed above, or higher-level versions of the same objectives**
- **The school or program includes the learning objectives listed above, or higher-level versions of the same objectives, in courses required of all students in all remaining degrees**

Table D-18.a All-Remaining Arnold School of Public Health Degrees
Bachelor of Science in Exercise Science
Master of Science in Athletic Training
Master of Science in Advanced Athletic Training
Master of Science in Speech-Language Pathology
Master of Science in Exercise Science
Master of Health Administration
Doctor of Philosophy in Communication Sciences and Disorders
Doctor of Philosophy in Exercise Science: Applied Physiology
Doctor of Philosophy in Exercise Science: Health Aspects of Physical Activity
Doctor of Philosophy in Exercise Science: Rehabilitation Science
Doctor of Physical Therapy

1) Provide a matrix, in the format of Template D18-1, that indicates the assessment activity for each of the foundational public health learning objectives listed above (1-12). Typically, the school will present a separate matrix for each degree program, but matrices may be combined if requirements are identical.

Template D18-1.a: Content Coverage for All Remaining Undergraduate Degrees (Exercise Science, BS)		
Foundational Public Health Learning Objectives	**Course modules in PUBH 302: Introduction to Public Health**	**Describe specific assessment opportunity**
1. Explain public health history, philosophy, and values	Defining Public Health Historical Perspectives of Public Health	Exam 1 Question 6, 7, 13, 14, & 39
2. Identify the core functions of public health and the 10 Essential Services*	Law, Government, and Public Health	Exam 1 Question 5 & 31
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.	Population Health and Levels of Prevention Epidemiology Basics	Qualitative Exam 3 Questions #26 & 40 Quantitative Epidemiology Memo Assignment Part I requires students to access three different data sets, interpret data related to rankings and rates of various population health metrics. In Part II students justify their selected population health problem through the supporting quantitative and qualitative methods and metrics.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	History of Public Health Infectious Disease Emerging Infectious Disease	Exam I Questions 17,32 & 33
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	Population Health and Levels of Prevention Community Health	Exam I Question 3, Exam 4 Question 7
6. Explain the critical importance of evidence in advancing public health knowledge	Epidemiology Basics	Epidemiology Memo Assignment Part II requires students to provide explanation of their selected public health problem and justification of its relevance by presenting the critical importance of evidence to advance a solution.
7. Explain effects of environmental factors on a population's health	Environmental Health Concepts	Exam Questions 2 Question 4
8. Explain biological and genetic factors that affect a population's health	Defining Public Health	Exam I Questions 2 & 21
9. Explain behavioral and psychological factors that affect a population's health	Infectious Disease Community Health Social Determinants of Health	Exam 1 Question 2, Exam 3 Question 39
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	Social Determinants of Health (Unnatural Causes Documentary)	Exam 2 Question 16
11. Explain how globalization affects global burdens of disease	Global Health	Exam 3 Question 8
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	Community Health Global Health	Exam 3 Question 7 & 10

Template D18-1b: Content Coverage for all remaining graduate degrees	
Foundational Public Health Learning Objectives	Assessment description in PUBH 700
1. Explain public health history, philosophy, and values	**Public Health History, Core Functions, Essential Services, Philosophy, and Value assessment** in Module 1 requires students to answer matching, multiple choice and short answer questions.
2. Identify the core functions of public health and the 10 Essential Services*	
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	**Flint Water Case Study assessment** in Module 8 requires students to watch a documentary and compete multiple choice and short answer questions.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	**Climate Change, Morbidity and Mortality assessment** in Modules 4, 5, and 7 (parts 1 & 2) requires students to answer multiple choice and a short answer question.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	**Public Health History, Core Functions, Essential Services, Philosophy, and Value assessment** in Module 1 requires students to answer matching, multiple choice and short answer questions. The COVID 19 case study is provided as an additional resource for the students.
6. Explain the critical importance of evidence in advancing public health knowledge	**BRFSS/Evidence-Based Public Health assessment** in Module 4 asks students to use the BRFSS in order to answer multiple choice and short answer questions.
7. Explain effects of environmental factors on a population's health	**Climate Change, Morbidity and Mortality assessment** in Modules 4, 5, and 7 (parts 1 & 2) requires students to answer multiple choice and a short answer question. **One Health Midterm assessment** in Module 5 requires students to answer multiple choice and short answer questions.
8. Explain biological and genetic factors that affect a population's health	**One Health Midterm assessment** in Module 5 requires students to answer multiple choice and short answer questions.
9. Explain behavioral and psychological factors that affect a population's health	**One Health Midterm assessment** in Module 5 requires students to answer multiple choice and short answer questions.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	**Determinants of Health Discussion Board assessment** in Module 2 requires students to participate in a simulation, watch several videos, post a discussion board to a specific set of provided questions and comment to two other students' posts.
11. Explain how globalization affects global burdens of disease	**One Health Midterm assessment** in Module 5 requires students to answer multiple choice and short answer questions.
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	**One Health Midterm assessment** in Module 5 requires students to answer multiple choice and short answer questions.

2) Briefly explain how the school ensures that the instruction and assessment in introductory public health knowledge is generally equivalent to the instruction and assessment typically associated with a three-semester-credit course.

PUBH 302: Introduction to Public Health is a three-hour credit course all Arnold School undergraduate students are required to take, including those pursuing a Bachelor of Science in Exercise Science. PUBH 302 serves as an introduction to the history, theory, and practice of public health including the population perspective, the ecological model and the population impacts of health care systems. Exercise Science BS students will attend PUBH 302 sections in which Public Health BA or BS students are also enrolled, therefore PUBH 302 is closely mapped to D9: Public Health Bachelor's Degree Foundational Domains.

PUBH 700: Perspectives in Public Health is required three-hour credit course taught to all graduate level students who do not hold an undergraduate or master's public health degree. This graduate level course is an orientation to the history, mission, core services and disciplines of public health to develop understanding of current public health practice and how many health-related disciplines contribute to achieving public health goals.

3) Provide supporting documentation for each assessment activity listed in Template D18-1. Documentation should include the following, as relevant, for each listed assessment:

Documentation for PUBH 302 syllabus and assessments are located in ERF\D\D9\PUBH 302

Documentation for PUBH 700 syllabus and assessments are located in ERF\D\D16\PUBH 700

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

Strengths:

PUBH 302 is required for *all* Arnold School undergraduate students, including those pursing a BA or BS in public health and BS in exercise science. This ensures that Exercise Science BS students are provided with the same introductory level of public health knowledge as those pursing a "traditional" public health undergraduate degree.

PUBH 700: The course instructor and the Director of Evaluation and Academic Assessment have collaborated to redesign the curriculum to more directly cover and assess the 12 foundational knowledge learning objectives. The changes are based on feedback related to an academic assessment and evaluation of course material, student feedback, director interactions, and the self-study process. Additionally, this instructor has now taught the course for three consecutive semesters and is able to apply practical insights regarding the implementation of the curriculum.

D19. Distance Education

The university provides needed support for the school, including administrative, communication, information technology and student services.

There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate school improvements. Evaluation of student outcomes and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence school.

The school or program has processes in place through which it establishes that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit. Student identity may be verified by using, at the option of the institution, methods such as a secure login and passcode; proctored examinations; and new or other technologies and practices that are effective in verifying student identity. The university notifies students in writing that it uses processes that protect student privacy and alerts students to any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

1) Identify all public health distance education degree programs and/or concentrations that offer a curriculum or course of study that can be obtained via distance education. Template Intro1 may be referenced for this purpose.

The Arnold School of Public Health offers online MPH degree programs in three distinct concentrations:

- Epidemiology (EPID)
- Health Promotion, Education, and Behavior (HPEB)
- Health Services Policy and Management (HSPM)

Each of the three MPH program concentration listed above is available in both distance and in-person formats. Students in the distance format programs must satisfy the same curricular requirements and achieve the same learning outcomes as students in the in-person programs, although distance students may have fewer options for elective courses.

The Arnold School also offers an MPH in the following CEPH defined joint degree (USC academic bulletin refers to these as combination degree) programs:

- Health Promotion, Education, and Behavior MPH and Social Work MSW
- Health Services Policy and Management MPH and Social Work MSW
- Health Services Policy and Management MPH and Public Administration MPA

The MPH portion of the MPH/MSW or MPH/MPA can be completed by the online degree format.

The Arnold School also offers dual degree programs with Claflin University and Nanjing Medical University. Students can obtain a Bachelor of Science from Claflin University or a Bachelor of Arts from Nanjing Medical University. Any of the five MPH concentrations can be obtained in this dual degree program, but only the following three concentrations are offered as online MPH degree programs.

- Epidemiology
- Health Promotion, Education, and Behavior
- Health Services Policy and Management

The University of South Carolina does not award any undergraduate credits to students in dual degree programs. Students enrolled in these CEPH defined joint (USC defined combination or dual degree) programs must successfully complete the same curriculum for a stand-alone MPH degree program.

2) Describe the public health distance education programs, including
   a) an explanation of the model or methods used

The three online MPH programs are 100% asynchronous through Blackboard (Ultra beginning Fall 2024). These required online courses follow the same curriculum and degree requirements as equivalent required in-person courses.

Each program has a director who oversees all aspects of the program, advises (or monitors advisement of) all students, ensures consistency in quality of instruction, directs APE and guides ILE activities. Online programs are evaluated using the same criteria as the in-person programs. Students in online programs are held to the same standards as in-person students. As such, MPH information presented in D1, D2, D4, D5, D7 and D13 criteria in this self-study applies to the online MPH degree programs.

Online courses are based on in-person courses with matching learning outcomes and mapped assessment, though there can be differences in instructional methods as instructors decide how to maximize the learning experience within the parameters of delivery method. Online instructors have the same learning and instructional training opportunities as in-person instructors through the Center for Teaching Excellence.

The Arnold School has its own dedicated information technology staff (independent from the staff maintained by the university) to assist with technological issues.

   b) the school's rationale for offering these programs

Epidemiology online MPH rationale:

The distance format MPH in epidemiology is a distance-based degree option for working professionals or full-time students. The MPH program is a multi-disciplinary approach to public health education that prepares students to apply their knowledge of epidemiologic methods and skills in practice settings. The program prepares students to pursue a variety of careers, including positions within state and county health departments, academic institutions, and non-profit organizations.

Health Promotion, Education, and Behavior online MPH rationale:

The professional online MPH program in HPEB is designed for practitioners in a health department, community, school, and worksite settings who are deeply concerned about human welfare and prefer the flexibility of an online program. The program provides highly transferable, interdisciplinary skills that will help students become more impactful agents of change in their careers and in people's lives. The program is designed to train students to become leaders and advocates for change in organizations in the larger environment to facilitate healthful practices develop programs aimed at promoting food health at the personal, organizational, and public-policy levels; evaluate health programs and policies to ensure they are meeting objectives and societal needs; and develop and disseminate knowledge through systematic research and evaluation.

Health Services Policy and Management online MPH rationale:

The distance format MPH in health services policy and management is intended for working professionals or full-time students. All required degree courses are offered in an array of distance-learning formats. Distance students participate in the course synchronously as a live Web conference through Blackboard Ultra or asynchronously, by watching recordings of the lectures.

c) the manner in which it provides necessary administrative, information technology and student support services

University level:

USC has a Distributed Learning Support Services office that provides support for all students pursuing degrees and taking courses using alternative delivery methods.

School level:

The Office of Graduate Student Services provides support for distance students as they do for all graduate students in the school. Communication may take place by phone, virtual platforms or email. All student records are maintained electronically. Additionally, the program director serves as administrative support and academic advisor to distance students in each program. Instructors for all courses are available via phone, virtual platforms or email for individual conversations in addition to course-level discussion groups, web conferences, etc.

For students working in or conducting the APE requirement at a remote site, student presentations can be conducted through teleconferencing or video conferencing using technologies such as Blackboard Ultra, Microsoft Teams, and Zoom. As described in criterion D5, in addition to the program directors, the Director of Applied Practice and the Practice Associate are available to support the distance students in completing their practicum requirements.

d) the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the university

As part of Evaluation and Quality Improvement, instructors have been asked to complete a course "evaluation" survey, for courses taught in Fall 2023 and Spring 2024, based on the Quality Matters™ Rubric, which is a nationally recognized quality benchmark. This information will help instructors self-evaluate any areas of improvement and/or select professional development.

The USC Center for Teaching Excellence offers evidence-based guidance for instruction design and effective teaching strategies. CTE support is offered through personalized one-one-one consultations, group training, professional development, comprehensive material review and mentoring, and specifically tailored training. For example, a rubric training video was created through collaboration with Gloria Washington EdD, MAEd, MBA (CTE Instructional Designer and President for Association for Distance Education and Independent Learning), James Hardin, PhD (former ASPH Associate Dean for Faculty Affairs and Curriculum) and Kollette Clark, MEd (ASPH Director of Evaluation and Academic Assessment) for all instructional faculty to review. The Associate Dean for Faculty Affairs and Curriculum put forth the guidance to ASPH faculty that any project or presentation should be assessed with a rubric.

e) the manner in which it evaluates the educational outcomes, as well as the format and methods

Distance students are evaluated using the same program benchmarks as on-campus students, (e.g., comprehensive exams and culminating field experiences). At the course level, students are evaluated using a variety of assessment methods including tests, quizzes, assignments, presentations, and on-line discussions. For assessments mapped to concentration competencies, online students participate in the same assessments as in-person students. If the online section of a required concentration course is taught by a different instructor than the in-person section, the remaining assessments not mapped to concentration competencies may be reasonably different. However, instructors across sections discuss course curriculum for synergy across sections within the same course.   Both online and in-person sections of the MPH courses utilize the same assessments since all MPH students must successfully complete the MPH core courses as explained in D1 and D2. Assessment information is collected by the

instructor, shared with the program director and the director of evaluation & academic assessment each semester. This information is then shared each semester by the program director at either a faculty or curriculum meeting. Every two years, this assessment data is aggregated and reported to USC Office of Institutional Research, Assessment and Analytics for review (evaluation rubric located in ERF\D\D19\Degree Program Assessment Rubric-OIRAA). ASPH successfully completed cycle 3, for all degree programs, with OIRAA for Fall 2021-Spring 2023 in December 2023.

Distance students provide feedback to the school through the same mechanisms as in-person students through student course evaluations, exit surveys, and alumni surveys. Instructors of distance courses are evaluated at the end of each course term via the same student evaluations and by faculty peers as determined by the school's policy.

Every effort is made to ensure that the distance programs provide the same level of academic rigor and curriculum as the in-person programs. Online courses are evaluated by the same methods to ensure comparable educational outcomes with special attention paid to any assessments mapped to concentration competencies.

3) Describe the processes that the university uses to verify that the student who registers in a distance education course (as part of a distance-based degree) or a fully distance-based degree is the same student who participates in and completes the course or degree and receives the academic credit.

Under the Higher Education Opportunity Act, institutions offering distance courses or programs must have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. The Act requires that institutions use at least one of the following three methods:

- A secure login and pass code
- Proctored examinations
- New or other technologies and practices that are effective in verifying student identification.

Programs at the Arnold School meet these requirements through a secure login and pass code assigned to each student. All students enrolled at the university are assigned a unique student ID and network username. For each of these, the student must set a strong password. The student ID and associated password are used to access Self Service Carolina, a secure portal for students to handle all personal, academic and financial interactions with the university. The student's network username and associated password are also used to access email, university wired and wireless networks, LMS Blackboard, etc. Online courses are delivered through the LMS Blackboard. Beginning Fall 2024, the LMS format is Blackboard Ultra.

The school adheres to the University of South Carolina Honor Code (policy STAF 6.25). It is the responsibility of every student at the university to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline, including the possibility of dismissal from the academic program. Syllabuses typically contain information about the students' responsibilities under the honor code.

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

Strength: Growing interest in the MPH program in epidemiology necessitated the addition of a fully online program beginning in Fall 2023.

Strength: All online MPH programs in the Arnold School are now 100% asynchronous.

E1. Faculty Alignment with Degrees Offered

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

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

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

   Definitions SPH only: Primary instructional faculty (PIF) must meet BOTH requirements outlined below:

   - Employed **full-time** as faculty members appointed in the school (i.e., 1.0 FTE in the unit of accreditation). The school uses the university's definition of "full-time." Individuals appointed in the school with honorary appointments in other disciplines or occasional teaching/advising duties outside the school may count as primary instructional faculty members in some circumstances, but the primary expectation of the individual's employment must be activities associated with the school.
   - Have regular responsibility for instruction in the school's public health degree programs as a component of employment. Individuals whose instructional responsibility is largely advising individual doctoral or research students do not meet CEPH's definition of primary instructional faculty, nor do faculty whose regular instructional responsibilities lie with non-public health degrees within the school, if applicable.

Template E1-1 Primary Instructional Faculty Regularly Involved in Instruction [BIOS]

Name	Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1 (PIF)
Cai, Bo	Professor	Tenured	PhD	University of Auckland, New Zealand	Statistics	Biostatistics
			MA	Macquarie University, Australia	Statistics	
Ghosal, Rahul	Assistant Professor	Tenure Track	PhD	North Caroline State University, Raleigh	Statistics	Biostatistics
			MAS	Indian Statistical Institute	Statistics	
Hardin, James	Professor	Tenured	PhD	Texas A&M University	Statistics	Biostatistics
			MS	Texas A&M University	Statistics	
McLain, Alexander	Associate Professor	Tenured	PhD	University of South Carolina	Statistics	Biostatistics
			MA	University of South Carolina	Statistics	
Moran, Robert	Clinical Associate Professor	Non-Tenure Track	PhD	University of South Carolina	Biostatistics	Biostatistics
			MBA	University of South Carolina	Business Administration	
Ortaglia, Andrew	Clinical Assistant Professor	Non-Tenure Track	PhD	University of South Carolina	Biostatistics	Biostatistics
			MSPH	University of South Carolina	Biostatistics	
Self, Stella	Assistant Professor	Tenure Track	PhD	Clemson University	Mathematics and Statistics	Biostatistics
			MAS	Clemson University	Mathematics and Statistics	
Wang, Yuan	Assistant Professor	Tenure Track	PhD	University of Wisconsin, Madison	Statistics	Biostatistics
			MPhil	University of Hong Kong	Mathematics	
Zhang, Jiajia	Professor	Tenured	PhD	St. John's	Biostatistics	Biostatistics
			MSc	East China Normal University	Statistics	
Zhang, Yanan	Clinical Assistant Professor	Non-Tenure Track	PhD	University of South Carolina	Biostatistics	Biostatistics
			MS	University of South Carolina	Biostatistics	

Name	Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1 (PIF)
Template E1-1 (continued) Primary Instructional Faculty Regularly Involved in Instruction [ENHS]						
Baalousha, Mohammed	Professor	Tenured	PhD	University Bordeaux I	Environmental BiogeoChemistry	*Public Health, Undergraduate;* Environmental Health Sciences
			MA	University Bordeaux I	Applied Mechanics	
Bowes, Devin	Assistant Professor	Tenure Track	PhD	Arizona State University	Biological Design	*Public Health, Undergraduate;* Environmental Health Sciences
Decho, Alan	Associate Dean	Tenured	PhD	Louisiana State University	Zoology/Microbiology	Environmental Health Sciences
			MS	Ohio University	Zoology/Microbiology	
Fleming, Kelly	Instructor	Non-Tenure Track	MD	University of Kentucky	Medicine	*Public Health, Undergraduate*
			MPH	University of South Carolina	General	
Jilling, Andrea	Assistant Professor	Tenure Track	PhD	University of New Hampshire	Earth and Environmental Science	*Public Health, Undergraduate;* Environmental Health Sciences
Kenne, Gabriel	Research Assistant Professor	Non-Tenure Track	PhD	University of South Carolina	Environmental Health Sciences	*Public Health, Undergraduate*
			MAS	Kansas State University	Public Health, Other	
Kilpatrick, Daniel	Clinical Assistant Professor	Non-Tenure Track	PhD	University of South Carolina	Environmental Health Sciences	*Public Health, Undergraduate;* Environmental Health Sciences
			MPH	Loma Linda University	Global Health	
Langan, Laura	Assistant Professor	Tenure Track	PhD	University of Plymouth, UK	Environmental Toxicology	Environmental Health Sciences
			MSc	Atlantic Technological University	Fisheries Biology	
Lead, Jamie	Professor	Tenured	PhD	Lancaster University	Environmental Sciences	Environmental Health Sciences

Template E1-1 (continued) Primary Instructional Faculty Regularly Involved in Instruction [ENHS]						
Name	Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1 (PIF)
Porter, Dwayne	Professor	Tenured	PhD	University of South Carolina	Geographic Information Processing	Environmental Health Sciences
			MS	University of South Carolina	GIS and Remote Sensing	
Norman, Sean	Associate Professor	Tenured	PhD	Medical University of South Carolina	Molecular Cellular Biology, Marine Biomedicine, Environmental Sciences	Environmental Health Sciences
			MS	Medical University of South Carolina	Environmental Studies	
Scott, Geoff	Clinical Professor	Tenured	PhD	University of South Carolina	Marine Science	Environmental Health Sciences
			MS	University of South Carolina	Marine Science	
Vejerano, Eric	Associate Professor	Tenured	PhD	Louisiana State University	Chemistry	Environmental Health Sciences

Template E1-1 (continued) Primary Instructional Faculty Regularly Involved in Instruction [EPID]						
Name	Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1 (PIF)
Alberg, Anthony	Professor	Tenured	PhD	The Johns Hopkins University	Epidemiology	Epidemiology
			MPH	Yale University	Epidemiology	
Baker, Pieter	Assistant Professor	Tenure Track	PhD	University of California	Public Health	Epidemiology
			MPH	Columbia University	Epidemiology	
Boghossian, Nansi	Associate Professor	Tenured	PhD	University of Iowa	Epidemiology	Epidemiology
			MPH	American University of Beirut	Epidemiology & Biostatistics	
Brown, Monique	Assistant Professor	Tenured	PhD	Virginia Commonwealth University School of Medicine	Epidemiology	Epidemiology
			MPH	Brown University	General	
Clay-Gilmour, Alyssa	Assistant Professor	Tenure Track	PhD	State University of New York	Genetic Epidemiology, Statistical Genomics	Epidemiology
Hazlett, Linda	Clinical Associate Professor	Non-Tenure Track	PhD	University of South Carolina	Epidemiology	*Public Health, Undergraduate,* Epidemiology
			MPH	University of South Carolina	Epidemiology	
Kanyangarara, Mufaro	Assistant Professor	Tenure Track	PhD	Johns Hopkins University	International Health	Epidemiology
			MSc	Biostatistics	Harvard	
Liese, Angela	Professor	Tenured	PhD	University of North Carolina	Epidemiology	Epidemiology
			MPH	University of Massachusetts	Epidemiology	
			MSc	University of Bonn, Germany	Nutrition	
Liu, Jihong	Professor	Tenured	PhD	Harvard University	Population and Reproductive Health; Minor Epidemiology and Biostatistics	Epidemiology
Lohman, Matthew	Associate Professor	Tenured	PhD	Virginia Commonwealth University	Epidemiology	Epidemiology
			MHS	Johns Hopkins University	Mental Health	
Merchant, Anwar	Professor	Tenured	ScD	Harvard School of Public Health	Nutrition and Epidemiology	Epidemiology
			MPH	Harvard School of Public Health	General	
			DMD	Shiraz University, Iran	Dental Medicine	

Name	Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1 (PIF)
Template E1-1 (continued) Primary Instructional Faculty Regularly Involved in Instruction [EPID]						
Nolan, Melissa	Associate Professor	Tenured	PhD	Baylor College of Medicine	Clinical Investigation	Epidemiology
			MPH	University of Texas	Epidemiology and Global Health	
Perumal, Nandita	Assistant Professor	Tenure Track	PhD	University of Toronto	Epidemiology	Epidemiology
			MPH	University of Toronto	Epidemiology	
Steck, Susan	Professor	Tenured	PhD	University of North Carolina	Nutrition	Epidemiology
			MPH	University of North Carolina	Nutrition	
Torres, Myriam	Clinical Associate Professor	Non-Tenure Track	PhD	University of South Carolina	Epidemiology	Epidemiology
			MSPH	University of South Carolina	Epidemiology	
			MSP	Universidad de Antioquia, Columbia	General	
Wei, Jingkai	Assistant Professor	Tenure Track	PhD	University of North Carolina	Epidemiology	Epidemiology
			MSPH	Emory University	Epidemiology	
Wirth, Michael	Assistant Professor	Tenure Track	PhD	University of South Carolina	Epidemiology	*Public Health, Undergraduate,* Epidemiology
			MSPH	University of South Carolina	Epidemiology	

Name	Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1 (PIF)
				Template E1-1 (continued) Primary Instructional Faculty Regularly Involved in Instruction [HPEB]		
Alonso, Isabella	Instructor	Non-Tenure Track	MPH	University of South Carolina	Health Promotion, Education, and Behavior	*Public Health, Undergraduate;* Health Promotion, Education, and Behavior
Bernhart, John	Research Assistant Professor	Non-Tenure Track	PhD	University of South Carolina	Exercise Science	*Public Health, Undergraduate;* Health Promotion, Education, and Behavior
			MPH	Baylor University	Community Health Education	
Blake, Christine	Associate Professor	Tenured	PhD	Cornell University	Nutritional Sciences	Health Promotion, Education, and Behavior
			MS	Cornell University	Nutritional Sciences	
Bornstein, Marta	Assistant Professor	Tenure Track	PhD	University of California	Community Health Sciences	Health Promotion, Education, and Behavior
			MPH	Tulane University	International Health and Development	
Cope, Kersten	Instructor	Non-Tenure Track	MPH	East Carolina University	Public Health	*Public Health, Undergraduate*
Davis, Rachel	Associate Professor	Tenured	PhD	University of Michigan	Health Behavior and Health Education	Health Promotion, Education, and Behavior
			MPH	University of North Carolina	Health Behavior and Health Education	
Fillo, Jennifer	Assistant Professor	Tenure Track	PhD	University of Minnesota	Social Psychology	Health Promotion, Education, and Behavior
			MPH	The State University of New York	General	

Template E1-1 (continued) Primary Instructional Faculty Regularly Involved in Instruction [HPEB]						
Name	**Academic Rank**	**Tenure Status**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in C2-1 (PIF)**
Friedman, Daniela	Professor	Tenured	PhD	University of Waterloo	Health Studies and Gerontology	Health Promotion, Education, and Behavior
			MSc	University of Waterloo	Health Studies and Gerontology	
Frongillo, Edward	Professor	Tenured	PhD	Cornell University	Biometry	Health Promotion, Education, and Behavior
			MS	Cornell University	Biometry	
			MS	Cornell University	Human Nutrition	
Ghattas, Hala	Associate Professor	Tenure Track	PhD	University of London	Nutrition and Immunology	Health Promotion, Education, and Behavior
			MSc	London School of Hygiene and Tropical Medicine	Public Health Nutrition	
Giraudy, Cassandra	Senior Instructor	Non-Tenure Track	EdD	University of South Carolina	Curriculum and Instruction	*Public Health, Undergraduate;* Health Promotion, Education, and Behavior
			MEd	University of South Carolina	Student Personnel Services	
Guimaraes, Edena	Clinical Associate Professor	Non-Tenure Track	PhD	University of South Carolina	Health Promotion, Education, and Behavior	*Public Health, Undergraduate*; Health Promotion, Education, and Behavior
			MPH	University of South Carolina	Health Promotion, Education, and Behavior	
Kaczynski, Andrew	Associate Professor	Tenured	PhD	University of Waterloo	Recreation and Leisure Studies	Health Promotion, Education, and Behavior
			MS	Texas A&M University	Recreation, Park & Tourism Science	
Kim, Min Ji	Assistant Professor	Tenure Track	PhD	University of Pennsylvania	Communication	Health Promotion, Education, and Behavior
			MA	Seoul National University	Communication	

Name	Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1 (PIF)
				Template E1-1 (continued) Primary Instructional Faculty Regularly Involved in Instruction [HPEB]		
Larson, Leila	Assistant Professor	Tenure Track	PhD	Emory University	Nutrition & Health Sciences	Health Promotion, Education, and Behavior
			MPH	Columbia University	Environmental Health Sciences, Global Track	
Li, Xiaoming	Professor	Tenured	PhD	University of Minnesota	Educational Psychology	Health Promotion, Education, and Behavior
Mann, Emily	Associate Professor	Tenured	PhD	University of Maryland	Sociology	Health Promotion, Education, and Behavior
			MA	University College Dublin, Ireland	Women's Studies	
Monroe, Courtney	Assistant Professor	Tenure Track	PhD	University of Tennessee	Kinesiology and Sport Studies	Health Promotion, Education, and Behavior
			MS	Illinois State University	Kinesiology and Recreation	
Qiao, Shan	Associate Professor	Tenured	PhD	Johns Hopkins University	Public Health	Health Promotion, Education, and Behavior
			MA	University of Western Ontario	Anthropology	
Rudisill, Anne	Associate Professor	Tenured	PhD	The London School of Economics & Political Science	Health Economics	*Public Health, Undergraduate* Health Promotion, Education, and Behavior
			MSc	The London School of Economics & Political Science	International Health Policy	

Template E1-1 (continued) Primary Instructional Faculty Regularly Involved in Instruction [HPEB]						
Name	Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1 (PIF)
Thrasher, James	Professor	Tenured	PhD	University of North Carolina	Health Behavior and Health Education	Health Promotion, Education, and Behavior
			MS	State University of New York	Epidemiology	
			MA	State University of New York	Cultural Anthropology	
Turner-McGrievy, Gabrielle	Professor	Tenured	PhD	University of North Carolina	Nutrition	*Public Health, Undergraduate;* Health Promotion, Education, and Behavior
			MS	University of Alabama	Human Environmental Science	
Watkins, Kenneth	Clinical Associate Professor	Non-Tenure Track	PhD	University of Michigan	Health Behavior and Health Education	*Public Health, Undergraduate;* Health Promotion, Education, and Behavior
			MA	University of Tennessee	College Student Personnel	
Yang, Xueying	Assistant Professor	Tenure Track	PhD	Chinese University of Hong Kong	Public Health	*Public Health, Undergraduate;* Health Promotion, Education, and Behavior
			MS	Chinese Academy of Medical Sciences & Peking Union Medical College	Social Medicine and Public Health Management	
Younginer, Nicholas	Clinical Assistant Professor	Non-Tenure Track	PhD	University of South Carolina	Health Promotion, Education and Behavior	Health Promotion, Education, and Behavior
			MA	University of South Carolina	Anthropology	

Template E1-1 (continued) Primary Instructional Faculty Regularly Involved in Instruction [HSPM]						
Name	Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1 (PIF)
Andrews, Christina	Associate Professor	Tenured	PhD	University of Chicago	Social Policy and Practice	Health Services Policy and Management
			MA	Boston University	Social Work	
Brooks, John	Professor	Tenured	PhD	University of Michigan	Economics	*Public Health, Undergraduate;* Health Services Policy and Management
			MA	University of North Carolina	Economics	
Chen, Brian	Associate Professor	Tenured	PhD	University of California Berkeley	Business Administration, Business and Public Policy Group	*Public Health, Undergraduate;* Health Services Policy and Management
			JD	Stanford Law School	Law	
Croker, James	Associate Professor	Tenured	PhD	University of Iowa	Health Services and Policy	Health Services Policy and Management
			MA	University of New Hampshire	Political Science	
Crouch, Elizabeth	Associate Professor	Tenured	PhD	Clemson University	Policy Studies	Health Services Policy and Management
			MA	Clemson University	Applied Economics and Statistics	
Hair, Nicole	Assistant Professor	Tenure Track	PhD	University of Wisconsin-Madison	Economics	*Public Health, Undergraduate;* Health Services Policy and Management
			MS	University of Wisconsin-Madison	Economics	
Hung, Peiyin	Assistant Professor	Tenure Track	PhD	University of Minnesota	Health Services Research, Policy, and Administration	Health Services Policy and Management
			MSPH	Emory University	Health Policy and Management	

Name	Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1 (PIF)
				Template E1-1 (continued) Primary Instructional Faculty Regularly Involved in Instruction [HSPM]		
Liang, Chen	Assistant Professor	Tenure Track	PhD	University of Texas Health Science	Biomedical Informatics	Health Services Policy and Management
			MS	Soochow University, China	Psychology	
Merrell, Melinda	Clinical Assistant Professor	Non-Tenure Track	PhD	University of South Carolina	Health Services Policy and Management	*Public Health, Undergraduate;* Health Services Policy and Management
			MPH	University of Alabama	Health Behavior	
Natafgi, Nabil	Assistant Professor	Tenure Track	PhD	University of Iowa	Health Services and Policy	Health Services Policy and Management
			MPH	American University of Beirut	Health Sciences	
Olatosi, Bankole	Associate Professor	Tenured	PhD	University of South Carolina	Health Services Policy and Management	Health Services Policy and Management
			MPH	University of Minnesota	Public Health Administration and Policy	
			MS	University of Laos	Biochemistry	
Ostermann, Jan	Associate Professor	Tenured	PhD	University of North Carolina	Health Policy and Administration,	*Public Health, Undergraduate;* Health Services Policy and Management
			MA	University at Albany	Health Policy and Management	
Xirasagar, Sudha	Professor	Tenured	PhD	University of South Carolina	Health Administration	Health Services Policy and Management

Name	Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1 (PIF)
				Template E1-1 (continued) Primary Instructional Faculty Regularly Involved in Instruction [PAPH]		
O'Neill, Jennifer	Clinical Assistant Professor	Non-Tenure Track	PhD	University of South Carolina	Exercise Science	*Public Health, Undergraduate;* Physical Activity and Public Health
			MPH	University of South Carolina	Physical Activity and Public Health	
Pellegrini, Christine	Associate Professor	Tenured	PhD	University of Pittsburgh	Exercise Physiology	*Public Health, Undergraduate;* Physical Activity and Public Health
			MS	University of Pittsburgh	Exercise Physiology	
Sui, Xuemei	Associate Professor	Tenured	PhD	University of South Carolina	Exercise Science	*Public Health, Undergraduate;* Physical Activity and Public Health
			MPH	University of Alabama	Biometry	
			MS	Chinese Academy of Medical Sciences	Pathology	
Weaver, Glenn	Associate Professor	Tenured	PhD	University of South Carolina	Physical Education Teacher Education	Physical Activity and Public Health
			Med	University of West Georgia	Health and Physical Education	
Wilcox, Sara	Professor	Tenured	PhD	Washington University	Clinical Psychology	Physical Activity and Public Health
			MA	Washington University	Clinical Psychology	

Template E1-1 (continued) Primary Instructional Faculty Regularly Involved in Instruction						
Name	Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1 (PIF)
Adams, Elizabeth	Assistant Professor	Tenure Track	PhD	Pennsylvania State University	Nutritional Sciences	Public Health, Undergraduate
			MS	University of Connecticut	Kinesiology	
Burkart, Sarah	Assistant Professor	Tenure Track	PhD	University of Massachusetts	Physical Activity and Health	Public Health, Undergraduate
			MPH	University of Massachusetts	Epidemiology	
Collins, Morgan	Instructor	Non-Tenure Track	MPH	University of South Carolina	Health Promotion, Education & Behavior	Public Health, Undergraduate
Corwin, Sara	Clinical Professor	Non-Tenure Track	PhD	University of South Carolina	Health Promotion, Education & Behavior	Public Health, Undergraduate
			MPH	University of South Carolina	Health Promotion, Education & Behavior	
Galloway, Charlotte	Clinical Associate Professor	Non-Tenure Track	PhD	University of South Carolina	Health Promotion, Education & Behavior	Public Health, Undergraduate
			MSPH	University of South Carolina	Environmental Health Sciences	
Moore, Teresa	Clinical Associate Professor	Non-Tenure Track	PhD	University of North Carolina	Nutrition/Exercise and Sport Science	Public Health, Undergraduate
			MPH	University of North Carolina	Nutrition	
Miller, Bridget	Clinical Associate Professor	Non-Tenure Track	PhD	University of Texas	Behavioral Aspects of Health	Public Health, Undergraduate
			MEd	University of Texas	Higher Education Administration	
Montogomery, Kara	Clinical Associate Professor	Non-Tenure Track	PhD	University of South Carolina	Health Promotion, Education & Behavior	Public Health, Undergraduate
			MEd	University of South Carolina	Student Personnel Services	
Thompson, Raymond	Clinical Associate Professor	Non-Tenure Track	PhD	University of South Carolina	Exercise Science	Public Health, Undergraduate
			MA	The University of Georgia	Exercise Science	

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

Template E1-2: Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name	Academic Rank	Title and Current Employment	FTE	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1 (Non-PIF)
Billings, Deborah	Adjunct Associate Professor	Project Director, Institute for Families in Society	0.25	PhD	University of Michigan	Sociology	Health Promotion, Education, and Behavior
				MA	University of Michigan	Sociology	
Crowley, Michael	Adjunct Instructor	Quality Improvement Director, SC Department of Health & Environmental Control	0.25	DBA	University of South Carolina	Business Administration	*Public Health, Undergraduate*
				MBA	University of South Carolina	Healthcare Administration	
				MPH	University of South Carolina	Physical Activity and Public Health	
Dhorte, Kay	Instructor	University of South Carolina	0.25	PhD	University of South Carolina	Epidemiology	*Public Health, Undergraduate*
				MPH	Emory University	Epidemiology	
Dugger, Roddrick	Adjunct	Post-doctoral research fellow, National Institutes of Health	0.25	PhD	University of South Carolina	Exercise Science	Public Health, MPH core course (Health Promotion, Education and Behavior
				MPH	University of Oklahoma	General	

Name	Academic Rank	Title and Current Employment	FTE	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1 (Non-PIF)
Draper, Carrie	Adjunct	Senior Research Associate, University of South Carolina	0.25	MSW	University of South Carolina	Social Work	Public Health, MPH core course (Health Promotion, Education and Behavior
Jenkins, Zach	Instructor	Director of Applied Practice, Arnold School	0.25	PhD	University of South Carolina	Education Administration	*Public Health, Undergraduate*
				MPH	University of South Carolina	Physical Activity and Public Health	
Jones, Mary	Instructor	Director of Workforce Development, Arnold School	0.35	PhD	University of South Carolina	Health Services Policy and Management	*Public Health* (graduate 700 course) & *Undergraduate*
				MPH	University of South Carolina	Health Services Policy and Management	
Redd, Kolby	Adjunct	Program Director & Assistant Professor, Anderson University	0.25	PhD	University of South Carolina	Health Services Policy and Management	*Public Health, Undergraduate*
				MHA	University of South Carolina	Health Administration	
Richard, Chelsea	Adjunct	Director of Research and Strategy, South Carolina First Steps	0.25	PhD	University of South Carolina	Epidemiology	Health Services Policy and Management
				MSPH	University of South Carolina	Epidemiology	
Simmons, David	Associate Professor	University of South Carolina, Anthropology Department	0.25	PhD	Michigan State University	Anthropology	*Public Health, Undergraduate*
				MA	Iowa State University	Anthropology	

Template E1-2 (continued): Non-Primary Instructional Faculty Regularly Involved in Instruction

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

Documentation is located in ERF\E\E1 by PIF and Non-PIF status.

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

Template E1-1 (PIF tables) were grouped by departments (BIOS, ENHS, EPID, HPEB, HSPM and PAPH) indicating to which department the PIF's employment is mapped. There isn't a "stand alone" PUBH undergraduate department in the school, so those individuals in other departments who teach in the PUBH BA/BS required courses were identified within their corresponding department table. There are several instructors in the Department of Exercise Science who teach in the PAPH program, which is housed in that department. Since exercise science isn't a CEPH traditional public health discipline, those instructors were added to the PUBH table, as the MPH is a public health practice degree. Finally, adjunct instructors who teach in the MPH core courses, identified in the NON-PIF table, were mapped to their departments as well.

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

Strength: At the Arnold School, there is a deep and vast pool of instructor knowledge and experience that students are likely to draw benefit from across the programs and course curriculum.

E2. Integration of Faculty with Practice Experience

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

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

1) Describe how the public health faculty complement integrates perspectives from the field of practice, other than faculty members' participation in extramural service, as discussed in Criterion E5. The unit may identify full-time faculty with prior employment experience in practice settings outside of academia, and/or units may describe employment of part-time practice-based faculty, use of guest lecturers from the practice community, etc.

The Arnold School has many dedicated public health faculty representing an array of practice experience that enhances the instructional and practice-based opportunities for our students. Full-time faculty with prior employment experience outside of academia add unique value to the practice-based, public health degree programs at both the undergraduate and graduate levels. That collective experience reflects work in the policy arena, non-profit sector, community-based programming, environmental initiatives and health systems delivery.

Although there is strong practice experience represented among the instructional faculty in the school's public health programs, many of those individuals are long-serving members of the faculty. Efforts to recruit new faculty members with more current practice experience—particularly to support the MPH core and concentration curricula—began in 2022 with the hire of Dr. Daniel Kilpatrick as a clinical assistant professor in the Department of Environmental Health Sciences. Dr. Kilpatrick brings extensive public health practice experience to his role having served for a decade as director of surveillance and evaluation for the SC Department of Health and Environmental Control (now the SC Department of Public Health). His background in emergency preparedness and disaster risk-reduction further defines his unique practice experience.

Following the hire of Dr. Kilpatrick, the Arnold School dean and the USC provost approved four additional clinical faculty hires with a specific focus on identifying individuals with practice experience to support the MPH core and concentration curricula. To date, two of those faculty positions have been filled, one in the Department of Epidemiology and Biostatistics and the other in the Department of Health Promotion, Education, and Behavior.

Dr. Nelis Soto-Ramírez has joined the faculty in the Department of Epidemiology and Biostatistics as a clinical assistant professor teaching in the MPH core and concentration curricula. Her experience reflects work with the administrative files and other data sources for the planning and evaluation of the state's child welfare, economic services, and adult protective services programs as well as significant work with program and research staff at the SC Department of Social Services. She has extensive knowledge in epidemiological methods, research design, sampling methodology, applied statistics and data analysis.

Dr. Nicholas Younginer has joined the faculty in the Department of Health Promotion, Education, and Behavior as a clinical assistant professor teaching in the MPH core and concentration curricula. His experience as an existing instructor in the MPH core course focused on qualitative methods (PUBH 726) enables Dr. Younginer to be an immediate and expanded contributor as a full-time faculty member. He brings unique practice experience through his extensive work assessing the state's Supplemental Nutrition Assistance Program Education and through work focused on child hunger and food insecurity.

The two remaining postings to hire clinical faculty with practice experience are based in the Department of Health Services Policy and Management and the Department of Exercise Science. Both positions are focused on supporting the respective departments' MPH programs and the MPH core curriculum.

Beyond these key faculty hires, the Arnold School engages well respected practice professionals as needed to augment the faculty complement through part-time and adjunct faculty hires. Dr. Deborah Billings and Ms. Carrie Draper have been long-standing contributors to the qualitative methods course (PUBH 726), bringing extensive combined experience to strengthen the practice-focus of that course. Dr. Megan Weis has been a long-time instructor in the program planning course (PUBH 735) bringing nearly two decades of relevant experience to the practice-focus of that course. Dr. Roddrick Dugger is now bringing his program planning experience and previous instructional experience to his role as the adjunct instructor for the online offering of PUBH 735 in the fall of 2025.

An array of guest lecturers provide unique and timely perspectives across nearly all of the school's practice-based courses. These professional perspectives represent individuals including elected and appointed officials, philanthropic leaders, content consultants, advocates and other key individuals with expertise in defined areas that enhance various components of the curriculum.

The Arnold School also engages individuals with practice experience on standing committees. Most notably, this occurs through the school's Public Health Practice Advisory Council (see criterion F1) which includes individuals working for governmental public health, health systems, and the non-profit sector.

Finally, the Arnold School has a history of including practice professionals as mentors to students in our practice-based curriculum. For example, individuals with experience in community programs have served as practice mentors in the MPH program planning class (PUBH 735). In the Fall of 2023, eight individuals actively working in the field were engaged as paid mentors for student project groups to enhance their understanding of practical considerations and contextual realities relating to aspects of program design, implementation and evaluation.

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

Strength: The approval in 2023 of four new, fully dedicated clinical faculty positions enabled focused recruitment of qualified individuals with current practice experience. These hires will bolster the ranks of faculty with practice experience and ensure succession planning for long-serving MPH core instructors.

Strength: The Arnold School's distinctive location and proximity to state agencies, non-profit partners and major health systems enable its expansive engagement of highly qualified and uniquely experienced practice partners as adjunct faculty and guest lecturers. These partnerships further support applied practice opportunities for students.

E3. Faculty Instructional Effectiveness

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

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

The program supports professional development and advancement in instructional effectiveness.

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

Student course evaluations and peer faculty evaluations comprise the methods whereby the university and school improve teaching and learning. Indeed, the evaluation of courses and teaching effectiveness is an integral part of the culture in the school. Each semester, course evaluations are summarized by the Director of Evaluation and Academic Assessment and then reviewed by department chairs, the Associate Dean for Faculty Affairs and Curriculum, and individual program directors. Teaching evaluations are incorporated with independently created teaching portfolios in the promotion process for both professional- and tenure-track faculty. Teaching evaluations are also used in merit-raise determinations, recognitions of meritorious teaching, and in determining which non-tenured lecturers and graduate teaching assistants continue in teaching positions. The school takes a mentoring approach to working with academic units and individual faculty who fall behind the norm to ensure continuous instructional improvement, including such strategies as additional mentoring teams and referral to the campus Center for Teaching Excellence.

Online Student Course Evaluations

Across the University, student course evaluations are administered through a web-based system. The Arnold School determines which courses are evaluated and which instructors for each section are evaluated (important, for example, when there are team teachers). Students are notified when the system is open for input each semester and then reminded to complete the evaluations until either the student has completed all course applicable course evaluations, or the course evaluation period has ended. The course evaluation system opens about two weeks before the end of the semester and closes before final exams begin. Once the semester's grade submission deadline passes, faculty members can review the summary of the evaluations for classes they taught. Administrators can view all questions answered by students in evaluating faculty teaching (as indicated, all these items are not available for student review). Course evaluations are important resources for department chairs, the Dean, and the broader university, and are considered at all stages of faculty performance review. The Associate Dean for Faculty Affairs and Curriculum closely monitors undergraduate and graduate course evaluation data for the Arnold School and works with department chairs, program directors, and the Director of Evaluation and Academic Assessment when areas of weakness are noted. At the time courses are scheduled, each academic unit can designate if more than one instructor of record for a course, including teaching assistants, should be evaluated. Each instructor of record is assessed with the same instructor-specific items on the evaluation tool.

Specific attention in student evaluations is placed on the level of agreement assigned to the statement "This instructor was effective". An instructor's average score for this measure is compared to two other scores: (1) the average score for this measure across comparable courses taught in the same modality, and (2) the historic average score for this measure for the same course taught in the same modality.

Peer Faculty Evaluations

Peer evaluations are a global report of effectiveness which include a report on the materials made available to the students, the organization of materials, and several different aspects of lecture (mastery of subject matter, responsiveness to questions, manner in which questions are elicited, degree to which material is presented in multiple formats, etc.). Peer evaluations culminate with a summary score in one of 4 categories. The following table outlines they frequency of reviews by faculty category.

Peer Evaluations: Assigned reviewers must be from outside the department of the faculty member under review.		
Faculty to be reviewed	**Frequency**	**Faculty to complete peer review**
Tenured Full Professors	every three years	Tenured Full Professors
Tenured Associate Professors	every two years	Tenured Full Professors and Tenured Associate Professors
Tenure-Track Faculty	annually	Tenured Full Professors and Tenured Associate Professors
Non-tenure Track Faculty	Department Chair determines; generally full-time faculty every two years.	Tenured Full Professors, Tenured Associate Professors, Non-tenure Track Faculty with appropriate classroom teaching experience equal or higher academic rank.

Policy can be found in the ERF\E3\Peer Teaching Review\ASPH peer review policy updated 2024 and also viewed on the Faculty Affairs - My Arnold School | University of South Carolina website. Peer evaluation forms can be found in the ERF\E3\Peer Teaching Review\peer_assessment and peer_review_of_classroom_teaching, as well on the Faculty Affairs link provided above.

The school uses these observations as mentoring opportunities for our faculty. Department chairs work with faculty to identify appropriate peer faculty teaching mentors if scores are below the norm. Faculty peer teaching reviewers evaluate course syllabuses, content, and materials in addition to the course delivery (in-person, online, lab-based, etc.) and provide feedback based on their own experience and professional development in instructional techniques. Typically, faculty generate a summary letter of their entire experience for inclusion with promotion dossiers or other performance evaluation instruments.

2) Describe available university and programmatic support for continuous improvement in teaching practices and student learning. Provide three to five examples of program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.

There are provisions for faculty instructional development at all levels of the university, the vast majority of which are available to all faculty regardless of appointment status or rank. The primary sources of support are from the university's Center for Teaching Excellence (CTE). The CTE provides a variety of workshops, online or in person, and faculty development programs available to faculty across the campus and many Arnold School faculty participate in these activities.

Examples of participation by public health faculty of all types in instructional development activities include:

1. In assessing the connection of classroom activities tied to evaluations of learning outcomes, it was noted that some lacked associated rubrics for the evaluation. To ensure future inclusion of rubrics and facilitate creation of rubrics where they were lacking, the Director of Evaluation and Academic Assessment, the Associate Dean for Faculty Affairs and Curriculum, and Gloria Washington (CTE Instructional Designer) designed and deployed a 15-minute instructional video that was then required of all instructors.

2. Each year, the CTE hosts an orientation for new faculty. All incoming public health faculty are advised to attend this workshop as well as to search through the CTE events calendar for appropriate opportunities.

3. The CTE also provides innovative pedagogy grants so that full-time faculty can submit proposals for the development of exemplary courses. Arnold School faculty have been recipients of this award on two occasions in the past 5 years leading to the development of permanent courses.

3) Describe means through which the school or program ensures that all faculty (primary instructional and non-primary instructional) maintain currency in their areas of instructional responsibility. Provide examples as relevant. This response should focus on methods for ensuring that faculty members' disciplinary knowledge is current.

Faculty currency is addressed in multiple ways for our tenure-track and professional-track faculty. All faculty undergo the student course evaluation process and the peer faculty evaluations, as outlined in E3-1 above. All faculty also undergo annual merit evaluations within their unit, which include instructional performance metrics. All faculty with instructional duties are expected to demonstrate high-quality teaching performance as part of promotion reviews. Teaching portfolios are created by an independent person (not the faculty member under review).

The Arnold School requires that all faculty have a mentorship team consisting of one senior person from their department and one person from outside the department. Each faculty member is also required to have at least 2 meetings per year with that team. If a faculty member's performance metrics fall below the norm in the areas of research and/or teaching, then that faculty member is assigned an additional mentoring team that is responsible for advising in the specific area of need. The faculty member is required to meet this additional mentoring team until their performance is above the norm. The additional mentoring team is called upon to report to the tenure and promotion committee as needed for input (annual reviews, tenure progress reviews, tenure and promotion applications, and post-tenure reviews).

All faculty (tenure track and non-tenure track) undergo annual reviews that include feedback on their job performance in teaching, research, and service (as applicable). Assistant professors on the tenure-track undergo a tenure progress review (usually in year 3) that is meant to emulate the review that the professor will undergo at the time of their tenure and promotion application. Tenured faculty undergo post-tenure review every 7 years that focuses on teaching, research, and service.

All faculty below the rank of professor maintain a required mentorship team. Full professors are encouraged to continue to report to their mentorship teams even though it is not required.

For professional-track faculty, under school policy, faculty undergo at least annual performance reviews with their supervisor and/or department chair which would include a discussion and reflection on course evaluations, peer teaching evaluations, mentorship experiences, and other performance metrics as appropriate to the job title. Department chairs have access to all course syllabuses and course evaluations to ensure instructional faculty maintain updated courses and perform at acceptable levels within their courses. Instructional faculty proceeding with promotion reviews provide the information necessary to build a full dossier including an independent teaching portfolio that would be evaluated as part of the promotion process.

Additionally, all new courses and major course revisions are reviewed at multiple levels across the campus, including first at the program level, where a faculty committee will review the course syllabus, content, readings, and related materials to ensure currency before approval. Once approved at the unit

level, both the school (Associate Dean for Faculty Affairs and Curriculum) and the university review the proposal to ensure high quality instruction before final approval and entry into the course catalog.

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

The Arnold School requires peer faculty evaluations of teaching and a teaching portfolio into the required dossier elements for all tenure-track faculty proceeding with promotion reviews, significantly raising the value of instructional performance as part of the promotion review beyond just student course evaluations (which are also required in the dossier). All units with tenure-track faculty have promotion guidelines with specific expectations for instructional excellence tied to successful promotion. Similarly, the school uses the same portfolio and peer review elements included within the professional-track faculty promotion dossiers for faculty with instructional expectations. Thus, all faculty proceeding with promotion review within the Arnold School must undergo regular peer faculty evaluations of their teaching and must develop a complete teaching portfolio, including a teaching statement, syllabuses, examples of course materials and assessments, student course evaluations, and other materials relevant to their teaching performance and student learning. These materials are provided to all review levels, including program, department, school, campus, and university, as required for each rank. University resources are available in multiple venues for faculty to develop and enhance their teaching portfolios. The Arnold School provides 1-2 workshops per year for tenure- and professional-track faculty for portfolio development.

5) Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on its self-selected indicators of instructional effectiveness. Select at least three indicators, meaningful to the unit, with one from each listed category.

For *Faculty Currency*, the indicator of "Annual or other regular reviews of faculty productivity, relation of scholarship to instruction" was selected. All faculty undergo annual review which includes an assessment of the faculty member's performance in the categories of teaching, research, and service as appropriate to their role. All tenure-eligible faculty and tenured associate professors are reviewed by the Arnold School's Tenure and Promotion Committee, and all tenured professors not serving as department chair are reviewed by their department chairs. Clinical and research faculty are reviewed by their administrative head(s). Peer review of teaching occurs at intervals according to rank and tenure status. Tenure-track faculty at any rank undergo peer review of teaching performance annually. Tenured associate professors undergo peer review of teaching performance every two years, and tenured full professors undergo peer review of teaching performance every three years. Currently, clinical and research faculty are not required to undergo regular peer review as part of their annual review process, though it may be requested by the department chair and is recommended to occur every two years. With recent updates to the faculty manual at the university level, discussions are occurring related to forming a clinical and research faculty review committee and including more standardized annual review processes across departments for clinical and research faculty. Currently, the Arnold School does not formally evaluate the relation of scholarship to instruction for each faculty member. However, teaching assignments are made with knowledge and consideration for the faculty member's research expertise; matching of field of expertise to course content is a high priority in each department. See ERF/E/E3 for annual review policy documentation

Annual Reviews	
AY	Count
2021-2022	46
2022-2023	48
2023-2024	50

For *Faculty Instructional Technique*, the indicator of "Student satisfaction with instructional quality" was selected. Each semester, students have the opportunity to provide feedback on courses, including their satisfaction with instructional quality. Supporting documentation in course evaluation reports can be found in the ERF\E\E3\E3.5 by academic year.

Overall Teaching Effectiveness from Course Evaluations	
Term	Average OTE
Fall 2020	4.45
Spring 2021	4.43
Fall 2021	4.53
Spring 2022	4.42
Fall 2022	4.42
Spring 2023	4.48
Fall 2023	4.38
Spring 2024	4.50

For School Level Outcomes, the indicator of "Teaching assistants trained in pedagogical techniques" was selected. Teaching assistants must attend a CTE course in GRAD 701, which is a course specifically designed and taught to TA's from the USC Center for Teaching Excellence. The graphic below shows recorded enrollment in this course by degree, by term for BIOS, ENHS, EPID, HPEB and HSPM majors.

Grad 701 (TA CTE course) roster totals by student degree					
Term/Degree	MPH	MS	MSPH	PhD	Total
Fall 2020	1	--	2	15	18
Spring 2021	--	--	--	5	5
Fall 2021	3	4	--	22	29
Spring 2022	--	--	--	5	5
Fall 2022	3	1	--	20	24
Spring 2023	1	--	--	6	7
Fall 2023	4	1	--	13	18
Spring 2024	4	2	--	9	15

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

Strength: The Arnold School takes pride in the quality of instruction across all programs. Faculty take teaching seriously, and the expectation for quality instruction is part of our school's culture. Faculty view excellence in teaching as necessary for advancement.

Weakness and Improvement Plan: While the university and school have done well to incorporate both mentoring and peer teaching evaluations into promotion procedures and guidelines, the implementation of those practices falls largely at the unit level, with variability in the effectiveness of that implementation across different units. To ensure consistency in this area, the Arnold School formed a professional track committee in the spring of 2024 to develop rubrics and guidelines in teaching effectiveness. The school's tenure and promotion committee formed a subcommittee in the spring of 2024 to develop updated criteria for the school's tenure and promotion related criteria. Both efforts include evaluating guidelines related to peer and student evaluations of teaching.

E4. Faculty Scholarship

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

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

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

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

One of the Arnold School's primary goals is to promote high quality, impactful, and ethical research as demonstrated by the creation of knowledge of importance to public health. This goal is linked with one of the school's core values that "through inquiry, discovery and dissemination, the Arnold School of Public Health works collaboratively to improve community health, health systems, and the environment." The school promotes and supports faculty, research staff, and student engagement in scholarly activities and works closely with the university to identify and facilitate collaborative research opportunities in areas that support the science and practice of public health.

All tenure-track and research-track faculty in the school are expected to engage in research and scholarly activities aimed at advancing knowledge that will protect and improve the public's health. Several clinical faculty members are engaged in research activities in addition to teaching. The policies of both the university and the school detail expectations for research and scholarly activities for faculty at all ranks. Current university research policies are summarized in section 3 of the Faculty Manual. The Faculty Manual and related tenure and promotion documents at http://www.sc.edu/tenure provide general guidance concerning university expectations for faculty research. More specific school research expectations for tenure track faculty and non-tenure track faculty appear in the faculty affairs section of the school's website. At minimum, the school expects tenure-track faculty to "demonstrate excellence in research as reflected in developing and conducting independent research and seeking and receiving extramural funding to support research. Publications are expected to be of high quality and significance to the candidate's field." (Arnold School Tenure and Promotion Guidelines, 2009) Additionally, research-track faculty "play a central role in the development and operation of the Arnold School of Public Health and are critical to the successful pursuit of the School's research goals." (Arnold School Research Faculty Policies and Procedures, 2017).

School support for research: The Arnold School's Office of Research was established in 2001 to support faculty, staff, students, and their research partners with grant and scholarship activities and assist in increasing research productivity for the school. Based in the dean's office, the associate dean for research oversees the Office of Research. The office has a full-time director and two staff members who provide pre-award and post-award services. The Office of Research has primary responsibility for finalizing and implementing research-related processes and policies for the school. In addition, the office disseminates information concerning grant funding opportunities, engages faculty and staff in research-related professional development initiatives and workshops, supports and facilitates interdisciplinary team development for proposal submissions, arranges pre-submission peer reviews of applications, works closely with the university's Sponsored Awards Management Office to route and track grant applications and contracts, and assists the school's faculty, staff, and students with other grant application and contract development supports as requested. The Office of Research has grown from processing $66.5

million in sponsored award first/next-year requests in 2016 to $135.8 million in 2024. Extramural requests were awarded at $32.3 million in 2016 and increased to over $59 million (54.7% increase) in 2024.

Each academic department and center in the school employs pre-and post-award grant support staff. All school staff members who work with grants and contracts have taken or will take the university's GRANT workshop series. To further keep these staff members up to date on policies and procedures, the Office of Research has created and coordinates a school-level Grants Staff Network to network all support staff so they know one another across programs, centers, and departments; know whom to call for sponsored award-related advice and information; and know how to develop ideas for grant-related presentations, workshops, and trainings for the school. Currently, the office also hosts co-learning sessions for grants staff across the school on topics requested by staff and on any new grant-related processes being implemented at the university level. In addition, the office produces an e-newsletter that recognizes the research successes of faculty, staff, and students, and provides updates on research-related resources and changes in research policies and procedures. Office staff members present research grant-related information at department faculty meetings and in graduate student classes when requested by school faculty. These staff also assist USC more broadly with teaching its Gamecock Research Administrators' Network Training (GRANT) courses.

Principal investigators (PIs) who need staff support for proposal development (pre-award) or project budget management (post-award) are expected to engage their designated department or center staff members for assistance. Note that some large grant-funded projects are able to hire support staff who are dedicated to the project, but who are administratively assigned to an academic department or center. If a PI or department/center-level staff member needs additional pre- or post-award guidance or support, staff members in the school's Office of Research are available to assist them. Office of Research staff initiate training of new grant staff members in departments and research centers. Additionally, all new grant staff are expected to complete the university's GRANT certificate program offered by the Office of the Vice President for Research.

In conjunction with the school's Office of Academic Affairs, the Office of Research organizes and conducts an annual orientation for new faculty members and post-doctoral fellows to acquaint them with university and school research resources, policies, procedures, and performance expectations relevant to promotion and/or tenure where applicable.

The school's Research Advisory Council (RAC) is being reconstituted by the Interim Associate Dean for Research. The structure of the RAC includes one faculty representative from each department and research center and serves in an advising capacity to the associate dean for research regarding school-wide research initiatives. RAC members advise on ways to increase the school's research collaborations and productivity; recommend specific research topics and directions for development within the school; provide guidance on protocols for research functions; provide feedback on adequacy of research infrastructure and supporting technologies in the school and university; review new research policies and procedures; and serve as a communication link between the Office of Research and faculty and staff within each member's department and research center. Council members serve for two years.

The school's Office of Development helps faculty and students make connections with major corporate and non-profit funders for support of research (basic and community-engaged) and other scholarly pursuits. The office disseminates funding opportunity announcements from private sources to faculty and staff and assists investigators with proposal development and communications with the funding organizations. The associate dean for research, the school's senior director of development, and the USC director of development in USC Corporate & Foundation Relations communicate at least once per month to discuss relevant funding opportunities available to the school.

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

University-level support for research and scholarly activities includes:

- Internal funding mechanisms such as the <u>ASPIRE program</u> support smaller pilot project initiatives that provide data for larger grant applications. These pilot grant mechanisms allow faculty to collect and analyze preliminary data, hire research associates and student collaborators, and establish themselves in a particular research area. The intent is that ASPIRE grant recipients will be able to leverage their preliminary work into more competitive extramural grant submissions.

- The <u>PROPEL program</u> trains faculty in grant writing skills and strategies in their first academic year at the university. This program was initially developed by the Arnold School (referred to as "ASPH-NIH boot camp") and was expanded USC-wide to focus on both the NIH and NSF given the ASPH success record. New faculty hires are required to budget part of their startup funds to pay for participation in this program which pairs early career faculty with seasoned faculty researchers. The nine-month program is split into monthly mentoring meetings where a different aspect of grant writing is discussed and practiced. Each participant works on at least one of their own grants throughout the program period. To date, Arnold School "boot camp" faculty participants have generated $70.7 million in extramural grants as PI/multiple PI.

- The <u>GRANT Staff Network,</u> administered by the USC Office of Research and Grant Development, provides foundational education, training, and resources for staff working in research administration. This program is available for staff as well as funded faculty to ensure adherence to fiduciary requirements. It also includes instructions on how to navigate USC IT systems for record keeping and reporting.

School-level support for research and scholarly activities from the Office of Research includes:

- Information, updates (via website, email communication, and one-on-one meetings), advice, and constructive review of all aspects of grant proposal preparation and post-award guidelines and policies when grants are funded. Pre-award and post-award assistance is available to Arnold School faculty. The office maintains boilerplate language for grant narrative sections and has in-house expertise for budget construction and justification.
- Solicitation of and compensation provision to external reviewers for detailed scientific review of large research/center grant proposals prior to submission. The faculty PI will select reviewers with expertise relevant to the grant topic and the associate dean for research (in consultation with the investigative team) can also recommend review experts.
- New faculty (all ranks and tracks) introductions and orientations on career development, research support at the school and university, and how to navigate our research environment and extramural funding opportunities.
- Professional development seminars on topics such as publishing/journal submissions, the NIH grant review process, and how to sustain successful research teams will be offered more regularly for faculty. Co-learning sessions on grant processes are being offered for all Arnold School staff that support research and grant initiatives.

The Arnold School, with guidance from the Associate Dean for Research, and in partnership with the six department chairs, has moved toward a more formal team-based approach to faculty mentorship that includes mentorship in research and in scholarship with an eye toward successful faculty promotion and/or tenure. While it is the responsibility of department chairs to assign appropriate mentors for each faculty member, the Associate Dean for Research oversees the school's faculty mentorship program in collaboration with the associate dean for faculty affairs and curriculum.

3) Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities. This response should focus on instances in which students were employed or volunteered to assist faculty in faculty research projects and/or independent student projects that arose from or were related to a faculty member's existing research.

Dr. Christina Andrews, associate professor in the Department of Health Services Policy and Management at the Arnold School, engaged five (5) Honors College and Top Scholar undergraduates (2 BA and 2 BS public health, 1 BS economics, and 1 BA political science), one (1) master's student (MPH), and three (3) doctoral students (1 health policy, 1 social work, 1 economics) in research in the 2023-2024 academic year. Additionally, Dr. Andrews will have two (2) incoming PhD students in health policy in the 2024-2025 academic year. One (1) doctoral student (PhD in economics) served as graduate assistant on state-funded grants focused on access to opioid use disorder treatment and was involved in analyzing data using statewide Medicaid claims, conducting literature reviews, and contributing to manuscripts and reports. Two (2) doctoral students (health policy, social work), one (1) master's student (public health), and six (6) undergraduate students (2 BA and 2 BS public health, 1 BS economics, 1 BA political science) participated as research assistants on two NIH-funded grants focused on assessing the effects of Medicaid coverage on substance use disorder treatment receipt and outcomes. They collected data from primary government sources, carried out analyses, conducted literature reviews, and contributed to the writing of abstracts and manuscripts. This work and related student-led research resulted in eight (8) papers published with students in academic year 2023-2024 (student as first author on 1 and active co-authors on 7) and three (3) additional papers submitted and in review (2 with students as first author), and seven (7) national conference presentations (4 with students as presenters).

Publications with students (names underlined):

Peterson, L., Andrews, C. M., Abraham, A. J., Westlake, M. A., Grogan, C. M. (2024). Most states allow Medicaid managed care plans broad discretion to restrict substance use disorder treatment benefits. *Health Affairs, 43*(7), 1038-1046.

Silverman, A., Westlake, M. A., Abraham, A. J., Grogan, C. M., & Harris, S. J., & Andrews, C. M. (2024). Substance use disorder treatment carve outs in Medicaid managed care. *Journal of Substance Use and Addiction Treatment*, 161, 209307.

Lewis, C. D., Andrews, C. M., Abraham, A. J., Westlake, M., Taxman, F. S., & Grogan, C. M. (2024). State Medicaid Initiatives Targeting Substance Use Disorder in Criminal Legal Settings, 2021. *American Journal of Public Health*, *114*(5), 527-530.

Morris, R., Rosenbaum, S., Grogan, C. M., Rhodes, M., & Andrews, C. M. (2024). How does Medicaid managed care address the needs of beneficiaries with comorbid behavioral health disorders? A deep dive into contract design. *American Journal of Law & Medicine*, *49*(2-3), 339-348.

Andrews, C. M., Westlake, M. A., Abraham, A. J., Grogan, C. M., Harris, S. J., & Jehan, S. (2024). Prior authorization policies for buprenorphine: Role of profit status and partisanship in Medicaid managed care. *Health Affairs*, *43*(1), 55-63.

Harris, S. J., Abraham, A. J., Lozano-Rojas, F., Negaro, S. N., Andrews, C. M., & Grogan, C. M. (2023). Allocation of federal funding to address the opioid crisis in the criminal-legal system. *Journal of Substance Use and Addiction Treatment, 150.*

Shoulders, A., Andrews, C. M., Westlake, M. A., Abraham, A. J. & Grogan, C. M. (2023). Changes in Medicaid FFS benefit design for substance use disorder treatment during the opioid crisis, 2014-2021. *JAMA Health Forum, 4*(8), e232502-e232502.

Andrews, C. M., Hinds, O. M., Besmann, W., Abraham, A. J, Lozano-Rojas, F., Grogan, C. M., & Silverman, A. (2023). State funding for substance use disorder treatment declined in the wake of Medicaid expansion. *Health Affairs, 42*(7), 981-990.

Dr. Daniela Friedman, professor and chair of the Department of Health Promotion, Education, and Behavior and interim associate dean for research in the Arnold School, engaged two (2) undergraduate public health students (1 BA Capstone Scholar and 1 BS Honors College) and seven (7) PhD students (4 HPEB, 3 EPID) in research in the 2023-2024 academic year. Three (3) of the doctoral students served as graduate assistants on state-funded grants focused on aging and Alzheimer's disease and were involved in analyzing data from the statewide Alzheimer's Disease Registry, writing literature reviews, methods, and results sections of papers, analyzing data, and contributing to manuscripts and reports. Four (4) of the doctoral students and the two (2) undergraduate students participated as research assistants on NIH and CDC-funded grants focused on community-engaged and applied health communication, health literacy, and implementation science research specifically in the areas of cancer prevention and control and Alzheimer's disease and related dementias. They analyzed mixed methods data, conducted literature reviews, contributed to writing of manuscripts, and supported formatting of papers for submission to scholarly journals. This work and related student-led research resulted in five (5) papers published with students in Fall 2023/Spring 2024 (student as first author on 1 and active co-authors on 4) and eight (8) additional papers submitted and in review (students as first author on 4), 1 national conference presentation (student as presenter) and one (1) international conference presentation.

Publications with students (names underlined):

Austin, M.E., Ingram, L.A., McCollum, Q., Levkoff, S.E., & Friedman, D.B. (2024). A dual approach to addressing gaps in scholar diversity in aging research. *Gerontology & Geriatrics Education* (DOI: 10.1080/02701960.2024.2343876).

Sakhuja, M., Macauda, M.M., Thrasher, J.F., Hebert, J.R., Pednekar, M.S., Gupta, P.C., & Friedman, D.B. (2024). "The ban is there, but it is not there:" Perceptions of cigarette users and tobacco vendors regarding ban on the sale of loose cigarettes in *India. Frontiers in Public Health (Public Health Policy Section),* 12 (DOI: 10.3389/fpubh.2024.1375113).

Qiao, S., Friedman, D.B., Tam, C.C., Zheng, C., & Li, X. (2024). COVID-19 vaccine acceptance among college students in South Carolina: Do information sources and trust in information matter? *Journal of American College Health*, 72(3), 859-868 (DOI: 10.1080/07448481.2022.2059375).

Escoffery, C., Petagna, C., Wangen, M., Flicker, K.J., Noblet, S., Sakhuja, M., Thomson, C.A., Morrato, E.H., Adams, S., Leeman, J., & Friedman, D.B. (2023). Mixed methods evaluation of the inaugural year of the Cancer Prevention and Control Research Network's (CPCRN) Scholars Program. *Cancer Causes and Control*, 34(Suppl 1), 57-73 (DOI: 10.1007/s10552-023-01702-1).

Seaman, A.T., Rowland, J.H., Werts, S.J., Tam, R.M., Torres, T.K., Hucek, F.A., Wickersham, K.E., Fairman, C.M., Patel, H.D., Thomson, C.A., Hebert, J.R., & Friedman, D.B. (2023 Dec 4 Epub). Examining provider perceptions and practices for comprehensive geriatric assessment among cancer survivors: An implementation science focus. *Frontiers in Aging (Interventions in Aging)* (DOI: 10.3389/fragi.2023.1305922).

Publications with students (under review):

Adams, S.A., Workman, L., Sakhuja, M., Yelton, B., Wickersham, K.E., Fairman, C., Eberth, J., Heiney, S., Hebert, J.R., King, J.R., Hucek, F.A., Schaurer, L., & Friedman, D.B. Reflecting on partnerships established and sustained over four cycles of a federally funded cancer prevention and control research program: Lessons learned for community-academic networks. In review.

Ek, L.C., Hebert, J.R., Friedman, D.B., & Porter, D.E. Climate change, racism, and food: A commentary about the cyclical impact of stressors that exacerbate chronic disease disparities. In review.

Friedman, D.B., Escoffery, C., Morrato, E.H., Thomson, C.A., Petagna, C.N., Hucek, F.A., Wangen, M., Villalobos, Hebert, J.R., Noblet, S., Sakhuja, M., Garcia, D.O., Cruz, J.L., & Wheeler, S.B. Evaluation and lessons learned from the dissemination and implementation science scholars program in the national Cancer Prevention and Control Research Network. In review. Revise and Resubmit.

Hucek, F.A., Leonard, M.S., Owens, O.L., Tang, W., Olscamp, K., & Friedman, D.B. Supporting transportation needs of older adults: A model for aging in place. In review.

Sakhuja, M., Friedman, D.B., Macauda, M.M., Hebert, J.R., Pednekar, M.S., Gupta, P.C., & Thrasher, J.F. Barriers and facilitators for the implementation and enforcement of the ban on the sale of loose cigarettes in India: A qualitative stakeholder analysis. In review.

Sakhuja, M., Friedman, D.B., Macauda, M.M., Hebert, J.R., Pednekar, M.S., Gupta, P.C., Fong, G.T. & Thrasher, J.F. Association between cigarette/bidi purchase behavior (loose vs pack) and health warning label exposure: Findings from the Tobacco Control Policy (TCP) India Survey and In-depth interviews with smokers. In review.

Sakhuja, M., Yelton, B., Kavarana, S., Schaurer, L., Rumthao, J.R., Noblet, S., Arent, M.A., Macauda, M.M., Donelle, L., & Friedman, D.B. How do scholars conceptualize and conduct health and digital health literacy research? A survey of federally funded scholars. In review. Revise and Resubmit.

Publications with students (submitted in summer 2024):

Miller, M.C., Amoatika, D., Adams, S.A., Bawa, E.M., Olatosi, B., Friedman, D.B., Bonilha, L., et al. The relationship between the geospatial distribution of Alzheimer's disease and related dementias incidence and mortality and medical provider density in South Carolina.

Dr. Dwayne Porter, professor, associate chair, and graduate director in the Department of Environmental Health Sciences engaged two (2) undergraduates (1 public health, 1 environmental science – both Honors College), one (1) MS, four (4) MPH, and five (5) PhD students in research in the 2023-2024 academic year. All of the students were engaged in community-based research and research-based learning initiatives. Ten (10) students (1 undergraduate public health, 1 MS, 4 MPH, and 4 PhD) were engaged in community-based research activities funded by the NIEHS-funded Center of Excellence for Oceans and Human Health and Climate Change Interactions (OHHC2I) and the EPA-funded Environmental Justice (EJ) Strong Program. One undergraduate student was supported by the USC Honors College in a research project assessing spatial relationships between the siting of hazardous waste sites and underserved communities in the Southeast US and Southwest US. One (1) PhD student is a research associate with the Arnold School's Center for Applied Research and Evaluation and secured her own funding to engage schools in underserved communities in urban agricultural practices. The research activities in which the graduate students were engaged resulted in five (5) papers published during the time the graduate students were in their respective programs with a student as first author on each paper. In addition, the graduate students were first authors or co-authors on approximately 20 presentations at national, regional and state conferences during their programs of study, and one (1) student was invited to lead a special session on community engagement at an international conference.

Publication with students (names underlined):

Altman, E., Yelton, B., Porter, D.E., Kelsey, R.H., & Friedman, D.B. (2023). The role of trust, understanding, and access in public engagement with environmental activities and decision making: A qualitative study with water quality practitioners. *Environmental Management* (DOI: 10.1007/s00267-023-01803-2).

Altman, K., Yelton, B., Viado, H.F., Carson, M.A., Schandera, L., Kelsey, H., Porter, D.E. & Friedman, D.B. (2022). "I won't use the term dumbing it down, but you have to take the scientific jargon out": A qualitative study of environmental health stakeholders' communication practices and needs. *Journal of South Carolina Water Resources,* 8(1), 11-32.

Carson, M.A., Doberneck, D.M., Hart, Z., Kelsey, H., Pierce, J.Y., Porter, D.E., Richlen, M., Schandera, L., & Triezenberg, H.A. (2022). A strategic framework for community engagement in oceans and human health. *Community Science* (DOI: 10.1029/2022CSJ000001).

Ek, C., D.E. Porter, Graves, D., Rabon, B., Cai, B., Cai, G., Willis, R., & Scott, G.I. (2022). *Enterococci* contamination on Edisto Island, South Carolina: Frequency, sources of contamination, and prospects on how to improve water quality. *Journal of South Carolina Water Resources,* 8(1), 68-82.

Taylor, J., Levine, N.S., Muhammad, E., Porter, D.E., Watson, A.M. & Sandifer, P.A. (2022). Participatory and spatial analyses of Environmental Justice communities' concerns about a proposed storm surge and flood protection seawall. *International Journal of Environmental Research and Public Health*. 19, 19912 (DOI: 10.3390/ijerph191811192).

Dr. Shan Qiao, associate professor in the Department of Health Promotion, Education, and Behavior and co-lead of the social media core in the Big Data Health Science Center, engaged five (5) undergraduate (3 BA Honors College and 2 BS public health) and eight (8) PhD students (6 HPEB, 1 EPID, 1 GEOG) in research in the 2023-2024 academic year. Three (3) of the doctoral students served as graduate assistants on CDC-funded grants focused on lived experiences and resilience resources among rural black women as well as community-based COVID vaccination promotion in rural black communities. They coordinated the project with the local partner, conducted interviews, analyzed mixed methodology data, and contributed to writing manuscripts and reports. Two (2) doctoral students engaged in an NIH/NIMH-funded project regarding taxonomic meta-analysis of HIV medicine adherence interventions with a focus on literature screening, data extraction, and meta-analysis. Three (3) of the doctoral students and five (5) undergraduate students participated as research assistants on NIH-funded grants focused on COVID-19 impacts in healthcare system and mental health specifically in the areas of maternal health racial disparities, HIV service interruptions and consequences in HIV treatment cascade, and mental health disorders among people living with HIV since the pandemic based on large population-based data. They conducted literature reviews, integrated datasets, analyzed mixed methods data and big data, and developed manuscripts under guidance. The work and related student-led research resulted in nine (9) papers published in Fall 2023/Spring 2024 (student as first author on 6 and active co-authors on 3) and 17 national conference presentations (student as presenter) and three (3) international conference presentations. One (1) doctoral student has been invited to give an oral presentation in the satellite session of International AIDS Society (IAS) conference in 2024.

Publication with students (names underlined):

Aghaei A, Qiao S, Yuan GZ, Tam CC, Li X. (2024). Role of self-esteem and personal mastery on the association between social support and resilience among COVID-19 long haulers. *Heliyon,* 10(10), e31328.

Garrett C, Aghaei A, Aggarwal A, Qiao S. (2024). The role of social media in the experiences of COVID-19 among long-hauler women. *JMIR Human Factors*, 11, e50443.

Garrett C, Qiao S, Li X. (2024). The role of social media in COVID-19 prevention guidelines knowledge, perceptions, and self-reported adherence. *JMIR Infodemiology,* 4, e44395.

Li Z, Qiao S, Ning H, Olatosi B, Zhang J, Li X. (2023). Place visitation data reveals the geographic and racial disparities of COVID-19 impact on HIV facility utilization in Deep South. *AIDS and Behavior* (DOI: 10.1007/s10461-023-04163-4).

Ning H, Li Z, Qiao S, Zeng C, Zhang J, Olatosi B, Li X. (2023). Revealing geographic transmission pattern of COVID-19 using neighborhood-level simulation with human mobility data and SEIR model: A case study of South Carolina. *International Journal of Applied Earth Observation and Geoinformation*, 118, 103246.

Qiao S, Shirly C, Garrett C, Li X, Weissman S, Olatosi B, Li X. (2023). Facilitators of organizational resilience within South Carolina AIDS service organizations: Lessons learned from the COVID-19 pandemic. *AIDS and Behavior* (DOI: 10.1007/s10461-023-04089-x)*.*

Tam CC, Qiao S, Garrett C, Zhang R, Aghaei A, Aggarwal A, Litwin, AH, Li X. (2023). Substance use, psychiatric symptoms, personal mastery, and social support among COVID-19 long haulers: A compensatory model. *PLoS One* (DOI: 10.1371/journal.pone.0289413).

Zhang R, Byrd T, Qiao S, Torres M, Li X, Liu, J. (2024). Maternal care utilization and provision during the COVID-19 pandemic: Voices from minoritized pregnant and postpartum women and maternal care providers in Deep South. 2024. *PLoS One* (DOI: 10.1371/journal.pone.0300424).

Zhang R, Byrd T, Qiao S, Torres M, Liu J, Li X. (2024). Is it safe for me to get it? Factors influencing COVID-19 vaccination decision-making among postpartum women who are Black and Hispanic in Deep South. *Journal of Racial and Ethnic Health Disparities* (DOI: 10.1007/s40615-024-01964-8).

Dr. Melissa Nolan, associate professor in the Department of Epidemiology and Biostatistics, director of the USC Institute for Infectious Disease Translational Research, and deputy director of the CDC Southeastern Center of Excellence in Vector-borne Diseases engaged seven (7) undergraduate (3 Honors College, 4 BS public health), four (4) masters (4 MS Epidemiology), and thirteen (13) doctoral (5 Epidemiology, 3 Medical School, 2 Biological Sciences, 1 Social Work, 1 Criminal Justice, 1 Computer Science) students in research in the 2023-2024 academic year. Students took part in NIH, CDC and private foundation funded research which accumulated in 23 manuscripts published and another 13 currently in review. Additionally, students received more than seventeen (17) mentored career grant awards as PI from NIH and USC totaling $49,538 in the single academic year. A total of 17 presentations at state (2) and national conferences (15) were completed by students, several resulting in shared co-presenter status affording early career trainees the guided opportunity to collectively present their work at prestigious conferences while providing early career trainee support. Their research focused on vector-borne diseases across the Americas, particularly emerging infectious diseases. The majority of student research involved primary data collection of human, veterinary, or vector sampling to define transmission risk and severe disease prognostic indicators.

Publications with students (names underlined):

Gual-Gonzalez L, McCarter M, Peebles M, Nolan MS. (2023). A state-wide, cross-sectional evaluation of the knowledge and level of concern of rabies among South Carolina residents. *Zoonoses & Public Health,* 70(1), 103-110 (DOI: 10.1111/zph.13001).

Lynn MK, Rodriguez Aquino SM, Self SCW, Kanyangara M, Campbell BA, Nolan MS. (2023). TORCH congenital syndrome infections in Central America's Northern Triangle. *Microorganisms*, 11(2), 257 (DOI: 10.3390/microorganisms11020257).

Boehme HM, Dawson R, Gual Gonzalez L, Rodriguez Ramos C, Kidd L, Nolan MS. (2023). "Ain't about the money, ain't about the haircut": Experiences of servant leadership in Black-owned barbershops and beauty salons during the COVID-19 pandemic. *Qualitative Research Health*, 3, 100225. (DOI: 10.1016/j.ssmqr.2023.100225).

Ricci AD, Bracco L, Ramsey J, Nolan MS, Lynn MK, Altcheh J, Torrico F, Kesper N, Villar JC, Marco JD, Aguero F. (2023). The *Trypanosoma cruzi* Antigen and Epitope Atlas: antibody specificities in Chagas disease patients across the Americas. *Nature Communications,* 14(1), 1850 (DOI: 10.1038/s41467-02337522-9).

Dye-Braumuller KC, Lynn MK, Cornejo Rivas PM, Rodriguez Aquino MS, Chandler JB, Trout Fryxell RT, Self S, Kanyangarara M, Nolan MS. (2023). First report of Multiple *Rickettsia* spp., *Anaplasma* spp., and *Ehrlichia* spp. in the San Miguel Department of El Salvador from Zoonotic Tick Vectors. *Acta Tropica,* 106909 (DOI: 10.1016/j.actatropica.2023.106909)

Kanyangarara M, Daguise V, Gual Gonzalez L, Litwin A, Korte J, Ross C, Nolan MS, SC STRONG Project Team. (2023). COVID-19 testing practices, preventive behaviors and factors associated with test positivity: Population Based Statewide Survey Study. *JMIR Public Health Surveillance,* 9:e34579 (DOI: 10.2196/34579).

Lynn MK, Rodriguez Aquino MS, Cornejo Rivas PM, Kanyangarara M, Self SCW, Campbell BA, Nolan MS. (2023). Chagas disease maternal seroprevalence and maternal-fetal health outcomes in a parturition cohort in Western El Salvador. *Tropical Medicine and Infectious Disease,* 8(4), 233 (DOI: 10.3390/tropicalmed8040233).

Dye-Braumuller KC, Gual Gonzalez L, Abiodun T, Rustin L, Evans C, Meyer M, Zellars K, Neault MJ, Nolan MS. (2023). Invasive Asian longhorned tick *Haemaphysalis longicornis* (Acari: Ixodidae) investigation in South Carolina: new records of establishment, pathogen prevalence and blood meal analyses. *Journal of Medical Entomology,* 60(6), 1398-1405 (DOI: 10.1093/jme/tjad119).

Gual-Gonzalez L, Dye-Braumuller K, Warner A, Bunting T, Bryant D, Connelly R, Burkhalter K, Nolan MS. (2023). Do *Aedes triseriatus* respect state boundaries?: A paucity of La Crosse virus in the South Carolina Appalachian Mountains. *Vector-borne and Zoonotic Diseases* (DOI: 10.1089/vbz.2023.0018).

McCarter MSJ, Self S, Lee C, Li H, Nolan MS. (2022). The utility of Bayesian predictive model to forecast neuro invasive West Nile virus in the United States. *PLoS One,* 18(9):e0290873.

Gual Gonzalez L, Self SCW, Meyer M, Cantillo-Barraza O, Torres ME, Nolan MS. (2023). Human spotted fever group *Rickettsia* seroprevalence and associated epidemiologic factors among diverse, marginalized populations in South Carolina. *Ticks and Tick-borne Diseases,* 15(2), 102288 (DOI: 10.1016/j.ttbdis.2023.102288)

Beatty NL, Arango-Ferreira C, Gual-Gonzalez L, Zuluaga S, Nolan MS, Cantillo-Barraza O. (2024). Oral Chagas Disease in Colombia – confirmed and suspected routes of transmission. *Tropical Medicine and Infectious Disease,* 9(1), 14 (DOI: 10.3390/tropicalmed9010014).

Gual Gonzalez L, Self SCW, Zellars K, Meyer M, Cantillo Barraza O, Torres ME, Nolan MS. (2024). Eco epidemiology of *Rickettsia amblyommatis* and *Rickettsia parkeri* in naturally infected ticks(Acari:Ixodida) from South Carolina. *Parasites & Vectors,* 17(1), 33 (DOI: 10.1186/s13071-02306099-z).

Gual Gonzalez L, Cantillo Barraza O, Torres ME, Quintoero Velez JC, Medina M, Self SCW, Nolan MS. (2024). Spotted fever group rickettsiae antibody prevalence in Miraflores, Colombia: A cross-sectional serosurvey of humans and dogs. *American Journal of Tropical Medicine and Hygiene,* 110(6):1245-1252 (DOI:10.4269/ajtmh.23-0593).

Lynn MK, Rodriguez Aquino MS, Cornejo Rivas PM, Miranda Pena X, Kanyangarara M, Self SCW, Campbell BA, Nolan MS. (2024). Perinatal dengue and Zika virus seroprevalence and maternal-fetal outcomes among El Salvadoran women presenting for labor-and-delivery. *Maternal Health, Neonatology and Perinatology,* 10(7) (DOI: 10.1186/s40748-024-00177-5).

Gual Gonzalez L, Torres ME, Self SCW, Cantillo Barraza O, Nolan MS. (2024). Spotted fever group *Rickettsia* spp. molecular and serological evidence among Colombian vectors and animal hosts: A historical review. *Insects*, 15(3) (DOI: 10.3390/insects15030170).

Case BKM, Dye-Braumuller KC, Evans C, Li H, Rustin L, Nolan MS. (2024). Adapting vector surveillance using Bayesian Experimental Design: an application to an ongoing tick monitoring program in the southeastern United States. *Ticks and Tick-borne Diseases,* 15(3), 102329 (DOI: 10.1016/j.ttbdis.2024.102329).

Lynn MK, Rodriguez Aquino MS, Cornejo Rivas PM, Kanyangarara M, Self SCW, Campbell BA, Nolan MS. (2024). Employing digital PCR for enhanced detection of perinatal *Toxoplasma gondii* infection: A cross-sectional surveillance and maternal-infant outcomes study in El Salvador. *PLoS Neglected Tropical Diseases,* 18(5), e0012153 (DOI: 10.1371/journal.pntd.0012153).

Zhang EY, Kalmath P, Abernathy HA, Giandomenico DA, Nolan MS, Reiskind MH, Boyce RM. (2024). *Rickettsia africae* infections in sub-Saharan Africa: A systematic review of epidemiological studies and summary of case reports. *Tropical Medicine & International Health,* 29(7), 541-583 (DOI:10.1111/tmi.14002).

Kidd L, Boehme HM, Crouch E, Kennedy E, Nolan, MS. (2024). A statewide survey examining public perceptions of ACEs, (poly)victimization, mental health, and firearm information provision in the aftermath of the pandemic. *Journal of Crime and Justice* (Special Issue: Public Health and Crime), 1-15 (DOI: 10.1080/0735648X.2024.2358928).

Bramlett KE, Witt LE, Meyer MM, Zellars K, Dye-Braumuller KC, Nolan MS. (2024). Evidence of incomplete feeding behaviors among South Carolina tick populations. *Insects*, 15(6), 385 (DOI: 10.3390/insects15060385).

Dawson RM, Boehme HM, Criswell S, Dunham-Thornton J, Nolan MS. (2024). "We rely on each other": A qualitative exploration of Eastern Region Native American experiences during the COVID-19 pandemic. *Helios*, 10(13), e33456 (DOI: 10.1016/j.heliyon.2024.e33456).

Huang R, McLain AC, Herrin B, Nolan M, Cai B, Self S. Bayesian group testing regression models for spatial data. *Spatial and Spatio-temporal Epidemiology.* In press.

Publications with students (under review):

Cantillo-Barraza O, Gual-Gonzalez L, Velasquez-Ortiz N, Medina Camargo MA, Gonzalez P, Cruz-Saavedra L, Castillo A, Zuluaga S, Herrera G, Cowan H, Velez-Mira A, Patino LH, Ramirez JD, Triana O, Nolan MS. *Triatoma venosa* challenges the interruption of vector transmisión of *Trypanosoma cruzi* by *Rhodnius prolixus* in Eastern Colombia. *In review.*

Da Costa Da Silva A, Dye-Braumuller KC, Wagner-Coello H, Li H, Johnson-Carson D, Gunter SM, Nolan MS, DeGennaro M. Landscape and meteorological variables associated with *Aedes aegypti* and *Aedes albopictus* mosquito infestation in two southeastern USA coastal cities. *In review.*

Dye-Braumuller KC, Gual Gonzalez L, Owens Pickle E, Evans C, Chandler JG, Trout Fryxell RR, Nolan MS. Filling in the gap: Establishing the first South Carolina state-wide tick and tick-borne pathogen surveillance program. *In review.*

Gual Gonzalez L, Boehme H, Leasure P, Baker P, Nolan MS. Best approaches in combatting the fentanyl crisis: An experimental investigation of federal agency approaches in shaping public opinion. *In review.*

Jibowu M, Nolan MS, Ramphul R, Essignmann HT, Brown EL, Gunter SM. Spatial dynamics of *Culex quinquefasciatus* abundance: geostatistical insights from Harris County, Texas. *In review.*

Jung S, Boehme H, Leasure P, Kidd L, Nolan MS. Who is culpable in fentanyl-induced deaths? A survey vignette investigating public perceptions of drug supplier culpability. *In review.*

Lynn MK, Parker M, Dye-Braumuller K, Nolan MS. The disparaging gap between infectious disease blood donation screening and connection to healthcare services: The Chagas disease example. *In review.*

Lynn MK, Rodriguez Ramos CM, Parker M, Waltz H, Boehme HM, Zellars K, Hall J, Whittle K, Litwin AH, Kent P, Pham QH, Nolan MS. Implementing sustainable Chagas disease screening in an atypical regional setting: academic-health partnerships enhance screening practices for at-risk vulnerable populations. *In review.*

Kelman P, Chavers T, Owens Pickle E, Nolan MS, Gaff H. *Amblyomma maculatum, Ixodes scapularis,* and *Dermacentor variabilis* responses to diverse chemical attractants. *In review.*

Meyer MM, Self SCW, Huang R, Knapp H, Gilmore K, Zellars K, Lynn MK, Nolan MS. A validated analytic digital PCR approach for rare target pathogen testing. *In review.*

McCarter MSJ, Self SCW, Ewing A, Kanyangarara M, Nolan MS. The evolution of public health statistical modelling approaches and how to advance their incorporation into modern arboviral surveillance. *In review.*

McCarter MSJ, Self SCW, Ewing A, Kanyangarara M, Nolan MS. Validating a Bayesian spatio-temporal model to predict La Crosse Virus human incidence in the Appalachian Mountain region, USA. *In review.*

Waltz H, Dye-Braumuller KC, Haldeman M, Nolan MS. Alpha-galactose syndrome cases within the Prisma Health system, South Carolina, USA: A retrospective chart review. *In review.*

It is important to point out that the contributions of our graduate students are not limited to publications and presentations. A very significant change in the goals of our students is that they expect the sound science of their research efforts to result in community-actionable products and information (i.e., they work alongside their communities to translate their research findings into products and communication resources that the communities can use to address quality of life/health issues).

4) Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students. This response should briefly summarize three to five faculty research projects and explain how the faculty member leverages the research project or integrates examples or material from the research project into classroom instruction. Each example should be drawn from a different faculty member, if possible.

Dr. Edward Frongillo, professor in the Department of Health Promotion, Education, and Behavior and director of the Arnold School's Global Health Initiatives, has a robust and internationally recognized research program in the growth, development, feeding, care, and survival of infants and young children and in program and policy evaluation. These evaluations include the *Alive & Thrive Initiative* and the *Mainstreaming Nutrition Initiative* in multiple countries, *Suaahara* in Nepal, *POSHAN* in India, *Shamba Maisha* in Kenya, *MINIMat* and an ultra-poor program in Bangladesh, and food assistance programs in the United States. These evaluations have been funded by the Bill & Melinda Gates Foundation, the US Agency for International Development, UNICEF, the World Bank, the National Institutes of Health, and the US Department of Agriculture. Dr. Frongillo teaches a doctoral course in *Advanced Evaluation* (HPEB 818) each Spring semester that is required for HPEB doctoral students and exceptional master and undergraduate students may also enroll in the course. In this course he has directly incorporated information about the design, implementation, analysis, results, and interpretation from these evaluation studies into course material and lectures for students, providing rich examples through which students can understand the application of the theory and methods of evaluation taught in the course.

Dr. Jan Ostermann, associate professor in the Department of Health Services Policy & Management, has a global health research portfolio that covers multiple countries and a wide range of topic areas, e.g., HIV prevention, testing, and treatment, childhood and adolescent vaccinations, and the wellbeing of orphaned and abandoned children. In his research, funded by NIH, UNICEF, and private foundations, he employs observational, experimental, and quasi-experimental study designs and robust analytic methods to answer questions such as: What is the role of community-based vs. institutional care settings in the care for orphaned and abandoned children in low-income countries? Are SMS reminders and conditional incentives effective for increasing rates of HIV testing or the timeliness of routine childhood vaccinations? Is a cash transfer program effective for keeping children in school? In his graduate-level course, *Advanced Methods for Health Services Research* (HSPM 791), he routinely includes his research that demonstrates examples of sampling approaches, data structures, and analytic methods to provide concrete, real-world examples for abstract concepts such as cluster sampling and error correlation, selection bias, randomization, longitudinal data, and difference-in-difference analyses.

Dr. Geoffrey Scott, clinical professor and chair of the Department of Environmental Health Sciences, is an environmental toxicologist with expertise in the ecotoxicology of water chlorination byproducts, climate effects on harmful algal bloom production in lakes and estuaries, and urban chemical and bacteriological nonpoint-source pollutant dynamics. He teaches *Oceans and Human Health- An Ecosystem Health and Public Health Perspective* (ENHS 592/MSCI 599 – for undergraduate and graduate students) which uses scientific findings from his NIEHS-funded P01 *Center on Oceans and Human Health and Climate Change Interactions* for course content of approximately 60% of the course. Course content includes: (1) effects of marine and freshwater harmful algal bloom toxins on human health including research findings that show that microcystin is a human endocrine disrupting chemical affecting fertility; (2) climate change and its relationship to *Vibrio* infections; and (3) water-borne presence, bioavailability, and impacts of microplastics down to the nanoscale.

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

Tenure-track faculty seeking position advancement are expected to provide evidence of excellence in research and scholarship. The candidate's record must demonstrate excellence in research as reflected by leadership in developing and conducting independent research and seeking and receiving extramural funding to support research. Publications are expected to be of high quality, impact and significance to the candidate's field. Specific primary evidence, prioritized in order of importance, includes: 1) Publication of original, data-based and/or methodological research in quality peer-reviewed research journals as lead author, senior author, or with a student lead author (for whom you were the primary mentor on the publication), 2) receipt of extramural competitive research grants or contracts as PI, Co-PI, or having a documented significant role, and 3) solicitation of extramural competitive research grants or contracts as PI, Co-PI, or having a significant role (with indication of contribution and time commitment).

6) Provide quantitative data on the unit's scholarly activities from the last three years in the format of Template E4-1, with the unit's self-defined target level on each measure for reference. In addition to at least three from the list in the criteria, the school may add measures that are significant to its own mission and context.

Template E4-1:Outcome Measures for Faculty Research and Scholarly Activities				
Outcome Measure	AY 21-22	AY 22-23	AY 23-24	AY 24-25 targets
Number of articles published in peer-reviewed journals	719 (CY)	764 (CY)	713 (YTD CY)	Exceed 700 (CY)
Total Research (extramural) funding	$47.3M (FY 22)	$50.4M (FY 23)	$59.1M (YTD FY 24)	Exceed $50M (FY)
NIH Grant funding	$25.1M (FY 22)	$30.6M (FY 23)	$31.4M (YTD FY 24)	Exceed $20M (FY)
New Grant Applications	340 (FY 22)	385 (FY 23)	405 (YTD FY 24)	Exceed 350 (FY)

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

Strengths: The total amount of extramural research funding (total dollars) has increased each of the past 6 years even though tenure-track and research faculty numbers have not increased significantly over this period. The total number of grant proposal submissions has increased each of the past 6 years. The total number of publications has increased or exceeded targets in each of the past 6 years.

Weaknesses and Improvement Plans: There is a need to maintain exceptional success in grant funding and to ensure that all types of research and interdisciplinary research are recognized similarly across the departments. The school's Tenure and Promotion Committee will be reviewing and updating related tenure and promotion criteria in AY 2025.

Given the tremendous success in grant funding, more concerted efforts toward applying for larger center-level funding is needed. The new Interim Associate Dean for Research and the school's Office of Research plan to help facilitate and support such collaborations with the USC Office for the Vice President for Research.

The success of Arnold School research and educational programs across all departments and centers has created acute shortfalls in quality space available for continued growth in faculty, staff and students. This space deficit is particularly evident in the needs of new and younger investigators who must be given the opportunity to thrive and grow their research and student-mentoring programs. While approximately $20M has been allocated for the construction of a third public health building, an additional $100M could be needed for a ~150K sq. ft. facility. USC's Division of Development has begun the quiet phase of a campus-wide campaign and a key priority for the Arnold School will be pursuing all opportunities to help raise sufficient funds that will enable construction.

The substantial increase in grant proposal submissions that are specifically handled within the Office of Research has increased each year, yet the number of staff has remained flat to negative with retirements. A new Interim Associate Dean for Research is assessing those areas in which staff training and assistance and faculty research resources may be needed in this office and across the school in particular departments and research centers.

E5. Faculty Extramural Service

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

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

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

Service is part of Arnold School faculty's expected workload (typically a 10% effort for tenure track faculty; service is more variable for professional track faculty), as outlined by the university and the expectations of the school. In fact, the school has a more fundamental commitment to service due to its focus on promoting public health and eliminating health disparities. Collectively, these policies and expectations provide specific guidance on faculty involvement in service. Annually, faculty report service for activities performed on campus (at the department, school, or university levels) and off campus (at the professional or community levels). They also report service activities in tenure and/or promotion applications.

Faculty service includes a wide range of activities at local, state, national and global levels. As expected, faculty activities include serving on funding agency study sections to review grants and as peer reviewers for professional journals. In addition, faculty are active members of community, professional and government advisory committees, editorial boards of peer-reviewed journals, boards of relevant public health-related organizations, and provide testimony and technical assistance to state and federal agencies and legislative bodies. These activities reflect the extent to which our faculty members are active in the dissemination of research, the demand for their expertise, and serve as a model of professional practice for the students. All these activities are consistent with university guidelines and expectations.

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

The university and the school both allow faculty time away from campus for some service activities. For example, faculty can be off-campus to provide in-person service to the NIH (study sections, etc.). For those activities that involve remuneration, the university and school provide oversight of outside professional activities which can include active oversight plans. These oversight plans ensure no conflict of interest between the university and the service-receiving organization. The school also requires that faculty have mentors who are also required to provide oversight and mentorship on these activities.

3) Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students. This response should briefly summarize three to five faculty extramural service activities and explain how the faculty member leverages the activity or integrates examples or material from the activity into classroom instruction. Each example should be drawn from a different faculty member, if possible.

Dr. Elizabeth Crouch serves as Rural Health Congress Chair of the National Rural Health Association's Board of Trustees, leading the organization's policy advocacy board. Dr. Crouch also was a Rural Health Fellow prior to serving on the board, which is a yearlong, intensive training program that develops leaders who can articulate a clear and compelling vision for rural America. Dr. Crouch teaches the HSPM policy elective, Perspectives in Rural Health (HSPM 709) and often brings in real-world examples from her service on the National Rural Health Association board, such as highlighting key policy issues the board is working on that also relate to class instructional materials. For example, she highlights issues such as the availability of dialysis in rural America or oral health outcomes in rural versus urban parts of the nation when discussing rural health disparities. Both of which are policy advocacy priorities from her national board service.

Dr. James Hardin serves the Bristol Myers Squibb company as a scientific steering committee member of the Connect MM Multiple Myeloma Registry. This service activity oversees the process of collecting data associated with patients who join a registry. This real-world oversight allows Dr. Hardin to expand his presentation in BIOS 700 of the different types of trials through which data are collected. He also uses this experience to highlight the difference between randomized and non-randomized enrollment when that subject is introduced in other classes.

Dr. Jiajia Zhang provides service to an NIH study section. From her reviews of various research applications, she supplies an informative seminar to graduate students. She also uses those applications as the basis (she completely de-identifies the original information) for required research projects for our graduate students in biostatistics. In these projects, Dr. Zhang summarizes the original proposed research without explaining the analytics. Students treat this information as the first conversation with a potential collaborator and must then create a response document, a power analysis, and a statistics section to accompany the original material.

4) Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on the self-selected indicators of extramural service, as specified below.

The following indicators were self-selected from the provided list to be meaningful to the Arnold School.

Percent of faculty participating in extramural service activities. This criterion doesn't just measure the service activity level expected of our faculty. More importantly, this service measure ties to another feature of our school: a commitment to our community and the world. At the core of public health is the focus on global health, and so this indicator is meaningful as a measure of that commitment. In AY24, 56% reported at least one community-based service project.

Number of community-based service projects. This criterion further exemplifies the school's commitment to community and allows us to demonstrate that commitment directly to our faculty by collecting and valuing this information in each annual review. In CY23, three community-based service projects were held: The Big Data Health Sciences Conference, the Clyburn Lecture, and the MPH Panel Event.

The Big Data Health Sciences Conference established the related in-house center and created the opportunity to make connections with academics and industry. The Clyburn Lecture honors the work of South Carolina's Congressman James Clyburn by focusing on health disparities research, and the MPH

Panel Event brings together leaders from outside of the public health field to offer their perspectives on broad public health priorities.

Total service funding. Including this criterion in our portfolio ensures that as the value of our research portfolio increases so does the value of our service. Contributors to this include in-kind participation of faculty/administrators, value of service activities, and sponsorship of service-related conferences and meetings. The Clyburn Lecture and the MPH Panel events were part of this contribution.

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

The role of service is to engage in some school-related committee work for untenured tenure-track faculty. The amount expected of these faculty is less than all other faculty as our requirements for receiving tenure are to be excellent in teaching and excellent in research. Professional track faculty and tenure track faculty have higher expectations in this area. These faculty are expected to participate and help cover the required service requirements of their home academic unit. Each year, these other faculty discuss service requirements with their department chair and/or division director to ensure expectations are communicated. Advancement criteria are communicated in annual meetings, within the tenure and promotion committee (for tenure-track faculty), within updated position descriptions, and within unit policy documents. While service is weighted less than teaching and research, each faculty member is expected to contribute to covering their department's service needs.

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

Strengths: A subcommittee of the Arnold School's Tenure and Promotion Committee has been formed to develop expectations and guidelines for a more thorough review of service activities. A new professional track standing committee has also been formed to update departmental policy documents in response to the recently updated faculty manual (managed by the Graduate School). The university has started collecting specific metrics devoted to counting the proportion of faculty participating in community and international committee assignments. The Tenure and Promotion subcommittee and the new professional track standing committee will develop relevant guidelines to better define such metrics internally and to gauge the time commitments of various service activities to construct rubrics (and their explanations).

F1. Community Involvement in School Evaluation and Assessment

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

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

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

In 2023, the Arnold School established a Public Health Practice Advisory Council to formally engage practitioners from across the state to provide input on the practice-based curriculum of the school and related student outcomes, curriculum and program planning. The members of the council have also provided input on the self-study process. The council is chaired by Dr. Lisa Waddell, former deputy commissioner of the state's governmental public health agency and the retired chief medical officer of the CDC Foundation. Dr. Waddell also serves on the school's Reaccreditation Steering Committee.

The following list reflects the full membership of the Practice Advisory Council:

Graham Adams, PhD
Chief Executive Officer
SC Office of Rural Health

Angel Bourdon, MHA
Director of Community Health and Innovation
SC Hospital Association

Virginie Daguise, PhD
Director, Bureau of Chronic Disease Prevention
SC Department of Public Health

Miriam J. Evans, EdD, MCHES
Assistant Professor & QEP, Department of Health Sciences
SC State University

Kandi Fredere PhD, FACHE, MCHES
Upstate Region Public Health Director
SC Department of Public Health

Angela Jenkins, MPPA
VP for Accountable Communities
Prisma Health

Zachary Jenkins, MPH, PhD
Director of Applied Practice
Arnold School of Public Health

Daniel Kilpatrick, PhD, MPH, CEPR
MPH Coordinator, Department of Environmental Sciences
Arnold School of Public Health

Fran Marshall, JD, MSPH
Director, Environmental Public Health Services
SC Department of Public Health

Lillian Mood, MSN, BSN, MPH
Retired Public Health Nurse

Joseph L. (Lee) Pearson, MS, DrPH
Executive Director of Operations and Accreditation
Arnold School of Public Health

Lori Phillips, MPH, MCHES
Director, Division of Nutrition, Physical Activity & Obesity Prevention
SC Department of Public Health

Myriam Torres, PhD, MSPH
Assistant Dean for Public Health Practice
Arnold School of Public Health

Lisa F. Waddell, MD, MPH, FACPM (Chair)
Chief Executive Officer
LFW Public Health Connections

Mary Jones, PhD, MPH
Director of Workforce Development
Arnold School of Public Health

2) Describe any other groups of external constituents (outside formal structures mentioned above) from whom the unit regularly gathers feedback.

The Arnold School is a long-time collaborative partner and supporter of the SC Public Health Association (SCPHA). Founded in 1921, SCPHA is a statewide, non-profit membership organization that educates, advocates, promotes and provides public health services in South Carolina. The school maintains an active partnership with the association providing sponsorship for its annual conference. A past president of SCPHA, Dr. Megan Weis, is a double alumna of the school and serves on the Reaccreditation Steering Committee. The immediate past president, Dr. Buck Wilson, meets monthly with the school's Executive Director of Operations and Accreditation about partnership matters and collaborative opportunities. The current president of SCPHA, Dr. Kandi Fredere, serves on the Public Health Practice Advisory Council for the school. The governing council of the SCPHA is a resource for the school in providing perspectives and input relevant to the self-study process.

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

As noted above, the Arnold School established the Public Health Practice Advisory Council in 2023 to provide a formal process for engaging external constituents in the regular assessment of the content and currency of the school's public health curricula and its relevance to current practice and future directions. Staff from the school's Office of Practice and Workforce Development serve on the council along with the Assistant Dean for Public Health Practice, Dr. Myriam Torres, who oversees the MPH core curriculum. The council meets once per semester, and the focus of the meetings includes key areas of curriculum (pertaining to practice degree programs), review of employer feedback on graduate preparation, feedback on the school's performance metrics (Blueprint strategic plan), and input on the self-study process.

In a further effort to engage external constituents, the school's Director of Applied Practice, Dr. Zachary Jenkins, conducted key informant interviews in the summer of 2023 with employers of recent MPH graduates. This effort created a baseline of understanding about graduate preparation for the workforce and serves as a model for planned annual assessments of this type.

Additionally, practicum preceptors for the PUBH 498 were surveyed in the summer of 2024 to provide feedback related to the currency of the school's public health curriculum. The state's four regional health directors with the SC Department of Public Health were also interviewed during the summer of 2024 by Dr. Lee Pearson, Executive Director of Operations and Accreditation, to obtain further understanding of the preparedness of undergraduate public health alumni to enter the workforce and to gain insights on the currency of the public health curriculum.

4) Describe how the school's external partners contribute to the ongoing operations of the school, including the development of the vision, mission, values, goals, and evaluation plan and the development of the self-study document.

The Practice Advisory Council contributes to the ongoing operations of the Arnold School by providing input and guidance to school administrators who also serve on the council. The members of the council formally reviewed the school's guiding statements (vision, mission, goals and values) in the spring of 2024 and provided detailed feedback through an online survey. This feedback was aligned with similar reviews by the school's Administrative Council and the Dean's Student Advisory Council. The council also received updates on the school's 2024 Blueprint strategic plan and the reaccreditation self-study process during AY24. The metrics of the strategic plan and the self-study report were presented to the council for their review and input. Such discussions will be a routine focus of the council.

5) Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation requests 3 and 4.

Documentation is located in ERF\F\F1\Practice Advisory Council

6) Summarize the findings of the employers' assessment of program graduates' preparation for post-graduation destinations and explain how the information was gathered.

In the summer of 2023, eight in-depth interviews were conducted with employers of recent MPH graduates. The employers included four representatives from across divisions of the state health department and three representatives from non-profit organizations. Dr. Zachary Jenkins, ASPH Director of Applied Practice, conducted the interviews following a formal interview guide, and each interview was recorded (with permission) and transcribed for review and coding. The results were compiled in a summary report which is included in the electronic resource file.

The findings of the employers' assessment of MPH program graduates were very positive overall. Employers found graduates to be well-rounded in their preparedness for the workforce and expressed high confidence in the diverse skill sets possessed by alumni. Employers remarked specifically on the Arnold School's reputation for producing high-quality graduates. They also stressed the importance of prior work experience and the value of experiential education through the applied practice experience required of all MPH students. There were mixed perspectives on the quantitative and qualitative skills of graduates and an appreciation for the fact that courses focused on those specific skills are now embedded in the MPH core curriculum. Communication skills (both written and oral) also prompted varied responses from employers when assessing graduates' abilities. Those skills, along with skills in facilitation and collaboration, were seen as key areas of emphasis for training future professionals.

In summer 2024, PUBH 498 preceptors were asked to provide feedback on undergraduate students and/or alumni, as most companies in which preceptors are employed will likely employ undergraduate Arnold School alumni. Sixteen preceptors indicated the following skills were "very important" for undergraduate public health alumni: written and verbal communication, professionalism, independent

work, resourcefulness, personal work ethic, cultural context as public health professionals, ethical decision making (related to self and society), teamwork, and public health advocacy (at all levels of society). Responses indicated that, in general, the Arnold School's public health students and/or alumni are well prepared in written and verbal communication, professionalism, independent work, resourcefulness, personal work ethic, cultural context as public health professionals, ethical decision making (related to self and society), teamwork, and public health advocacy (at all levels of society). [All data included in ERF\F1\undergraduate preceptor employer survey]. The survey indicated more training was needed in the differences between US and other countries' health systems.

7) Provide documentation of the method by which the school gathered employer feedback.

Documentation is located in ERF\F\F1\Undergraduate Preceptor Employer Survey, MPH Alumni Employer Survey

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

Strength: The Public Health Practice Advisory Council provides a constructive forum for Arnold School administrators to engage in focused dialogue with representatives from key partner organizations. The council allows the school to gain effective constituent input on aspects pertaining to the practice-based curriculum and other related matters. Although the current focus of the council is on graduate-level education (i.e., MPH degree programs), the intention of the school is to broaden the scope to include a focus on undergraduate public health programs.

Strength: The in-depth interviews conducted in 2023 with employers of recent MPH graduates marked a solid start to the Arnold School's efforts to capture the perspectives of employers. Although an initial effort, these interviews and the perspectives gained provided a foundation for the preceptor survey and the regional health director interviews conducted in 2024. These combined efforts reflect a multi-level approach to gaining this valuable feedback.

F2. Student Involvement in Community and Professional Service

Community and professional service opportunities, in addition to those used to satisfy Criterion D5, are available to all students. Experiences should help students to gain an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field.

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

During Spring 2024, program directors initiated a survey to better understand how students are introduced to and encouraged to engage in community and professional service opportunities outside of an academic setting, as well as the importance of learning and contributing to professional advancement in the field. Although all instructors, which by default includes program directors, introduce and encourage students to experience these service opportunities in many ways, the directors felt that asking students to report how they were introduced and encouraged to these service opportunities might provide a clearer picture of the most effective ways of introduction and encouragement.

Of the 251 student survey responses, 106 (42%) were from undergraduate students, 53 (21%) from master's students and 92 (37%) were from doctoral students.

The survey results indicated students were primarily introduced (19%) and encouraged (also 19%) to engage in community and professional service opportunities outside of an academic setting in their **required program courses**. This introduction included an emphasis on the importance of learning and contributing to professional advancement in the field. **Advisors** were identified by students as the second most common way for introduction (10%) and encouragement (also 10%) of service opportunities. **Other course instructors** introduced (16%) and encouraged (18%) engagement, as well as **student organizations** following closely behind with introduction (16%) and encouragement (17%) related to the same activities. **Social media** introductions (11%) and encouragement (13%) and **program email list serves** for blanket introductions (14%) and encouragement (12%) concluded the ways in which students are introduced to and encouraged to participate in community and professional service.

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

AY2021-2022 example: *Center for Community Health Alignment (CCHA)*

As a premier community-focused entity within the Arnold School, CCHA provides a convenient gateway for students to gain community and professional service through an array of projects and community connections. Although opportunities for student engagement through CCHA are ongoing, MPH students became involved in specific service opportunities in AY22 that involved a range of activities including meeting facilitation and implementation strategies, networking and other collaborative skills. These activities were rooted in the development of community tool kits, delivery of educational offerings and organizing partner meetings. A highlight of AY22 activity included organizing and participating in a conference focused on professional networking. Students were allowed to engage in activity-based, experiential learning to apply their competency-based skills. The connectivity that CCHA enables students to experience with an array of community partners is a valuable extension of the practice-based curriculum.

AY2022-2023 example: *Governor's Cup Race Columbia, SC*

Through the ASPH Director of Applied Practice, undergraduate and graduate students were invited to volunteer in support of the 50th annual Governor's Cup Race. This high-profile event requires many volunteers and provides unique opportunities for students to support logistical aspects of the race and interface with community stakeholders, sponsors and participants. The specific connections with community organizations that support healthy eating and active living enable students to make meaningful connections with professionals in the field. The collaborative approach to organizing and implementing this large-scale event provides excellent opportunities for students to problem-solve and test implementation strategies in a real-world setting. This service opportunity also allows students to refine collaborative, logistical and promotional skills while making meaningful connections in the community.

AY2023-2024 example: *Prisma Health Children's Hospital Dance Marathon*

Dance Marathon is the largest student-run philanthropic organization on the USC Columbia campus and annually involves students from across all colleges and schools in a year's worth of efforts to raise financial and emotional support for the patients of the Prisma Health Children's Hospital. Students from public health work alongside students from other majors in orchestrating the many activities associated with this prominent fundraiser and the annual "dance marathon" which is the culminating event. Public health students are drawn to this event due to the charitable focus and the health-related concerns of those being served. This and other events are marketed to students through the Dean's Student Advisory Council and other student groups in the school that foster leadership and service opportunities. Dance Marathon garners significant local media attention and affords students the chance to explore platforms for communication and information dissemination as a part of their broader promotional efforts. This enables students to gain skills in communicating the benefits of service in addressing real-world challenges in the community—particularly health and public health challenges.

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

Strength: Undergraduate and graduate students in the Arnold School are highly engaged in community and professional service, and that engagement reflects key differentiators that set the school apart from many peer institutions. Those include the school's distinctive location and proximity to state agencies, non-profit partners and major health systems. Additionally, the school's partner networks reflect expansive and enduring partnerships with an array of entities, many of which employ or are led by our alumni.

Strength: The Arnold School's long-standing Dean's Student Advisory Council (see criterion A3) actively identifies community and professional service opportunities for students through its service committee and promotes those opportunities to students schoolwide through its membership and established social media platforms.

F3. Delivery of Professional Development Opportunities for the Workforce

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

1) Provide two to three examples of education/training activities offered by the school in the last three years in response to community-identified needs. For each activity, include the number of external participants served (i.e., individuals who are not faculty or students at the institution that houses the school) and an indication of how the unit identified the educational needs. See Template F3-1.

Template F3-1		
Education/training activity offered	**How did the unit identify this educational need?**	**External participants served**
Example 1 Dementia Dialogues® is a five-module training course designed to educate those providing direct care (both paid and unpaid) to individuals living with Alzheimer's disease and related dementias. The modules cover valuable information and recommendations including an overview of dementia, strategies for effective communication, understanding the environment and ways to promote independence, addressing challenging behaviors and creative problem solving. Dementia Dialogues® is a nationally registered, evidence-informed intervention program offered by certified instructors in person, online and as a self-guided training - all at no cost to participants.	Dementia Dialogues® was developed more than two decades ago by the Arnold School's Office for the Study of Aging in response to direct requests from health agency leaders and service providers. The program has evolved considerably in recent years due to the growing demand driven by the aging Baby Boom generation and the proliferation of personal care providers offering in-home services to meet the increasing needs of those who wish to age in place. The program has received endorsements from national organizations and is currently being offered in 9 states beyond SC. More recent advancements include the development of the self-guided training option, implementation of a centralized learning management system for use by participants and instructors, and the full translation of module content to Spanish.	431 trained in CY23
Example 2 The Center for Community Health Alignment provides comprehensive training for trusted community members to become community health workers (CHWs). These CHWs fill population health gaps, connect vulnerable populations to health and social service resources in the community, improve the quality and cultural competence of service delivery and help health systems achieve a significant financial return on investment. The Center provides training and curriculum development; technical assistance support to organizations on CHW integration, evaluation and payment model design; return on investment studies; and meaningful community engagement. The Center also funds 18 sites across two statewide CHW projects: Community Health Alignment Initiative and CHW Changing Outcomes in South Carolina.	The community health worker training program was established nearly a decade ago through the visionary efforts of leaders in the Arnold School in collaboration with key partners from state agencies, health systems, non-profit organizations and communities. The need was defined through collaborative engagement with community leaders, assessment of the needs of underserved populations and review of the available literature. This program's scope and impact has evolved considerably in recent years due to the COVID-19 pandemic and the evidence of demonstrated outcomes. The expanding appreciation for the value of CHWs among elected and appointed officials in the state has also driven expansion. More recent advancements include the provision of virtual and fully online training options (driven by COVID-19), the development (post COVID) of the Southeast CHW Network to provide regional support, and the development of CHW technical assistance resources for public health departments nationally.	518 trained in CY23

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

Strength: The long-standing nature of the Dementia Dialogues® program and the Arnold School's Office for the Study of Aging contribute to the prominent position of the school among the organizational leaders in aging services and supports across South Carolina and beyond.

Strength: The impactful role of community health workers is highly valued in South Carolina, and that is largely due to the visionary efforts of leaders in the Arnold School and key collaborative partners. Their impressive work has garnered high-level recognition and significant funding from federal and state agencies, philanthropic organizations and the SC General Assembly.

The school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.

The school or program also provides a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.

Schools and programs advance diversity and cultural competency through a variety of practices, which may include the following:

- **incorporation of diversity and cultural competency considerations in the curriculum**
- **recruitment and retention of diverse faculty, staff, and students**
- **development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination**
- **reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted**

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

The Arnold School of Public Health has defined the under-represented population of Black or African American individuals as the priority under-represented population for faculty, staff and student recruitment and retention. This group is of particular interest to the school based on the demographics of the state and region as well as the noted health disparities that exist among this population. The training of practitioners and the advancement of researchers from this population is seen as being of mutual benefit to the school and those it serves. The identification of this priority population was informed by relevant data and guided by the school's Office of Access and Collective Engagement (ACE) under the leadership of the Associate Dean for ACE.

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

The Arnold School is committed to developing a more diverse and culturally competent faculty, staff and student body that better serves our local and global communities. **Our three strategic priorities are**:
1. Create an inclusive and equitable environment in the school.
2. Recruit, retain, and develop a diverse community within the school.
3. Support innovative and inclusive scholarship and teaching within the school.

The Arnold School's **Strategic Priority 2** aims to recruit, retain, and develop a diverse community within the school. This strategic priority includes tactical goals for under-represented minority (URM) faculty/staff and students defined using the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).

Faculty/Staff

a. Increase number of full-time URM faculty and staff at all levels across academic departments.
b. Increase retention of URM faculty and staff through targeted activities.

In the past 2 years, the Arnold School has focused recruitment efforts on leveraging university-wide programs to assist with the recruitment of underrepresented talent. In fall of 2022, the University launched a Bridge to Faculty Program through the Office of Access and Opportunity and overseen by the Provost's Office. This is a competitive post-doctoral program designed to recruit talented early-career scholars with the goal of transitioning them to tenure-track faculty after two years of invested mentorship. This program particularly has an emphasis on outreach to underrepresented early-career scholars. The Arnold School submitted 4 applications and received 2 awards (one in the Department of Biostatistics/Epidemiology and one in the Department of Exercise Science).

In addition, in 2022, the Arnold School and the USC College of Nursing were awarded a $13.2M National Institutes of Health (NIH) *Faculty Institutional Recruitment for Sustainable Transformation (FIRST)* program grant. This program aims to transform culture at NIH-funded institutions by implementing a cohort tenure-track faculty recruitment model and by building a self-reinforcing community of scientists committed to diversity and inclusive excellence. The Arnold School and the College of Nursing's FIRST *Faculty Initiative for improved Recruitment, Retention, and Experience (FIIRRE)* program is designed to recruit diverse early-career faculty who are committed to inclusive excellence and whose work focuses on health disparities and health equity. This grant supports these faculty through mentorship, training and professional development tailored to meet their needs while also addressing institutional-level barriers and systems to ensure their success and well-being. Both the Arnold School and the College of Nursing have five allocated tenure-track faculty lines for each school/college. To date, the Arnold School has hired 4 out of 5 faculty and will seek to recruit the final faculty line in fall of 2024.

Regarding staff, the Arnold School's Office of ACE developed a Staff ACE Council in2021-2022. This council is led by our Staff ACE Ambassadors (3 staff). Both provide leadership opportunities and a voice for staff. Overall, one of the great strengths of the school is the diversity of our staff, including 18.4% who identify as Black or African American, 3.9% who identify as Asian and 2.9% who identify as Hispanic.

Students

a. Increase recruitment of gender and URM student enrollment at the undergraduate and the graduate levels.

b. Increase retention of gender and URM student enrollment at the undergraduate and the graduate levels.

c. Enhance academic outcomes for URM students at the undergraduate and graduate levels.

d. Improve post-graduation outcomes for URM students at the undergraduate and graduate levels.

In the last few years, the Arnold School's Office of ACE has engaged in several activities to aid in the recruitment of under-represented students at all levels (undergraduate and graduate). The Associate Dean for ACE attends all USC Showcase Luncheons for admitted Black or African American and Latinx students and their families. This showcase is an annual event to highlight multicultural experiences at USC. In addition, the Associate Dean for ACE and/or student ACE fellows attend undergraduate summer orientation to provide information on the Office of ACE and how students can get involved as an ACE fellow or with the ACE student committee. The school's ACE student fellows and student committee were developed to assist in URM student retention and success. In addition, at the Graduate Level, the school has nominated several students to the *Grace McFadden's Professors Program* for underrepresented doctoral students (i.e., on average ~10 doctoral students per year over the past 2 years).

3) List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of school-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.

The Arnold School has layered strategies to advance the goals defined above. Those include consistent tracking of application and matriculation rates for students from the priority population, and especially at the graduate level where the school has greater opportunity to engage. Marketing efforts and the use of tailored, tracked approaches have been used for increased visibility of the school's programs by priority populations. Targeted recruitment strategies (e.g., ad placement in URM-focused media) for faculty and staff and the intentional engagement of diverse search committee members has been the norm across the school. Involving key advisors from the priority population to inform the school's approaches across each area has also been beneficial.

These actionable strategies were defined by the ACE Executive Committee under the leadership of the Associate Dean for ACE. The process included a review of the school's demographic data and trend analysis as well as consultation with program, department and school administrators.

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

The Arnold School strives to create and maintain a culturally competent environment through our **Strategic Priority 1**, which is to create an inclusive and equitable environment (Engagement and Inclusion). The school aims to engage faculty, staff and students in the learning, understanding and practice of diversity, equity, inclusion and social justice to foster a welcoming and inclusive community. The school has 2 strategic goals that align with engagement and maintaining a culturally competent environment. The information provided below is from the 2022-2024 strategic plan (available in the ERF), the revision for the 2024-2025 plan is currently pending review and approval by the school's new dean.

Strategic Priority 1: Create an inclusive and equitable environment in the school.

Within this priority area, the school set forth 4 tactical goals:

A. Increase engagement of students, faculty, staff, administrators, and the school-wide community in courses and training that focus on diversity, equity, inclusion, social justice, critical analysis, and civil discourse.

To date, the Arnold School has progressed in this goal by encouraging faculty to engage in the university, school and/or collaborative workshops/trainings that are related to DEI. For example, the Center for Teaching Excellence offers a *Teaching Towards Inclusive Excellence* certificate. This certificate program is designed to provide an opportunity for faculty, instructors and teaching graduate students to support USC's commitment to inclusive excellence both within and outside their classroom. To be granted a certificate all participants must complete 8 or more Teaching Towards Inclusive Excellence approved workshops. In the last 2 years, we have had 23 faculty/instructors/teaching graduate students that have engaged in this program.

B. Increase engagement of students, faculty, staff, administrators, and the school-wide community in events that promote the awareness and understanding of diversity, equity, inclusion, social justice, critical analysis, and civil discourse.

The Arnold School has made significant strides in this tactical goal. Our concerted efforts, guided by the Executive ACE Committee, have facilitated numerous opportunities for faculty, staff and administrators to engage in these crucial areas.

- For faculty and staff, the school has partnered with the College of Arts and Sciences and the former USC Office of Diversity, Equity, and Inclusion to offer a *Bias and Awareness Intervention (PowerPlay)* workshop. This was an interactive workshop that allows participants to experience moments of bias from the perspective of the bystander and then play the experimenter and director, fostering a deeper understanding of bias dynamics.

- The Office of ACE also collaborates annually with the school's Department of Health Services Policy and Management and other university partners to host the *Annual James E. Clyburn Health Equity Lecture.* This lecture, now in its 15th year, honors Congressman Clyburn (SC 6th District) for his support and partnership in reducing and eliminating health disparities in SC and beyond. This lecture is open to faculty, staff and students from across the campus as well as community partners.

- For students, the school has instituted Diversity Dialogs throughout the year. These sessions provide a safe space for students to discuss important topics such as gender identity, biological sex, and sexual orientation; why diversity matters (identifying implicit bias, cultural humility, competence, and proficiency); socioeconomic status: impact of education, occupation and income on physical and psychological health; and exploring social identity, power and privilege. In addition, the school has offered workshops for graduate students on how to write a compelling diversity statement in job applications when required or expected.

- For administrators, the school collaborated with the NIH FIRST FIIRRE team to offer all administrators an opportunity to participate in a FIRST FIIRRE *Senior Leadership Development in Inclusive Excellence* workshop series. This series includes four 2-hour workshops that focus on social identities of faculty, staff, students and administrators; and an understanding of structural/systematic inequities that impact constituent well-being and organizational excellence.

Through these initiatives, the Arnold School demonstrates its commitment to fostering an inclusive and equitable environment, ensuring that diversity, equity, inclusion, accessibility and social justice are integral to our institutional fabric.

C. Enhance the structure and capacity for promoting faculty through equitable tenure and promotion practices

In the fall of 2023, Arnold School leaders were invited to participate in an inclusive excellence experience sponsored by the University of Maryland (the *Advance Program for Inclusive Excellence* workshop*).* This workshop provided leadership an opportunity to learn more about evaluating "invisible service and workload" for faculty. This experience catalyzed a school-specific conversation regarding "what constitutes an equitable workload for Arnold School faculty in different tracks." In late spring of 2024, the school formed two committees (one for professional track and the other for tenured/tenure-track faculty) to explore faculty workload equity. These committees have been charged to review and suggest revisions to existing guidelines for performance and promotion of professional track faculty and tenured/tenure-track faculty.

D. Improve inclusion and belonging amongst all Arnold School faculty, staff and students.

Through a variety of initiatives and collaborative efforts, the Arnold School has been actively working to create a more inclusive environment where every individual in the school feels valued and supported.

In the school's previous climate survey (conducted in 2019), it was noted that faculty, staff, and students desired more centralized assistance in facilitating reports to the Office of Civil Rights and Title IX and in closing the loop on these reports. Additionally, staff expressed a desire for greater performance recognition and organizational leadership opportunities. That survey report also highlighted a need to implement more accessible facilities such as gender-neutral bathrooms and lactation rooms (both of which were added within Arnold School facilities in 2023).

To address the most frequently expressed concerns, the school has taken several key steps with more actions in progress:

1. **Reporting Support:** Every faculty, staff and student within the Arnold School should feel heard and safe when reporting any incidents related to diversity, equity, inclusion or access. The Office of ACE has collaborated with USC's Office of Civil Rights and Title IX to develop a comprehensive document on properly reporting incidents and seeking assistance during these challenging societal times. The Office of ACE is available to assist with any reports of incidents and infringements and works to ensure timely follow-ups and case closures.

2. **Staff Inclusion & Leadership:** In 2021, the University established a Staff Senate to serve as an open forum to facilitate communication and collaboration among staff members. It also serves as an advisory committee to the university president, adding an essential staff voice to strategic conversations and decisions that support the goals of the institution. The creation of the Staff Senate has given Arnold School staff impactful new leadership opportunities, including the role of staff senator.

   At the school level, the Office of ACE has appointed three staff members to the ACE Executive Committee. These staff members lead our ACE staff committee, ensuring that staff have a voice on issues within the Arnold School and can engage in diversity, equity, inclusion, accessibility, and social justice efforts. Over the last 2 years, ACE staff ambassadors have hosted a one-day staff diversity, equity and inclusion retreat for all staff members. In addition, the dean's office has funded three ACE staff ambassadors to travel to the National Association of Diversity Officers in Higher Education symposium and more recently the National Conference on Race and Ethnicity in Higher Education.

3. **Recognition and Engagement:** For the past 3 years, the Office of ACE has recognized with annual awards those faculty, staff, students and alumni who demonstrate excellence in public health scholarship that promotes access and collective engagement through research, practice, university/community engagement and/or advocacy. These awards come with a certificate and cash prize provided by the school's endowment.

4. **Climate Survey**: In fall of 2023, the Arnold School's faculty, staff, students and administrators participated in a second survey to reassess the school's climate (as follow-up to the 2019 assessment). This survey, as with the previous version, was disseminated by a paid external consulting group. The Office of ACE is working with the Office of Evaluation and Academic Assessment to develop ongoing surveys that can be administered routinely to enable more frequent assessment of the school's climate.

Through these initiatives, the Arnold School has made significant strides in fostering an environment of inclusion and belonging. The school remains committed to continuing these efforts and addressing any remaining challenges to ensure a supportive and equitable community for all.

Strategic Priority 3: Support innovative and inclusive scholarship and teaching within the school.

A. Increase diversity/equity perspective in research and scholarship.

    The Arnold School has a strong research portfolio across all departments. For goal 2(A), the school's Office of ACE plans to work with the Office of Research and to establish a tracking system for research and scholarship related to diversity/equity perspectives and to strategize on breadth and most impactful dissemination of this work. Expanding the engagement of students in this area of research and scholarship will also be prioritized.

B. Enhance participation in innovative teaching as it relates to diversity, equity, and inclusion within the classroom.

    As noted in strategic goal 1(A), the Arnold School encourages all faculty, instructors, and graduate teaching assistants to avail themselves of resources provided by the University's Center for Teaching Excellence including the *Teaching Towards Inclusive Excellence* certificate. This certificate program is designed to provide an opportunity for faculty, instructors and teaching graduate students to support USC's commitment to inclusive excellence both within and outside their classroom. In addition, the school's extensive engagement with diverse community partners enables faculty to include a diverse array of instructors and lecturers in the classroom, thus offering students exposure to unique life and professional perspectives within the context of their education.

C. Improve fostering trust/cooperation with minority/diverse communities to advance research related to health disparities.

    The Arnold School has a strong relationship with local communities, and most are diverse. The school's service and outreach activities impact various minority populations across South Carolina and beyond, especially through the school's centers and institutes. A primary goal of the Office of ACE is establishment of stronger relationships with those centers and institutes addressing health disparities in diverse communities, with a particular focus on how the office can best support them in their efforts to identify and eliminate disparities and health inequity.

D. Integrate a diversity/inclusiveness learning objective into all core courses within the school.

    Throughout this past year, Arnold School undergraduate and graduate public health programs have evaluated all course syllabi to assure that content related to diversity/inclusion learning objectives is included and aligned across all core courses related to public health. Given that the school offers degree programs outside of traditional public health—which are held to different accreditation requirements—the ACE Executive Committee is recommending a broadening of this goal to "*Promote the integration of inclusive language within all ASPH course syllabi.*" The school will continue to assure that all CEPH-accredited standards related to DEI are compliant and that those course syllabi that do not have to meet accredited standards on DEI will minimally meet or exceed university recommendations around inclusive language and accessibility.

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

In fall of 2023, the Arnold School worked with an external consulting firm to reassess the school's climate. In the faculty/staff survey, there was one question that asked about faculty/staff beliefs on whether the school's efforts to recruit, retain and develop a diverse community (including groups that may be

underrepresented) are effective and sufficient. Approximately **50.4%** of faculty/staff either agreed or strongly agreed that the efforts were effective and sufficient.

Below describes efforts made by the Arnold School for recruitment and retention of faculty, staff, and students:

Faculty
The University and the Arnold School have identified challenges that diverse faculty face both in their professional and personal experiences. (Specific themes reflecting these challenges are included in the ERF.) In an effort to overcome these challenges, the school has taken advantage of external programs that have facilitated recruitment and retention efforts of underrepresented faculty. The school will leverage these programs for all new and current faculty that may find these resources beneficial. As mentioned in section 2 above, the school has leveraged both a university-sponsored post-doctoral program and federal grant funding to assist with recruitment and retention of diverse faculty. In fall of 2022, the Arnold School had two departments apply for a Bridge to Faculty position and was granted one (in the Department of Biostatistics/Epidemiology) of 12 new positions campus wide. In fall of 2023, the Arnold School submitted two more applications and was granted one (in the Department of Exercise Science) of 12 new positions. The Bridge to Faculty initiative is a competitive post-doctoral mentoring program designed to recruit talented early-career scholars with the goal of transitioning them to tenure-track members after two years. This program has a particular emphasis on outreach to underrepresented early-career scholars. In total, USC now has 2 cohorts of 12 new faculty each that will collectively engage in faculty development prior to entering a tenure-track position. This development includes but is not limited to faculty engaging in tailored workshops to prepare faculty to establish competitive research programs and support their ability to pursue grants and create productive mentoring relationships. These programs are intended to help with the retention and success of under-represented faculty into their tenure-track positions after a 2-year preparation/mentoring program with successful tenured faculty.

The Office of Access and Engagement oversaw the recruitment process for the Bridge to Faculty positions. All search committee chairs, search committee excellence advocates, department chairs, and diversity officers of respective units who received a Bridge to Faculty position were required to attend a search committee training specific to the Bridge to Faculty program. This training was a collaborative effort between the Office of Access and Engagement, Division of Human Resources – Talent Acquisition, Division of Human Resources – Office of International Scholars, Office of Civil Rights and Title IX, Office of the General Council, and Office of the Provost. Content included but was not limited to:

How to conduct an inclusive search using best practices?

- Pre-Lauch Activities
- Initiating the Search
- Individual and Structural Bias

- Active Recruitment
- Applicant Evaluation
- Campus Visit Planning

- Interview Best Practices
- Search Conclusion
- Documenting and Evaluating the Search

It is a goal of the University to use this formal training for future search committees for all faculty lines starting in the Fall of 2024. In addition, recruitment was targeted and advertisements were placed in Diverse Issues in Higher Education, National Association of Diversity Officers in Higher Education, and Blacks in Higher Education, etc.

In 2022, the Arnold School and the College of Nursing were awarded the National Institutes of Health (NIH) *Faculty Institutional Recruitment for Sustainable Transformation (FIRST)* program grant. This program aims to transform culture at NIH-funded institutions by implementing a cohort-faculty recruitment model and by building a self-reinforcing community of scientists committed to diversity and inclusive

excellence. USC's FIRST *Faculty Initiative for Improved Recruitment, Retention, and Experience (FIIRRE)* program is designed to recruit diverse early-career faculty who are committed to inclusive excellence and whose work focuses on health disparities and health equity. This grant supports these faculty through mentorship, training and professional development tailored to meet their needs while also addressing institutional-level systems and perceived barriers to their success and well-being. Both the Arnold School and the College of Nursing have five allocated tenure-track faculty lines for each school/college. To date, the Arnold School has hired 4 out of 5 faculty lines and will seek to recruit the final faculty line in fall of 2024. The NIH FIRST FIIRRE program has a strong recruitment plan that can be used to inform all future Arnold School faculty searches.(documentation ERF\G\G1 electronic resource file content pages 41-46)

Staff
One of the strengths of the Arnold School is the recruitment and retention of underrepresented staff members. Currently, the school has 18.4% of staff that identify as Black/African American. Although the school strives for this to be higher, the percentage has increased in recent years. The school has succeeded in its retention of underrepresented staff through a focus on providing all staff with a platform to be recognized and heard. For example, the school has three staff ACE ambassadors in leadership positions on the ACE Executive Committee, and these ambassadors also lead the staff ACE committee, where they meet monthly and during an annual ACE staff retreat. Finally, the school has integrated an end-of-the-year ACE staff award and monthly staff spotlights that are featured on the school's homepage.

Students
Recruitment efforts for public health undergraduate students are conducted in collaboration with the University's Office of Undergraduate Admissions. Undergraduate admissions are not managed at the school level; however, the Associate Dean for ACE engages in the majority of undergraduate recruitment/admission events. For example, she attends both the Black and Hispanic/Latinx questions and answer virtual sessions that exposes underrepresented students to Black and/or Hispanic/Latinx faculty and students; in addition, she attends the USC Showcase luncheon for admitted students. When students are officially admitted to the school, representatives of the Office of ACE also attend undergraduate orientation to introduce students to the office and their Student ACE Fellows. The office also provide them information on how they can get involved in ACE-sponsored activities.

Graduate student recruitment is more targeted than undergraduate recruitment, and the Arnold School collaborates with the USC Graduate School to focus specifically on more effective recruitment of minority students. The school participated in the USC Inclusive Excellence Graduate Education Open House. This open house focuses on collaborative recruitment initiatives aimed at undergraduate students attending Historically Black Colleges and Universities in South Carolina and the southeastern United States. This event offers HBCU students an opportunity to spend the day visiting the University of South Carolina and exploring graduate programs within the Arnold School. The inaugural event for the school attracted ~45 undergraduate students.

The Arnold School has also taken advantage of another recruitment and retention strategy by utilizing the Grace McFadden Professors Program. This program provides an additional $40,000 in funding over 4 years for underrepresented ethnically diverse doctoral students. During the 4-year fellowship, McFadden scholars receive specific training designed to help them launch successful careers as college professors. In 2022-2023, the Arnold School had 11 students accepted into the program, and 10 students were accepted in 2023-2024.

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

The Arnold School values diversity, cultural competence and inclusive excellence in all aspects of its mission. These elements are hallmarks of the curriculum, climate and operational practices. To that end, a climate survey was conducted in the Fall of 2023 building upon a previous survey in 2019. In 2023, a total of 139 participants completed the faculty, staff and administrator survey, and 187 students and alumni participated across all departments. All participants ranked the school quite highly and also its commitment "to create and maintain a positive environment to work and learn." The staff, faculty and administration ranked the school 4.1 out of 5 and students and alumni ranked it as 4.2 out of 5.

More specific quantitative results are shown below and qualitative highlights can be found in the ERF.

Students/Alumni
- **84.9%** of students/alumni agree or strongly agree their experience within the Arnold School is welcoming, inclusive, engaging, and provides access for all.
- **81.3%** of students/alumni agree or strongly agree they have at least one person at the Arnold School that they trust and respect to mentor them.
- **85.5%** of students/alumni agree or strongly agree they feel valued, respected, and welcomed by faculty; **84.9%** by staff, and **81.1%** by other students.
- **80.6%** of students/alumni agree or strongly agree they feel comfortable sharing their point of view with one or more colleagues within the Arnold School.
- **81.7%** of students/alumni agree or strongly agree the Arnold School has a vision to "strive to create an inclusive, diverse community that facilitates our commitment to social justice, equity and humility for the communities we serve" and that the vision clearly supports all students.

Faculty/Staff
- **69.8%** of faculty/staff agree or strongly agree that they have the resources needed to ensure a welcoming, inclusive and engaging culture that provides equity and access for all.
- **74.1%** of faculty/staff agree or strongly agree they feel valued, respected, and welcomed by leaders; **83.5%** by their department, **89%** by other colleagues, and **85.4%** by other students.
- **84.9%** of faculty/staff agree or strongly agree that they feel comfortable sharing their point of view with one or more colleagues within the Arnold School.
- **80.6%** of faculty/staff agree or strongly agree the Arnold School has a vision to "strive to create an inclusive, diverse community that facilitates our commitment to social justice, equity and humility for the communities we serve" and that the vision clearly supports all students.
- **50.4%** faculty/staff agree or strongly agree that efforts to recruit, retain, and develop a diverse community (including groups that may be underrepresented) are effective and sufficient.
- **79.1%** faculty/staff agree or strongly agree their colleagues are committed to achieve and maintaining a culture that is inclusive, engaging, and provides equity and access for all; **79.1%** of their department and **71.9%** of their leaders respectively. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

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

Strengths: The Arnold School's Office of ACE reflects many of the strengths that significantly contribute to the school's progress in fostering diversity, equity, inclusion, accessibility, and social justice. These strengths include the following:

- **Structure of the Office of ACE**: In 2022, a new structure for the Office of ACE was implemented to be more inclusive to faculty, staff, and students. That year, the office established its inaugural group of Faculty and Staff ACE Ambassadors and ACE Student Fellows as part of the ACE Executive Committee. In fall of 2023, we added an ex-officio member from the FIRST FIIRRE team to strengthen our joint efforts in recruitment and retention of faculty, enhancing scholarship/research round health disparities/equity.
- **Collaborative Approach:** The Office of ACE actively collaborates with various university partners, including the USC Office of Civil Rights and Title IX, USC Office of Access and Engagement, USC Council on Academic Diversity Officers (CADO). It's also important to note Dr. Torres-McGehee (Associate Dean for ACE) is a co-chair for CADO, so is intimately involved with university-wide strategic initiatives beyond the school level. This helps assure the alignment of Arnold School's strategic goals with relevant university goals.
- **Support for Reporting DEIA Incidents:** By developing a summary document on reporting incidents and providing ongoing assistance, ACE ensures that faculty, staff, and students feel supported and safe when addressing DEIA related concerns. This proactive support helps to create a more transparent and responsive environment.
- **Leadership and Inclusion Initiatives:** The establishment of the USC Staff Senate and the inclusion of staff members on the Arnold School's ACE Executive Committee highlight ACE's commitment to promoting leadership opportunities and ensuring that staff voices are heard. These initiatives foster a sense of belonging and empowerment among staff members.
- **Educational and Developmental Programs:** ACE organizes, facilitates, and advocates for workshops, retreats, and/or conferences focused on diversity, equity, inclusion, accessibility and/or social justice for faculty, staff, administration, and students. These programs provide valuable learning opportunities for the Arnold School community, enhancing their understanding and engagement with DEIA issues.
- **Recognition of Excellence:** By recognizing faculty, staff, students and alumni who excel in DEIA-related scholarship, practice, and advocacy, ACE reinforces the importance of DEIA efforts and motivates the community to strive for excellence in these areas.
- **Transparency and Accountability:** ACE's commitment to transparency, especially in acknowledging ongoing challenges and the need for continuous improvement, has built trust within the Arnold School community and demonstrates a genuine dedication to making meaningful progress around DEIA.

Overall, the Office of ACE's charge and strengths lie in its collaborative approach, proactive support, leadership initiatives, educational programs, recognition efforts, and commitment to transparency and accountability. These strengths collectively contribute to a more inclusive and equitable environment in the Arnold School. Many initiatives by the Office of ACE have been successfully implemented with noticeable positive impacts felt and measured throughout the school.

Weakness and Improvement Plan: DEIA development and programming **-** Numerous administrators, staff, faculty, students, and alumni have expressed a heightened curiosity and strong desire for lifelong learning around DEIA. Providing intentional experiences that fulfill this desire is a natural response to these requests. Several initiatives are already in progress (e.g., the annual Clyburn Lecture) but providing additional resources to more proactively communicate and expand these initiatives will greatly benefit DEIA positivity in the Arnold School.
For example:

- Bring guests external to USC for formal lecture series presentations and panel discussions with students (all levels) in the fall and spring semesters. These speakers may or may not have public health expertise or focus and should be recommended to leadership by curious learners in the Arnold School.
- Use the newly developed FIRST FIIRE collaborations to engage expert faculty to share their knowledge and personal experiences with constituents regarding health disparities/equity and DEIA more generally.

H1. Academic Advising

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

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

Undergraduate

First time freshman or incoming transfer students will be invited by the University to attend an orientation session (varies in length from 1-2 days) prior to the start of the term of their enrollment. Undergraduate orientation is offered in person only. During this orientation, students will hear from USC faculty and staff, meet with an orientation leader and peers, visit the Arnold School to hear about academic programs and courses, become familiar with USC and school-level resources, tour campus, meet with an academic advisor, and register for courses. https://sc.edu/about/offices_and_divisions/orientation/

Graduate Programs

Upon graduate admittance to the Arnold School, students will receive an email from the Arnold School Office of Graduate Student Services explaining the ASPH school virtual orientation. ASPH orientation typically lasts for two hours, depending on the Q & A session at the end. A previous agenda has been included in the ERF. Usually, the orientation begins with the Director of Graduate Student Services welcoming the students, the Associate Dean for Faculty Affairs and Curriculum providing an overview and expectations, the Associate Dean for Access and Collective Engagement and the Director of Applied Practice sharing information relevant to their areas of responsibility.   Typically, a health sciences librarian from the University Libraries also attends and conveys applicable information. The Director of the Office of Graduate Student services, along with the Assistant Director and Coordinator, provide additional student information during the orientation, such as training for graduate teaching assistants, insurance requirements, immunization documentation, campus tours, and registration. The orientation concludes with a question-and-answer session.

The same general information, and corresponding links are included as an attachment to the admittance email, along with an RSVP for the virtual orientation. The New Student Information - My Arnold School | University of South Carolina link is also provided in the admittance email body text, as well as in the informational attachment. Students are encouraged to contact the Office of Graduate Student Services staff with any questions.

Students are offered additional orientation opportunities through their academic department and/or program. Program specific orientation is typically communicated directly from their graduate program director. Specifics for each program orientation are listed below. Some of the program orientations occur prior to the Arnold School orientation and others occur after. Other programs provide orientation before and after the Arnold School orientation. Each year, departments and programs will assess, determine and communicate the best, supportive orientation time, frequency and delivery method for their incoming students and program faculty.

Biostatistics (BIOS)

BIOS MS and PhD
A department-specific orientation delves deeper into the unique aspects of the department. The BIOS department orientation is held the day before classes begin with an in-person meeting with all faculty and new students. A second session within the same day has breakout sessions for each degree, MS and PhD, at different times. Students receive guidance on crucial matters such as advising, registration procedures, and key dates to remember throughout the academic year. Also, students can meet faculty members who will play pivotal roles in their academic and professional development at the departmental level orientation. The BIOS MS and PhD graduate program director is present at all orientations and available for questions.

Environmental Health Sciences (ENHS)

ENHS MPH, MS and PhD
The ENHS Graduate Director meets with all accepted applicants before the semester in which they enroll. ENHS hosts a formal virtual new-student orientation on the same day as the Arnold School new-student orientation. For ENHS MPH students, the MPH Coordinator will attend all MPH student orientation meetings with the ENHS Graduate Director. Because the MPH Coordinator is an alumnus of the ENHS PhD program and serves as an academic/research advisor to many ENHS MS and PhD students, he will typically meet with students when the Graduate Director does.

Epidemiology (EPID)

EPID MPH, MS and PhD
New MS students in EPID attend multiple departmental orientation events including a combined session with all other new students led by the Department Chair and Program Coordinator; a meet-and-greet session with all new students and all department faculty; a luncheon with all students, faculty, and staff, and a break-out session with their Graduate Program Director. In these events, students are oriented to policies and procedures in the department, are reminded of the expectations and requirements of their degree program, as well as given a chance to socialize and meet other students in the department to reduce isolation and build community with each new cohort of students. The EPID MS and PhD program director and the EPID MPH director attend these orientations.

Additionally, for EPID MPH students, the Epidemiology MPH Graduate Director hosts a virtual orientation meeting with all admitted students in the first two weeks of June to provide information about the curriculum, registration process, and resources available. Information includes MPH core courses and detailed description of requirements for the APE and ILE. During this meeting, the students are advised with the registration form to register for the fall semester classes.

Exercise Science (EXSC)

PAPH MPH
The MPH Graduate Director conducts a virtual orientation and advisement session in the summer before the student's first fall semester. Students receive information about the program, requirements, and expectations. Students are presented with the courses needed for their first semester and are given instructions on how to complete the advisement form and register for courses. The EXSC department hosts an orientation session in fall with information about the department, expectations, and how to maximize learning and opportunities. The orientation session also includes MPH-specific information.

Health Promotion, Education, and Behavior (HPEB)

HPEB MPH (as well as MPH/MSW) and PhD
An early summer departmental "mini-Orientation and advising" session is provided prior to the first semester for both the MPH and PhD programs. HPEB MPH/MSW students are given the option to attend the ASPH (and HPEB MPH) orientation prior to their first semester at USC, or at the beginning of their second year-which is when MPH/MSW students begin their MPH course work.

Health Services Policy and Management (HSPM)

HSPM MPH
Orientation is a one-day event in which each student of the incoming cohort is paired with a second-year program student for half of the day. The other half of the day is devoted to scheduling their classes, meeting with other students in their cohort, and introductions to other ASPH offices or procedures embedded as requirements or assistance in the program. The orientation is hybrid, with an in-person option for students who are already in Columbia and an online version for students who have not yet moved or who are in the online program. HSPM MPH/MSW and HSPM MPH/MPA students usually participate in the orientation process at the same time as other students in their cohort.

HSPM PhD
Students attend an orientation meeting two days before the beginning of classes that involves a formal presentation of all degree requirements for graduation. In addition, the program orientation presents the mission and vision of the department and introduces the students to faculty members and current students. The students have an opportunity to introduce themselves and describe their research interests, providing them with a chance to interact with faculty members with similar interests to identify potential dissertation committee members. Required coursework, electives, and concentration area courses are described and a sample three-year progression of study plan is also provided to the students. Students are advised of the formal requirements for graduation, including the qualifying and comprehensive examinations and the dissertation.

Finally, the students are introduced to the university's honor code and provided with information on additional resources available to them.

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

Undergraduate

About the UAC - Academic Advising | University of South Carolina (sc.edu)

Arnold School undergraduate academic advisors provide guidance to students once a semester, at minimum, for course selection and evaluate degree progression. Additionally, advisors discuss career and graduate school goals with students, connect them with campus resources, and help them to explore opportunities for involvement. Students can also schedule more meetings with their advisor through EAB navigate.

Graduate Programs

Advisement and Registration Instructions - My Arnold School | University of South Carolina

Even though there are slight differences across the academic departments in which roles (program directors or faculty) provide academic advising for the degree offerings, there is a similarity to the academic advising process itself. For example, in each advising appointment, the student's progress is evaluated and plans for upcoming semesters are discussed. These conversations guide the completion of the USC academic advising form, which is finalized with the student and advisor's signatures and forwarded to the Arnold School Graduate Student Services Office to be processed so the student can then register for courses through the Self-Service Carolina portal. Electronic copies of the processed academic advising forms are saved in the Arnold School's graduate-specific academic database, PHGrad. This database is maintained by the ASPH Graduate Student Services Office, with technical support from a consultant. Program directors and other staff-such as departmental program coordinators as well as school's Director of Data Analytics and Director of Evaluation and Academic Assessment also have access to PHGrad information.

Biostatistics (BIOS)

BIOS MS and PhD
The student and Graduate Director meet at least once per semester for advisement purposes.

Environmental Health Sciences (ENHS)

ENHS academic advisement consists of multiple levels to support the student's individualized areas of interest and ensure necessary degree requirements are met. The Graduate Director advises all students for all programs (MPH, MS and PhD) prior to or in tandem with academic/research advisors. The MPH coordinator attends all ENHS academic advisement meetings with the Graduate Director for several reasons: he is an alumnus of the ENHS PhD program and can offer insight for research, in addition to the practice degree students; this cross-training and overlap helps to increase advisor availability and/or responsiveness if the Graduate Director is unavailable to meet for an extended time (conference attendance or field work, for example) to enhance the support for MS and PhD students.

ENHS MPH
The MPH Coordinator then oversees advisement and the overall quality of the graduate student experience from application to graduation and placement. At minimum, students meet with the MPH coordinator once a semester, but often more as needed.

ENHS MS
Second, each student is assigned an academic/research advisor responsible for supporting their academic program of study and research experience. Students will, at minimum, meet with advisors once a semester, but more if needed.

ENHS PhD
Each PhD student is also assigned an academic/research advisor responsible for supporting their academic program of study and research experience. In addition, the ENHS Graduate Director and the student's academic/research advisor work in tandem with each doctoral student to develop a Professional Development Plan (PDP). The PDP is a living document to identify strengths, weaknesses, goals and opportunities for the doctoral student. Students will, at minimum, meet with advisors once a semester, but more if needed.

Epidemiology (EPID)

EPID MPH
Each student is assigned an academic advisor by the MPH in Epidemiology Graduate Director. The advisors meet with the students at least once per semester and other times if necessary.

EPID MS
MS students are assigned a faculty academic advisor before their first semester starts. Students are introduced to the advisor via email and in person at department orientation events. Prior to the start of their first semester (usually in June each year), new students meet virtually with the Graduate Director as a group to be advised about course selection for their first semester. After that initial meeting, students then meet with their individual faculty advisor in subsequent semesters to be advised about course selection. Faculty advisors are encouraged to meet with their advisees at least twice per semester at the beginning and at the mid-point in the semester, and some choose to meet more often. The Graduate Director also meets with the MS students toward the end of their first year in the program to further describe the master's Program of Study form and provide information about the thesis requirements.

EPID PhD
During the admissions process, all PhD students choose an epidemiology faculty member to serve as their mentor; this faculty member is then assigned to be their academic advisor. This academic advisor generally will work with the student for the remainder of their degree program. Students are advised as to appropriate courses, sequencing of courses, independent study topics, dissertation topic, consulting and teaching practicum, and any additional work appropriate for preparing the student to meet career objectives. Prior to the start of their first semester (usually in June or July), new students meet virtually with the Graduate Director and their faculty advisor to be advised about course selection for their first semester and to develop a tentative "4-year plan" of coursework and timeline for degree completion. After that initial meeting, students then meet with their individual faculty advisor in subsequent semesters to be advised about course selection. Faculty advisors are encouraged to meet with their advisees at least twice per semester at the beginning and at the mid-point in the semester, and some choose to meet more often. The Graduate Director also meets with the PhD students toward the end of their first year in the program (in March or April) to further describe the Doctoral Program of Study form and provide information about degree requirements.

Exercise Science (EXSC)

PAPH MPH
The MPH Graduate Director is the academic advisor for all MPH students. Students are advised once per semester for the next semester's courses. Dates of advisement meetings are recorded.

Health Promotion, Education, and Behavior (HPEB)

HPEB MPH (as well as MPH/MSW)
The MPH Program Director is the academic advisor for all HPEB MPH students. Individual meetings with students occur each semester. HPEB MPH/MSW students are advised by the HPEB MPH program director for MPH coursework, and by a social work advisor for the MSW coursework.

HPEB PhD
Students' primary and secondary advisors are determined at the point of admission; the primary advisor serves as the academic advisor and will meet with their students each semester. In addition, all doctoral students complete an annual review.

Health Services Policy and Management (HSPM)

HSPM MPH (as well as HSPM MPH/MSW and HSPM MPH/MPA)
The program director advises all program students one on one, at least once a semester, but more if needed. The HSPM MPH/MSW and HSPM MPH/MPA students will meet with their program-specific advisor at least once a semester independently *and* once a year with both program advisors present.

HSPM PhD
The HSPM PhD program utilizes an apprenticeship model to provide advising services to all incoming students. Each incoming student will have a pre-determined advisor, who is matched to an advisee prior to the student's enrollment based on mutual research interests as described further in the next section. This advisor will meet with students at least twice during the academic school year (at the beginning and end of the semester), but more frequently once the student completes formal coursework and begins writing their dissertation, at which point the advisor becomes the student's Dissertation Committee Chair. The record of completing at least one advisement meeting each semester is kept only by uploading the forms to PHGrad.

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

Undergraduate

https://sc.edu/about/offices_and_divisions/advising/university_advising_center/about_uac/index.php

UAC posts the advisor position, screens applications and conducts initial interviews. The Associate Dean for Undergraduate Academic Affairs and Director of Undergraduate Student Services will review a narrowed list of applications sent by UAC. Selected candidates are interviewed by Associate Dean for Undergraduate Academic Affairs, Director of Undergraduate Student Services, and one other current ASPH academic advisor. Once a candidate is selected, UAC will extend an offer and negotiate the position and complete the hiring process.

Once hired, the individual is oriented to their role and responsibilities through a 2-3 UAC training for new advisors. Advisors are required to maintain continuing education through a series of training modules. ASPH orients new advisors to the specifics of PUBH BA and BS and EXSC BS program requirements. The ASPH advising staff meets monthly in addition to the monthly UAC meetings (which includes all undergraduate advisors from University units).

Graduate Programs

If the graduate or program director is not the sole advisor to a particular program's students, often advisement training or information is communicated in departmental faculty meetings. Additionally, graduate or program directors will communicate individually on a case-by-case basis with advisors and/or students as the advisement forms are reviewed and processed.

Biostatistics (BIOS)

BIOS MS
Since 41 of the 44 total credits in the curriculum are fixed with one 3-hour elective, all MS students are advised by the Graduate Director of Biostatistics.

BIOS PhD
Doctoral students start their program with an academic advisor. This advisor is the student's choice, but if they don't choose an advisor, the graduate director assigns one. The academic advisor assists with picking classes and helping the student design their program of study. Once the doctoral student has passed their doctoral qualifying exam, the student selects a tenure track faculty to be their dissertation advisor. The student can then make their dissertation advisor their academic advisor, too. This is most often the case. Each advisor works with the Graduate Director to assist with student advising.

Environmental Health Sciences (ENHS)

ENHS MPH
The Graduate Director and MPH Coordinator advise each MPH student.

ENHS MS
With guidance from the Graduate Director, students identify ENHS faculty whose research and applied interests overlap with those of the student. Following the identification, students meet with faculty to discuss possible academic and research advisement. Once the faculty has agreed, the student and faculty communicate with the Graduate Director.

ENHS PhD
In addition to meeting all the other requirements for consideration of acceptance to our ENHS PhD program, an applicant must have identified an ENHS faculty member who has agreed to provide academic and research advisement if the applicant is accepted.

Epidemiology (EPID)

EPID MPH
 The MS and PhD in Epidemiology Graduate Director and the MPH in Epidemiology Graduate Director will decide the available capacity of advisees for each faculty member based on their current advising load. The MPH in Epidemiology Graduate Director then assigns students to faculty advisors. Usually, each faculty member is assigned an average of two students per cohort.

EPID MS
Faculty advisors are selected during the summer before the new academic year starts. New students are matched to a faculty advisor based on shared research interests. Faculty are oriented to their roles by the Graduate Director through emails and announcements and discussion at Division Faculty Meetings. In addition, faculty use the student handbook and the faculty manual for guidance on their responsibilities as advisors.

EPID PhD
PhD students choose a faculty mentor during the application to the degree program. Faculty are oriented to their roles by the Graduate Director in individual meetings first, then through emails, announcements and discussions at Division Faculty Meetings. In addition, faculty use the student handbook and the faculty manual for guidance on their responsibilities as advisors

Exercise Science (EXSC)

PAPH MPH
The MPH Director is the only academic advisor to the PAPH students. The Graduate Director has 10 years' experience advising graduate students and is very familiar with the program, curriculum, department, and ASPH.

Health Promotion, Education, and Behavior (HPEB)

HPEB MPH (as well as MPH/MSW)
The MPH Director advises all HPEB MPH students. HPEB MPH/MSW students have a separate social work advisor they meet with, in addition to the HPEB MPH director. The previous HPEB MPH director retired in Fall 2024. The next HPEB MPH director shadowed the previous director by participating in virtual advisement meetings with the students. The next program director can ask advisement questions in advisement appointments or after to the current program director. A "How To" set off documents and information on various tasks and responsibilities of the MPH program director has also been shared with the next director.

HPEB PhD
Advisors meet with potential students during January through March. Applications are reviewed by the department's doctoral committee, and recommendations are presented to the full department faculty for approval. A student must have the commitment from at least two full-time tenure track HPEB faculty members to serve as advisors to be admitted to the program. Students' primary and secondary advisors are determined at the point of admission; the primary advisor serves as the academic advisor for their students. Faculty advisors receive direction and orientation from the department's Graduate Director.

 Health Services Policy and Management (HSPM)

HSPM MPH
The HSPM MPH Director advises all HSPM MPH students. (As described above in #2, HSPM MPH/MSW and HSPM MPH/MPA students have additional advisors in their MSW and MPA programs)

HSPM PhD
Advisors are selected based on the alignment between students' research interests and those of a tenure track or tenured faculty member in the department. At the application stage, applicants are encouraged to identify a mentor by perusing faculty member's biographies and research interests. If selected for further consideration, the applicant will then have an interview with the proposed mentor. If there is a two-way match, the proposed mentor formally becomes the official advisor of the student upon the student's enrollment in the HSPM PhD program. New professors are oriented to their roles and responsibilities during school-wide training sessions upon joining the university and guidance from the department's Graduate Director.

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

Documentation is located in ERF\H\H1\organized by program departments

5) Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable. Schools should present data only on public health degree offerings.

CEPH defined public health degrees response rates	Bachelor's	Master's	Doctoral
AY 2021-2022	42%	46%	25%
AY 2022-2023	60%	30%	20%
AY 2023-2024	71%	87%	73%
Total	**57%**	**54%**	**44%**

The response rates in the table above reflect data collected on either an exit interview prior to or around graduation OR an alumni survey one year post graduation for graduate students. The master's programs reported above are the MPH (ENHS, EPID, HPEB, HSPM and PAPH), the MS (BIOS, ENHS, EPID) and the remaining MSPH or General MPH that were finishing out their programs. The doctoral programs represented above include the BIOS, ENHS, EPID, HPEB and HSPM programs. The Arnold School has other master's programs in COMD, EXSC, ADV ATEP, ATEP and HSPM MHA, as well as other doctoral programs in COMD, EXSC, and DPT/physical therapy whose curriculum is more cohort driven and therefore advisement is slightly more unique to each of those programs. (See the next section for more information.) The following table reports the responses to the question on exit and alumni surveys.

Survey question: I am satisfied with the academic advising I received while at the Arnold School (such as selecting courses, understanding degree requirements, meeting deadlines, etc.)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Doctoral					
AY 21-22	--	--	20%	40%	40%
AY 22-23	--	40%	20%	--	40%
AY 23-24	4%	--	8%	25%	63%
Doctoral Total	**3%**	**6%**	**12%**	**24%**	**56%**
Masters'					
AY 21-22	--	--	32%	37%	32%
AY 22-23	--	21%	7%	29%	43%
AY 23-24	--	8%	10%	33%	49%
Master's Total	--	**8%**	**15%**	**33%**	**43%**
Bachelor's					
AY 21-22	3%	11%	Not applicable	35%	51%
AY 22-23	4%	2%		13%	81%
AY 23-24	0%	1%		11%	88%
Bachelor's Total	**2%**	**4%**		**19%**	**75%**

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

Strengths:

Undergraduate
Transition to a centralized four-year advising model which supports continuity of advisement as the student will have the same advisor all four years (or longer) of their degree program. Centralized model allows for more comprehensive training and ongoing professional development.

Graduate
Programs in which the program directors are the academic advisors, for example ENHS, HPEB, HSPM and PAPH MPH, as well as the BIOS MS, help to ensure consistency of information for students. However, it is also a strength that many of the graduate programs have the same academic advisor to serve as a student research advisor, as well, to best guide the student to courses that support their research interests.

Weaknesses and Improvement Plans:

Undergraduate
none

Graduate
Graduate student advisement feedback is captured at the end of program in the exit survey. It would be more beneficial to survey each graduate student after each advising appointment mimicking how undergraduate students complete the advising survey immediately after advisement. This would also help to record frequency among other information. It would also provide a more reliable and realistic evaluation tool of all advisements of all ASPH degree programs providing more useful information.

This approach will provide the ability to capture specific time periods within a student's program of study, rather than just at the end or a year later. Also, it will provide the ability to use feedback for improvements while some of those students are still in their programs. Occasionally, in the past, the number of students graduating was too low to reasonably maintain confidentiality and responses would need to be combined with student data from a previous semester or academic year. If all advisement surveys from an academic year were able to be combined, it would yield (theoretically) a higher number of responses, as several students might respond several times effectively creating higher confidentiality. A draft of the survey has been created and reviewed by the EPID MPH and HPEB MPH directors to pilot in Fall 2024.

H2. Career Advising

The school provides accessible and supportive career advising services for students. All students, including those who may be currently employed, have access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to their professional development needs; these faculty and/or staff provide appropriate career placement advice, including advice about enrollment in additional education or training programs, when applicable.

Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

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

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

Undergraduate

General career advising, as it relates to the need for post-graduate education, occurs during general Arnold School academic advising appointments each semester. The majority of career advising is provided by Arnold School advisors due to their familiarity of public health specific careers. However, a USC Career Center Coach (Kaylee Rogers who previously worked as an Arnold School undergraduate student advisor) dedicated to all health sciences is available for additional career advising and support. For example, she can conduct mock interviews, offer strengths testing, provide cover letter and resume writing assistance. These services are in addition to health career fairs.

Graduate

Across all programs in all departments, students benefit from the professional development seminars/workshops organized by the Dean's Student Advisory Council. These presentations include how to write a resume/CV, how to interview, pointers on self-promotion in social media, etc. The USC Graduate School also has a Graduate Student Hub which provides various services for graduate students, including workshops, resume reviews, and individual consultations. All PhD programs include real-world applied experience in research during which the students receive mentoring which includes comparing and contrasting how such research is carried out in industry.

Biostatistics (BIOS)
BIOS MS and PhD
Students often seek advice on career opportunities. Counseling is available from each of our faculty members. If a faculty member needs the expertise of a colleague, they often will refer students to a specific faculty member who has relevant real-world experience. Because we have received positive feedback from our students, we are developing ways (in our seminar course) to formalize the presentation of information across our faculty in an open discussion presentation.

Sharing of real-world experience also includes professional associations of our faculty which includes collaborations across units within our university, collaborations with governmental agencies, and representation on governing and advisory boards in governmental and industry.

MS students are given presentations on governmental agencies (e.g., we have many collaborators within the state's environmental control agency and public health agencies) as well as industry (especially pharmaceutical companies). PhD students are also given a presentation on academic careers in their last required seminar course. Furthermore, PhD students are required to complete a practicum course that focuses on teaching or collaboration.

Environmental Health Sciences (ENHS)
ENHS MPH
The Arnold School has MPH alumni sessions- where MPH alumni from across the college talk about how they used their MPH to find their career paths. Dr. Zach Jenkins, Director of Applied Practice, as well as graduate assistantship placements, also helps students with career advisement throughout the year. Dr. Jenkins has unique insights as an MPH alumnus of the Arnold School.

ENHS MS
The program director provides curricular and professional advice to each of the students and directs them to the appropriate faculty member for specific career counseling. The seminar course is also used to present career information related to academics as well as industry/government.

ENHS PhD
The program director provides curricular and professional advice to each of the students and directs them to the appropriate faculty member for specific career counseling. The seminar course is also used to present career information related to academics as well as industry/government. In addition, we work with each PhD student to develop a Professional Development Program (PDP). The PDP is a mechanism for creating and accomplishing both long- and short-term goals in pursuit of a desired career goal. To receive maximum benefit from the PDP process, it is essential that graduate student / postdoctoral researcher and their faculty mentor(s) participate fully in the process. The ENHS PDP Individual Plan will need to be revised as circumstances change, and it is most helpful if the mentor and graduate student / postdoctoral researcher work together to make any modification

Epidemiology (EPID)
EPID MPH
The Arnold School has MPH alumni sessions- where MPH alumni from across the college talk about how they used their MPH to find their career paths. Dr. Zach Jenkins, Director of Applied Practice, as well as graduate assistantship placements, also helps students with career advisement throughout the year. Dr. Jenkins has unique insights as an MPH alumnus of the Arnold School.

EPID MS
The program director provides curricular and professional advice to each of the students and directs them to the appropriate faculty member for specific career counseling. The seminar course is also used to present career information related to academics as well as industry/government.

EPID PhD
The program director provides curricular and professional advice to each of the students and directs them to the appropriate faculty member for specific career counseling. The seminar course is also used to present career information related to academics as well as industry/government.

Exercise Science (EXSC)
PAPH MPH
The MPH Graduate Director meets with students individually if students want to discuss career opportunities. In addition, in the 1-credit hour of EXSC 797, students complete a self-assessment of their professional skills and they learn about organizations that promote physical activity. When the MPH Graduate Director receives information about a career opportunity, it is shared with MPH students. MPH

alumni are also invited to speak to students in PUBH 730 during the last class meeting in spring semesters. Dr. Zach Jenkins, Director of Applied Practice, provides professional development sessions to all MPH students in the Arnold School. This also includes a session with MPH alumni from across the school share how they used their MPH to find their career paths.

Health Promotion, Education, and Behavior (HPEB)
HPEB MPH (as well as MPH/MSW)
The HPEB MPH Program Director meets with individual students each semester for academic and career advisement and coordinates the students' practice experiences in community settings. These experiences are intended to closely parallel students' career interests. The department promotes the services of the Arnold School and the Graduate School, as well as university career workshop and advising services. The department also provides regular career-related programs as coordinated by the HPEB Student Engagement Committee.

HPEB PhD
Individual students meet regularly with their program primary and secondary advisors to discuss career development and mentoring experiences. There is a range of information covered in student engagement with advisors. The department promotes the services of the Arnold School and the Graduate School, as well as university career workshop and advising services. The department also provides regular career-related programs as coordinated by the HPEB Student Engagement Committee. In addition, all HPEB doctoral students are required to enroll in three semesters of 1-hour doctoral seminar courses. These courses cover a range of issues, including career development. Syllabi for these courses are provided.

Health Services Policy and Management (HSPM)
HSPM MPH (as well as HSPM MPH/MSW and HSPM MPH/MPA)
The department has a program administrator for all three graduate programs who coordinates monthly trainings for graduate students for career advising. For example, a career services representative from the University of South Carolina's career services department has come to talk about how to use LinkedIn, how to create a profile, how to apply for jobs through it, etc. The Arnold School has MPH alumni sessions- where MPH alumni from across the college talk about how they used their MPH to find their career paths. Dr. Zach Jenkins, Director of Applied Practice, as well as graduate assistantship placements, also helps students with career advisement throughout the year. Dr. Jenkins has unique insights as an MPH alumnus of the Arnold School.

HSPM PhD
In the doctoral program, faculty members on a graduate's doctoral dissertation committee provide individualized career advice based on students' career goals. Advising and career services include providing contact information of hiring committees, making calls to potential employers on behalf of the graduate, providing letters of references, answering questions from prospective employers in writing or via teleconference, and providing feedback and advice when graduates have questions about the hiring process.

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

Across all programs in all departments, program directors (and department chairs/directors) coordinate all career advising activities. Some departments have monthly trainings for graduate students for career advising. The student's dissertation/thesis chair provides counseling to each of the students for whom they are responsible. Across departments, students are assigned to a particular faculty member who serves as an academic advisor. When a student is ready to select a mentor to be their thesis/dissertation advisor, they are free to select their academic advisor or any other faculty member in their department

with a graduate appointment. Some students will select co-chairs. Selection of thesis/dissertation chairs is usually driven by shared research interest but is also driven by a student's desire to enter a field in which the potential advisor has experience.

Program directors are selected based on their knowledge of academic requirements as well as their interest in professional development. These directors must report on professional development that they undertook each year. The directors are advised by the department chair/director to carry out the expectations of their role.

The MPH Graduate Directors have experience providing MPH students with very useful career advice. Dr. Zach Jenkins, Director of Applied Practice, is also a very effective advocate and resource for MPH students.

The University career center has a dedicated health science undergraduate career coach, and a dedicated graduate career coach.

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

Undergraduates

Career advising provided by the Health Sciences Career Fair is a strong partnership with the university's career center and is especially useful to undergraduates. This is an annual event that was most recently held in January 2024.

In 2023, the Career Center added several brief (less than 5-minute videos) on a number of career topics including the elevator pitch and standing out on LinkedIn. These videos were very well-received and have helped the Career Center to establish a popular and very useful website for our students.

Undergraduate alumni retain their student status for one year after graduation through the Career Center including access to Handshake (internet-based resource for employment opportunities, on-campus interviewing) and other USC Career Center events.

Graduates

Career advising examples provided to graduate students are included in the ERF\H\H2, as most of these examples are specific to individuals.

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

CEPH defined public health degrees response rates	Bachelor's	Master's	Doctoral
AY 2021-2022	20%	20%	16%
AY 2022-2023	11%	10%	27%
AY 2023-2024	16%	21%	16%
Total	**15%**	**14%**	**21%**

Survey question: I am satisfied with the career advising and support I received while at the Arnold School (such as individual advising, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations, online job databases, etc.)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Doctoral					
AY 21-22	25%	--	25%	50%	--
AY 22-23	11%	11%	11%	33%	33%
AY 23-24	--	--	33%	67%	--
Doctoral Total	**13%**	**6%**	**19%**	**31%**	**31%**
Masters'					
AY 21-22	29%	43%	14%	--	43%
AY 22-23	--	25%	25%	50%	25%
AY 23-24	25%	25%	13%	25%	13%
Master's Total	**21%**	**32%**	**16%**	**21%**	**26%**
Bachelor's					
AY 21-22	7%	25%	27%	31%	10%
AY 22-23	9%	42%	14%	28%	7%
AY 23-24	11%	19%	37%	27%	12%
Bachelor's Total	**9%**	**27%**	**27%**	**39%**	**10%**

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

H3. Student Complaint Procedures

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

1) Describe the procedures by which students may communicate complaints and/or grievances to school officials, addressing both informal complaint resolution and formal complaints or grievances. Explain how these procedures are publicized.

Students submit general complaints to any faculty member or administrator. For example, students reported concerns about poor lighting in one of the parking structures that affected their sense of safety. The school's operations staff then worked with USC Parking Services and with Law Enforcement and Safety to add lights and surveillance cameras to increase the level of safety and awareness.

Generally, to communicate informal or formal course-related complaints, students are first encouraged to speak with their instructors for a resolution. If the student feels that an acceptable solution was not obtained, they are then encouraged to speak with the department chair. If the student still feels that an acceptable solution was not obtained by speaking to the instructor or department chair, they are then directed to the following link, which outlines the formal steps in a student grievance.

https://sc.edu/study/colleges_schools/public_health/internal/current_students/student_grievances/index.php

Undergraduate students may seek guidance during any of the three above-described communication options (speaking with instructor, department chair or formal student grievance process) from the Associate Dean for Undergraduate Affairs (Dr. Bridget Miller), and graduate students may seek additional guidance from the Associate Dean for Faculty Affairs and Curriculum (interim Dr. Susan Steck).

Additionally, all students can reach out to the Office of Student Advocacy as described in the following link.

https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/academic_success/ombuds_services/index.php

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

Step one of a formally submitted student grievance is the attempt by the appropriate Associate Dean (undergraduate or graduate) to broker a solution. That is, the Associate Dean meets with the relevant faculty and department chair(s) to negotiate a solution acceptable to the student. If no such solution is found, the Associate Dean updates the student.

Step two requires a meeting of the Arnold School's Committee on Scholastic Standards and Petitions to read the student petition, discuss possible solutions and vote on a decision. For graduate students, if the committee decision does not support the student's filed grievance, an appeal (step three) can be filed with the Graduate Council. The decision of the Graduate Council is the final decision as there is no further appeal available. There is no appeal process for undergraduate decisions beyond the unit level.

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

Two formal graduate student grievances have been filed in the last three years.

Formal student grievance #1:

While on probation for unprofessional behavior, a graduate student failed a course. The program did not allow the student to enroll in classes for the next semester. The student appealed the program decision to the Arnold School's Committee on Scholastic Standards and Petitions and requested to be re-enrolled in the program in the next semester so program progression would not be delayed. The committee's decision upheld the program's sanction, as part of their stated policies and communications with the student, in not allowing the student to re-enroll. The student did not appeal the committee's decision to the Graduate Council.

Formal student grievance #2:

An academic policy in all Arnold School programs is that students may not make grades of C or lower in more than 11 hours of required program courses.

A student earned a C in one 3-hour course in a particular semester. This student had already received 3 Cs in 3 other 3-hour courses in a previous semester. Meaning, the student earned Cs in 9 hours of required program course work in one semester; then earned a grade of C in an additional required program course, of 3 hours, in a later semester. The student had then earned 12 hours of required program course work with a grade of C, violating the academic policy. Thus, the student was removed from the program.

The student filed a grievance for their removal from the program because they felt an additional chance should be extended to them beyond the 11 hours, since the initial 9 hours of required program courses of a grade of C were earned in a single semester. The student felt there was no opportunity for additional academic guidance. The committee's decision upheld the program's sanction, as part of their stated policies and communications with the student, in removing the student from the program. The student filed an appeal to the Committee decision to the Graduate Council which did not grant the student appeal.

Undergraduate grievances from the last three years:

Spring 2024 Undergraduate grievance #1:
Student violated Standard #3 for EXSC 224L (Anatomy and Physiology II Lab). Because a student is not allowed to take the class a 3rd time, the student will not be able to continue with the BS Exercise Science degree as the course is required. The course is also required for the BS Public Health so the student would need to switch to the BA Public Health is she wants to stay in the Arnold School. The student has already passed all other primary pre-requisite courses for PT School (Physics I and II, Biology I and II, Chemistry I and II, and Abnormal Psychology). The petition was denied: This student could move to the BA Public Health degree where the student would have 41 credits remaining to graduate.

Spring 2024 Undergraduate grievance #2:
Student violated Standard #3 for PUBH 302 (Introduction to Public Health). Because he is not allowed to take the class a 3rd time, he will not be able to continue with the BA Public Health degree as the course is required. The petition was denied: This student would be removed from the Arnold School and need to switch to a new major. He has already discussed with his ASPH advisor that Psychology would likely be the best fit. He would have approximately 40 credits remaining to complete a degree in Psychology.

Spring 2024 Undergraduate grievance #3:
Student violated Standard #3 for PHYS 201 (General Physics I).   Because she is not allowed to take the class a 3rd time (W = Fa21 and D+ = Fa23), she will not be able to continue with the BS Exercise Science degree as the course is required. She passed the PHYS 201 lab in Fall 2021.   The petition was denied: This student would need to move to the BA Public Health (27 credits to complete) or meet with Exploratory Advising to identify a new major.

Spring 2024 Undergraduate grievance #4:
Student violated Standard #3 for HSPM 412 (Health Economics).   Because she is not allowed to take the class a 3rd time, she will not be able to continue with the BA Public Health degree as the course is a degree requirement, she would need to meet with Exploratory Advising to identify a new major as she would not be able to continue with the Arnold School.   The petition was denied: This student would need to meet with Exploratory Advising to identify a new major as she would not be allowed to continue with the Arnold School. If she moved to the Psychology major she would have approximately 36 credits needed to graduate.

Spring 2024 Undergraduate grievance #5:
Student violated Standard #3 for PUBH 302 (Introduction to Public Health).   Because he is not allowed to take the class a 3rd time, he will not be able to continue with the BA Public Health degree as the course is required.   The petition was denied: This student would need to work with Exploratory Advising to identify a new major.

Fall 2023 Undergraduate Grievance #1
Student violated standard #3 in PHYS 201. Because the student is not allowed to take the class a 3rd time, they cannot continue in the BS Public Health degree as the course is required. Petition was denied. Student moved to the BA Public Health.

Spring 2023 Undergraduate Grievance #1
Student violated standard #3 having earned below a "C" for EXSC 330. Because the student is not allowed to take the class a 3rd time, they cannot continue in the BS Exercise Science degree as the course is required. The petition was denied. The student switched to the BA Public Health degree where they had 27 credits remaining to graduate. The degree change did not extend time to graduation.

Spring 2023 Undergraduate Grievance #2
Student violated standard #2 for SPAN 305 as a "C" is required for a course to count toward required coursework/cognate. Petition was denied. Student will need to take another course (almost any 300 or above) to complete his cognate.

Spring 2023 Undergraduate Grievance #3
Student violated standard #3 for HPEB 553. Because the student is not allowed to take the class a 3rd time, they cannot continue in the BA Public Health degree as the course is required.   Petition was approved. The student was allowed to retake HPEB 553.

Spring 2023 Undergraduate Grievance #4
Student violated standard #4 having earned below a "C" in the following degree applicable courses: STAT 110, EXSC 191, and EPID 410. Petition was denied. The student was removed from the BA Public Health and switched to undergraduate studies where an exploratory advisor can help them identify a new major.

Fall 2022 Undergraduate Grievance #1
Student violated standard #4 having earned below a "C" in 3 degree applicable courses (PUBH 302, EPID 410, and AFAM 332 (cognate).   Petition was approved and the student was allowed to take a different course to fulfill the cognate requirement.

Fall 2022 Undergraduate Grievance #2
Student violated standard #3 for EXSC 224L. Because the student is not allowed to take the class a 3rd time, they cannot continue in the BS Public Health because the course is required. The petition was approved and the student was allowed to take EXSC 224L 1 more time.

Fall 2022 Undergraduate Grievance #3
Student violated standard #4 having earned below a "C" in 3-degree applicable courses (EXSC 224, CHEM 333 (cognate), CHEM 334 (cognate). The petition was denied, and the student moved to the BA Public Health.

Summer 2022 Undergraduate grievance #1:
Student violated Policy #4 having earned below a 'C' in MATH 122 (F, Fa21), CHEM 111L (D, Fa21), EXSC 223 (D, Su21), and EXSC 223L (D+, Su21). She would like to stay in the Exercise Science major. The petition was denied: This student would need to work with Exploratory Advising to identify a new major.

Summer 2022 Undergraduate grievance #2:
Student violated Policy #3 for EXSC 224L - W (Sp21) and D (Fa21). Because he is not allowed to take the class a 3rd time, he cannot continue in the BS Public Health degree as the course is required. However, he can complete the BA Public Health because EXSC 223L is not required for this degree. The petition was denied: This student would need to work with Exploratory Advising to identify a new major.

Spring 2022 Undergraduate grievance #1:
Student violated Policy #3 for 2 classes - EXSC 224 Lecture (W, Fa21 & D, Sp22) and 224 Lab (D, Fa21 & D, Sp22); Student violated Policy #4 for PUBH 302 (F, Fa21), EXSC 224L (D, Fa21), EXSC 224 (D, Sp22), & EXSC 224L (D, Sp22). The petition was denied: This student would need to work with Exploratory Advising to identify a new major.

Spring 2022 Undergraduate grievance #2:
Student violated Policy #3 for EPID 410 - she withdrew from the course Fall 21 and earned a D in the course Spring 22   The petition was denied: This student would need to work with Exploratory Advising to identify a new major.

Spring 2022 Undergraduate grievance #3:
Student earned a 'D' PUBH 302 Fa2021 but didn't enroll Sp2022; she requested the pre-requisite requirement be waived for PUBH 498 so that she can enroll in both PUBH 302 and PUBH 498 concurrently in Fall 2022.
The petition was denied: This student would need to work with Exploratory Advising to identify a new major.

Fall 2021 Undergraduate Petition #1
Student requested a waiver to the prerequisite requirement that PUBH 302 must be passed with a "C" or better before enrolling in PUBH 498. The petition was approved.

Fall 2021 Undergraduate Petition #2
Student requested a waiver to the prerequisite requirement that PUBH 302 must be passed with a "C" or better before enrolling in PUBH 498. The petition was denied.

Fall 2021 Undergraduate Petition #3
Student requested a waiver to the prerequisite requirement that PUBH 302 must be passed with a "C" or better before enrolling in PUBH 498.The petition was denied.

Fall 2021 Undergraduate Petition #4
Student violated standard #3 for EXSC 224. Because the student is not allowed to take the class a 4th time (the first unsuccessful attempt was Spring 2020 during covid, and then 2 subsequent attempts below a "C"), they cannot continue in the BS Public Health because the course is required. The petition was denied and the student was moved to the BA Public Health.

Fall 2021 Undergraduate Grievance #5
Student violated standard #4 having earned below a "C" in 3 degree applicable courses (EPID 410, ECON 224, and PUBH 302).   The petition was denied. The student was removed from the BA Public Health and switched to undergraduate studies where an exploratory advisor can help them identify a new major.

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

Strength: Communication is a key strength to the student grievance process. By initially requesting a student to engage in communication with the instructor or department chair, many complaints are informally resolved. Whether the complaint was passed along to either the Associate Dean for Undergraduate Affairs or the Associate Dean for Faculty Affairs and Curriculum, they both communicate with one another during individual cases to share ideas for possible solutions prior to the complaint becoming a formal grievance.

Strength: The Arnold School's Scholastic Standards and Petitions Committee members serve for a 3-year period, with staggered terms, so that only one-third of the members are replaced each year. This structure is a strength in the student grievance process in that two-thirds of the committee members have more than one year's experience at any given time.

H4. Student Recruitment and Admissions

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

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

Undergraduate recruitment

The University Office of Admissions oversees and provides all student recruitment and matriculation at the undergraduate level. However, faculty and advisors participate in campus activities for both prospective and current students and respond to individual requests for information or presentations. USC's Admissions Office coordinates 5-6 on-campus recruitment events each academic year for high school students, admitted but not committed students, and admitted scholars/honors students. Some of the events run for two days and faculty advisors from the school's undergraduate programs participate. For three of the events, current undergraduate students participate in a panel discussion to answer questions and interact with admitted students and their families. Additionally, numerous on-campus recruitment events are hosted during the academic year by Student Affairs, Student Life, Admissions, and the Office of the Provost, such as "change of major" fairs, USC Connect fair, Gamecock Gateway (bridge program to 4-year degree) majors fair, and Trio/Opportunity Scholars fair.

Graduate recruitment

Recruitment activities for most of the graduate programs within the Arnold School are coordinated through the Office of Graduate Student Services (OGSS). Graduate recruitment takes place on international, national, regional, and state levels through a variety of ongoing activities, including regular recruitment at scientific and professional meetings, college graduate school/career fairs, email, chat room, virtual platforms, and the Internet via school webpage and social media outlets.

Most colleges and universities host graduate school recruitment fairs in the fall semester (late September through early November). Each year, representatives from the OGSS participate in recruiting trips to universities located in Georgia, North Carolina, and South Carolina and attend the American Public Health Association (APHA) annual meeting. OGSS also attends the Association of Schools and Programs of Public Health (ASPPH) "This is Public Health" recruitment events held in conjunction with ASPPH/SOPHAS meetings (SOPHAS is the Schools of Public Health Application Service). In recent years, the number of in-person recruitment activities has decreased due to the discontinuation of graduate school fairs at many colleges and universities; the increase of electronic communication with potential applicants; and the communication of admissions information and forms via websites.

To supplement attendance at in-person recruitment fairs, OGSS has an annual contract with CareerEco, a company that coordinates online chat rooms to serve as a virtual graduate school or career fair. The contract includes four SOPHAS fairs (July, September, November, and January) in which each participating school or program has a chat room on the same day(s). The OGSS staff manages an admissions chat room and each SOPHAS participating program in the Arnold School is asked to host a one-hour chat session in a separate chat room. In addition, OGSS purchased the "unlimited chat" feature which allows all of our programs to host additional virtual sessions throughout the year.

The OGSS coordinates with The Graduate School regarding attendance at graduate school fairs to minimize duplication of effort. The Graduate School's associate director of recruitment and special events, who attends graduate school fairs to promote all programs at the university, works with all schools to improve their recruiting efforts. He also enters information from every student who expresses an interest in USC and a particular department into a database. OGSS and our program directors have access to these data and provide follow-up with any prospective students expressing interest in one of our programs.

Academic department faculty and staff members also represent their programs at discipline-specific recruiting events and professional meetings. Academic institutions throughout the state and region often invite faculty to present seminars; these presentations are effective recruiting activities. The core public health disciplines (BIOS, ENHS, EPID, HPEB, and HSPM) actively participate in the SOPHAS Virtual Fairs. All program directors and support staff have direct interaction with potential students by way of emails, phone calls, campus visits and tours, and virtual platforms. In addition, EXSC hosts prospective student open-house events. EPID and EXSC benefit from recruiting efforts by a special interdisciplinary research training grant program, the University of South Carolina Behavioral-Biomedical Interface Program (BBIP).

The school has also benefited from participating in SOPHAS, the online centralized application service for accredited schools and programs of public health. SOPHAS has made it easier for students to learn about the Arnold School, since it provides a search engine of all schools of public health and the degrees they offer. Due to the broad marketing and outreach of this service, we presume the school has received applications from students who would otherwise not have considered the university. Similar benefits are derived from participation in other program specific centralized application services, such as CSDCAS (Communication Sciences and Disorders Centralized Application Service) and PTCAS (Physical Therapist Centralized Application Service).

The Arnold School offers a number of financial incentives for prospective graduate students, including public health traineeships and fellowships, including the Arnold Fellowships (see list in ERF). Many students also receive assistantships, which include a stipend and automatically qualify students for in-state tuition, reducing tuition cost by approximately 50 percent. Most departments also provide a tuition supplement to offset some of the remaining expenses. The Graduate School provides a variety of fellowships ranging from a one-time award of $1000 to a four-year Presidential award of $8000 per year. These awards typically require a departmental match, which can be any combination of additional fellowship, graduate assistantship, and/or tuition supplement. The school's students are eligible for a variety of national fellowships, and all graduate directors are encouraged to inform students of such opportunities.

2) Provide a brief summary of admissions policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each. Schools should discuss only public health degrees. Detailed admissions policies, if relevant, may be provided in the electronic resource file and referenced here.

Undergraduate admissions.

Applications to the undergraduate programs are processed centrally through USC's Office of Undergraduate Admissions ("Admissions"), which handles the entire admissions process. Specific admissions criteria by student type (e.g., freshmen, transfer, military, bridge program, and international students) can be found at the office's webpage. Admissions mails acceptance letters to students with the Arnold School's Associate Dean for Undergraduate Affairs contact information included. Students and parents/family members are encouraged to call undergraduate student services if they desire additional information and/or have questions. The associate dean receives a list of accepted students (via secure intranet) from Admissions each term for the following term's enrollment. The list is continually updated by

Admissions as students submit their enrollment deposits. Students are required to register for new student orientation during the summer (or fall) prior to their enrollment. Undergraduate student services conducts new student orientation (for freshmen and transfer students) three times per year: summer, fall and spring (see section 4.4.a).

Graduate admissions. All applications to various graduate programs are submitted electronically through one of the portals shown in table 4.3.b. Applications are then processed by the OGSS for the appropriate department, with the exception of COMD and PHYT which process applications internally. OGSS communicates with applicants about any missing information, compiles complete applications, and forwards electronic copies to the departments' graduate directors through the school's graduate application system (PHGRAD). Staff in COMD and PHYT follow similar application procedures as those used by OGSS, and they track students through PHGRAD.

Area of Study	Degree	Application
Advanced Athletic Training	MS	USC Graduate School
Athletic Training	MS	USC Graduate School
Biostatistics	*MS, PhD*	*SOPHAS*
Communication Sciences & Disorders	MS	CSDCAS
	PhD	USC Graduate School
Environmental Health Sciences	*MPH, MS, PhD*	*SOPHAS*
Epidemiology	*MPH, PhD*	*SOPHAS*
Exercise Sciences	MS, PhD	USC Graduate School
Health Promotion, Education, and Behavior	*MPH (MPH/MSW), PhD*	*SOPHAS*
Health Services Policy and Management	*MPH (MSW/MPH, MPH/MPA), MHA, PhD*	*SOPHAS*
	JD/MHA	USC Graduate School
Physical Activity and Public Health	*MPH*	*SOPHAS*
Physical Therapy	DPT	PTCAS

Completed applications consist of appropriate standardized test scores (typically the GRE, but in some cases the Graduate Management Admissions Test (GMAT) or Medical College Admissions Test (MCAT) will be accepted), a resume or curriculum vitae, statement of intentions, at least two letters of recommendation (three preferred for most master's and all doctoral programs), and an official transcript from all colleges attended. International applicants must also submit scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS), and those who received degree(s) from institutions outside of the United States must have their transcripts evaluated through the World Education Services – International Academic Credential Evaluation (WES). Detailed information about admissions procedures is outlined on the school's website. This site contains a table listing each degree offered by the Arnold School and links to the correct admissions procedures and requirements. (Note: COMD and PHYT also have supplementary applications.)

Each of the school's six departments has at least one faculty member who serves as graduate director; several have two or three because of distinct degree programs. A list of current graduate directors is found on the school's website and in the ERF. Each graduate director reviews the applications processed by OGSS and oversees their department's admissions review committee. While each department individually handles admissions for its majors, the process is essentially the same across the school. Based on grades, test scores, letters of recommendation, relevant experience, and the applicant's personal statement, the program's admissions committee determines the acceptability of each applicant's

file. In some departments the committee's recommendations are voted on by the full department faculty. Due to the large number of applications received each year and program accreditation requirements, several degree programs have enrollment caps (e.g., DPT, COMD MS, and MHA). Most programs do not have an absolute minimum requirement for grades or GRE scores beyond what is recommended by the USC Graduate School. Rather, an applicant's overall rating is a composite consideration of the multiple aforementioned metrics. Accept/decline recommendations for each applicant are entered in a university-wide Admissions Action Recommendation form (AAR) in Graduate Management System via the USC Graduate School web portal. Upon review of the AAR, USC Graduate School staff notifies the applicant of their official decision by emailing a letter of offer or rejection. OGSS staff receives a copy of the AAR and letter via Banner Document Management System, records the admissions status and uploads a PDF copy of the letter to PHGRAD.

Applicants who are not native English speakers and who have not received a degree from an institution in the United States are required to submit an official TOEFL or IELTS score. The university's minimum score on the TOEFL is 570 paper-based, 230 computer-based, and 80 Internet-based; the minimum for the IELTS International Academic Course Type 2 exam is 6.5. In addition, these students must complete a diagnostic test in English upon arriving on campus. Students must receive an acceptable score on this diagnostic test before being allowed to work as teaching or instructional assistants in any class. The university's English Program for Internationals is a nationally recognized program that provides students who have English language deficiencies with an opportunity for further proficiency development in reading, writing, and speaking English.

3) Provide quantitative data on the unit's student body from the last three years in the format of Template H4-1, with the unit's self-defined target level on each measure for reference. In addition to at least one from the list that follows, the school may add measures that are significant to its own mission and context. Schools should focus data and descriptions on students associated with the school's public health degree programs.

Template H4-1: Outcome Measures for Recruitment and Admissions				
Outcome Measure	Threshold	2021	2022	2023
Percentage of priority under-represented students accepting offers of admission and enrolling				
Bachelor's	40%	40%	40%	36%
Master's	60%	71%	48%	60%
Doctoral	65%	75%	33%	80%

Note: ASPH selected the priority under-represented student population of black or African American.

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

H5. Publication of Educational Offerings

Catalogs and bulletins used by the school to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.

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

   Academic Calendar Links:
   2023-24 Official Academic Calendar - University Registrar

   Admissions Policies Links:
   Admissions Policies and Procedures
   Undergraduate Applicants - Arnold School of Public Health | University of South Carolina
   Graduate Applicants - Arnold School of Public Health | University of South Carolina

   Grading policies:
   Undergraduate Academic Regulations
   Graduate Academic Regulations

   Academic Integrity Standards:
   Academic Integrity - Student Conduct and Academic Integrity

University of South Carolina Academic Bulletin and Handbook Links for Degree Requirements:				
Undergraduate Degree Requirements	Master's Degree Requirements		Doctoral Degree Requirements	
Bulletin Links	Bulletin Links	Handbook Links	Bulletin Links	Handbook Links
Exercise Science, B.S. Public Health, B.A. Public Health, B.S.	Advanced Athletic Training, M.S.	ADV ATEP MS handbook	Biostatistics, Ph.D.	BIOS PhD handbook
	Athletic Training, M.S.	ATEP MS handbook	Communication Sciences and Disorders, Ph.D.	COMD PhD handbook
	Biostatistics, M.S.	BIOS MS handbook	Environmental Health Sciences, Ph.D.	
	Environmental Health Sciences, M.P.H. Environmental Health Sciences, M.S.	ENHS handbook		ENHS handbook
	Epidemiology, M.P.H. Epidemiology, M.S.	EPID handbook	Epidemiology, Ph.D.	EPID handbook
	Exercise Science, M.S. Exercise Science, M.S., Joint Degree	EXSC handbook	Exercise Science, Ph.D.	EXSC PhD handbook
	Health Promotion, Education, and Behavior, M.P.H. Health Promotion, Education, and Behavior, M.P.H and Social Work, M.S.W.	HPEB MPH Handbook	Health Promotion, Education, and Behavior, Ph.D.	HPEB PhD handbook
	Health Services Policy and Management, M.H.A. Health Services Policy and Management , M.H.A and Law, J.D.	MHA handbook	Health Services Policy and Management, Ph.D.	HSPM PhD handbook
	Health Services Policy Management, M.P.A. with Nanjing Medical University, B.A.	HSPM MPH handbook	Physical Therapy, D.P.T.	DPT handbook
	Health Services Policy and Management, M.P.H. Health Services Policy and Management. M.P.H and Public Administration, M.P.A. Health Service Policy and Management, M.P.H. and Social Work, M.S.W.			
	Physical Activity and Public Health, M.P.H	EXSC handbook		
	Speech-Language Pathology, M.S.	COMD MS handbook		

Acknowledgements

This report reflects the collective efforts of many individuals and groups that supported Arnold School's self-study process.

The members of the Reaccreditation Steering Committee and the associated subcommittees provided detailed guidance for this work and enabled the content development. They also championed improvements in the school's processes, programs and services which reflect the ultimate value of a self-study process.

Many of the Arnold School's faculty, staff, students and alumni
supported this work, as did campus and community partners.
Their contributions are truly appreciated.

Considerable thanks go to all those who gave their time, talent and energy to support this vital process for the benefit of the Arnold School.

Very special thanks go to the school's Director of Evaluation and Academic Assessment, Kollette Clark, who guided the entire self-study process with a determined focus and immense professionalism.

UNIVERSITY OF
South Carolina

Arnold School of Public Health