

**Council on Education for Public Health  
Adopted on September 21, 2013**

REVIEW FOR ACCREDITATION  
OF THE  
PUBLIC HEALTH PROGRAM  
AT THE  
NORTHWEST OHIO CONSORTIUM FOR PUBLIC HEALTH

SITE VISIT DATES:  
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SITE VISIT TEAM:  
Kim Marie Thorburn, MD, MPH, Chair  
Nannette C. Turner, PhD, MPH

SITE VISIT COORDINATOR:  
Kristen S. Force, MPH, CHES

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## Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the Public Health Program at the Northwest Ohio Consortium for Public Health (NOCPH). The report assesses the program's compliance with the *Accreditation Criteria for Public Health Programs, amended June 2011*. This accreditation review included the conduct of a self-study process by program constituents, the preparation of a document describing the program and its features in relation to the criteria for accreditation, and a visit in February 2013 by a team of external peer reviewers. During the visit, the team had an opportunity to interview program and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the program and verify the self-study document.

The NOCPH is a collaborative program administered by the University of Toledo (UT) and Bowling Green State University (BGSU). The Medical University of Ohio was a third partner in the collaborative until it merged with UT in 2006. The program draws on diverse resources from the more urban-focused UT and the more rural-focused BGSU. Students take courses on both campuses—located within 30 miles of each other—and use classroom facilities located equidistant between the two. Together, the two universities confer the MPH degree.

The program was initially accredited by CEPH in 2001, following its formal establishment in 1997. NOCPH's establishment reflects the participating universities' interest in combining their individual strengths and resources to deliver public health training to northwest Ohio residents as well as the Ohio Board of Regents' initiative to increase public health education throughout the state. The program's last accreditation review occurred in 2006. The program was found to be non-compliant in the area of faculty diversity and provided information in subsequent years that brought the criterion into compliance. This is the program's third accreditation review.

## Characteristics of a Public Health Program

To be considered eligible for accreditation review by CEPH, a public health program shall demonstrate the following characteristics:

- a. The program shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education or its equivalent in other countries.
- b. The program and its faculty and students shall have the same rights, privileges and status as other professional preparation programs that are components of its parent institution.
- c. The program shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research and service. Using an ecological perspective, the public health program should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem solving and fosters the development of professional public health values.
- d. The public health program shall maintain an organizational culture that embraces the vision, goals and values common to public health. The program shall maintain this organizational culture through leadership, institutional rewards and dedication of resources in order to infuse public health values and goals into all aspects of the program's activities.
- e. The program shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. At a minimum, the program shall offer the Master of Public Health (MPH) degree, or an equivalent professional degree.
- f. The program shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.

These characteristics are evident in the NOCPH program. The program is located in a regionally accredited institution, and program faculty have the same rights, privileges and status as other professional programs on the campus. Interdisciplinary coordination, cooperation and collaboration is supported by the program's structure as a joint program between two universities and through its work with faculty from disciplines such as geology, geography and civil engineering. The organizational structure supports public health service and embraces a public health vision, goals and values. Resources are sufficient for the program to fulfill its mission, goals and objectives. The program identified the need for evaluation mechanisms during its preparation for this accreditation review, and it plans to implement these mechanisms to ensure that efforts support the program's mission, goals and objectives.

## **1.0 THE PUBLIC HEALTH PROGRAM.**

### **1.1 Mission.**

**The program shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.**

This criterion is met. The program's mission, goals and objectives were developed when the consortium was formed in 1997. They were reviewed by faculty, administrators, students and the External Advisory Committee in preparation for the re-accreditation review in 2013, and no changes were made. As part of this review, the program's co-directors established a three-year review cycle. The mission and values were scheduled to be reviewed more thoroughly later in 2013. The goals were to be reviewed in 2014, and the objectives in 2015. However, in response to the draft site visit team report the program revised its mission, goals and objectives.

The mission of NOCPH follows:

To provide education, conduct research and render service to improve and maintain the quality of life of the public by emphasizing the promotion of health and well-being and the prevention and remediation of injury and illness.

The program has four goals that address instruction, research, service and administrative functions. As stated, the goals support the mission and values of the program. The program has identified three values important to public health: diversity and inclusion, ethical standards and advocacy. These values are evident in many of the program's activities. The mission, goals and objectives are available to the public on the program's website.

At the time of the site visit, there was a concern related to the lack of linkage between the mission, goals and objectives and the measurability of the objectives. The revised mission, goals and objectives appear to address the site visit teams concerns in both areas.

The program's revised timeline for re-review is as follows; mission/values in 2014, goals in 2015 and objectives in 2016.

### **1.2 Evaluation and Planning.**

**The program shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the program's effectiveness in serving its various constituencies; and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the program must conduct an analytical self-study that analyzes performance against the accreditation criteria.**

This criterion is partially met. At the time of the site visit there was a concern related to the absence of a process for monitoring and evaluating the program's efforts against its mission, goals and objectives and for using evaluation results in ongoing planning and decision making. Program leaders acknowledged that a number of gaps were identified while preparing for the re-accreditation review, and site visitors

found no evidence that evaluation was occurring prior to undertaking the self-study. The program's response to the draft site visit report addressed some of the concerns.

The co-directors proposed a plan for evaluation; however, that work plan did not appear sufficient to create an ongoing, systematic feedback loop and should serve as the first step of a more detailed process. For example, the program identified 10 measures for regular evaluation and is in the process of developing survey instruments for some of the measures. Some measures and means of measurement (eg, review of applications, eligibility for graduation) are appropriate program responsibilities, but did not yield data by which the program may evaluate its success.

The co-directors are responsible for evaluating program objectives with input from committees and faculty members. While there has not been a systematic approach to evaluation using timelines and data collection instruments, the program did act on identified deficiencies discovered during the self-study process. For example, while mapping competencies in preparation for the site visit, two MPH courses were found to address only two program competencies each. The course instructors revised the course material to address more competencies.

The program's policy manual states that the co-directors must meet monthly to evaluate program effectiveness. The co-directors are expected to make policy recommendations to the program's standing committees and implement policies adopted by these committees. As noted above, the program's response to the draft site visit report, including the revised mission, goals and objectives, and their plans to systematically review data/information, are sufficient. However, a concern still exists regarding that the routine utilization of data/information evolving from this process to improve/enhance the program.

The second concern at the time of the site visit related to the program's identified need for a database or other system to house employer and alumni information. Following the site visit, the program discovered that the UT Foundation collects this data and maintains it for use by academic units. A concern still exists that the program has yet to effectively connect to this resource to routinely collect this important data/information.

The major coordinators, committee members and co-directors developed the self-study. Individuals were assigned sections to update from the previous self-study, and updated sections were shared with all faculty members. The complete document was then provided to the External Advisory Committee, the Deans Committee and students. During the site visit, members of the External Advisory Committee indicated that they gave input about the self-study. Students and others who met with the team indicated that the self-study was made available to them, but no one gave feedback.

### **1.3 Institutional Environment.**

#### **The program shall be an integral part of an accredited institution of higher education.**

This criterion is met. BGSU and UT are each accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. BGSU is accredited through 2012-2013, and UT is accredited through 2021-2022. BGSU responds to 23 specialized accreditors, and UT responds to 62 specialized accreditors. These accrediting bodies oversee such topics as business, construction education, journalism and mass communication, nursing, rehabilitation education, social work, industrial technology, theater and teacher education.

BGSU is a rural academic institution located in Bowling Green, Ohio. Founded in 1915, BGSU is state-funded and enrolls about 20,000 undergraduate and 2,900 graduate students. The university has about 839 tenure-track faculty. UT is an urban university founded in 1872. The campus is located in two residential sections of Toledo, and it is the third largest public university in Ohio. There is a 300-acre Health Science Campus and a 520-acre Main Campus. UT has about 18,000 undergraduates, 4,800 graduate students and 850 tenure-track faculty.

At BGSU, nine deans of schools or colleges report to a senior vice president for academic affairs/provost, who in turn reports to the president who is appointed by the Board of Trustees. The chair of the Department of Public and Allied Health reports to the dean of the College of Health and Human Services. At UT, the chair of the Department of Public Health and Preventive Medicine reports to the dean of the College of Medicine and Life Sciences. The UT dean is also the chancellor and executive vice president for biosciences and health affairs. This position reports to the president.

The NOCPH program is administratively housed in the Department of Public and Allied Health in the College of Health and Human Services at BGSU and in the Department of Public Health and Preventive Medicine in the College of Medicine and Life Sciences on the Health Science Campus of UT. The program's formal written agreement that establishes the rights and obligations of the participating universities was developed in 1997 when the program was formed and is approved by the Ohio Board of Regents. The agreement was most recently updated in August 2012.

Budgeting and resource allocation is done separately at the two institutions, but each department is responsible for its own budget negotiations and indirect cost recoveries. All NOCPH tuition and fees are collected through UT and are distributed to BGSU according to an agreed-upon formula. The program co-director from UT has some role in budget negotiations through her role as department chair. The BGSU co-director has no role related to the budget.

At BGSU, the department chair and the program co-director are responsible for the recruitment, recommendation, evaluation, appointment and dismissal of faculty members from the program. The dean of the college provides final approvals. A collective bargaining agreement is in development, and it will include guidelines for promotion and tenure. Currently, faculty follow guidelines established by the College of Health and Human Services. At UT, the program co-director (who is also the department chair) is responsible for the recruitment and selection of faculty and staff for the program. Promotion and tenure procedures are based on the College of Medicine and Life Sciences guidelines. For promotion, the dean provides the final signature. For tenure, the president provides the final signature. Promotion and tenure decisions are then formally approved by the Board of Trustees. The UT co-director is also responsible for evaluating, appointing and dismissing the program's UT faculty members. The program co-directors are responsible for establishing and overseeing the curriculum, with input from the Curriculum Committee and other program faculty.

#### **1.4 Organization and Administration.**

**The program shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the program's public health mission. The organizational structure shall effectively support the work of the program's constituents.**

This criterion is met. The program has an organizational setting that is conducive to public health learning, research and service. The program is overseen by a Deans Committee, which includes graduate and academic deans from each university, as well as an administrative dean from UT. The co-directors (one from BGSU and one from UT) report to the Deans Committee. Coordinators oversee the five majors in the program. Faculty members from UT serve as coordinators for the environmental and occupational health and safety sciences, health promotion and education and public health epidemiology majors. A faculty member from BGSU serves as the coordinator for the public health administration major. Two faculty members (one from each institution) serve as co-coordinators for the public health nutrition major.

The co-directors created the Deans Committee to make use of the deans' collective expertise, perspectives and resources. Although this committee has not met regularly, members who met with the site visit team articulated responsibilities that they plan to document more clearly in the future.

The program's collaborative structure lends itself to interdisciplinary coordination. For example, MPH graduate assistants are involved in a USDA-funded research project that includes faculty from environmental sciences, geology, geography and planning and civil engineering at both BGSU and UT. Faculty, support staff, administrators and students from both universities work together to support and strengthen the program, and program stakeholders said the sum is greater than each part on its own. Students may participate in research programs and student organizations at one or both institutions, depending on their interests.

## 1.5 Governance.

**The program administration and faculty shall have clearly defined rights and responsibilities concerning program governance and academic policies. Students shall, where appropriate, have participatory roles in the conduct of program evaluation procedures, policy setting and decision making.**

This criterion is partially met. The program's administration and faculty have clearly defined rights and responsibilities concerning program governance and academic policies. The program includes five standing committees that oversee the operation of the program.

The Deans Committee consists of the graduate dean and academic dean from each university, as well as the NOCPH administrative dean from UT. The Deans Committee ensures that differences in academic or administrative policies are reconciled and adjusted to accommodate the needs of the program. The committee facilitates changes in academic policies or administrative procedures that enhance the program's academic quality and/or permit students easier access to each university's services. The Deans Committee is scheduled to meet twice per year beginning in spring 2013. At the time of the site visit, the administrative assistant for the program was working on setting a meeting for April 2013.

The Executive Committee is the administrative center of the program. The committee is composed of two co-directors, one from each university that makes up the collaborative program. The co-directors are responsible for the day-to-day operations of the program, and they devise strategies regarding recruitment of students, make recommendations on admission policies, monitor students' progress, implement approved policies and monitor the activities of other committees.

The External Advisory Committee includes leaders and practitioners from the community who are interested in public health. The committee provides information about current trends and priorities in the field, and assists with recruitment, provides internship sites and helps to place graduates. Members are appointed to three-year terms that may be renewed. At the time of the site visit, the External Advisory Committee consisted of 11 members including county health commissioners, a representative from the American Red Cross and an emergency response administrator. The committee meets at least once a year.

The Admissions Committee includes four faculty members, two from each university, and the two co-directors as ex-officio members. The committee reviews application materials and makes recommendations on admission of qualified students to the co-directors and the administrative dean. The committee's decisions are based on approved admission criteria. The committee also recommends changes in the admission criteria to the co-directors and must endorse all admission policies before they can be adopted.

The Curriculum Committee includes a faculty member from each of the five majors and the co-directors as ex-officio members. In 2012, in conjunction with the self-study process, the Curriculum Committee was redesigned and the Public Health Student Organization was given the responsibility of nominating a student representative. The committee evaluates proposals related to the MPH program curriculum from the co-directors and other faculty members and initiates changes to the curriculum. After inactivity between 2009 and 2012, the committee began meeting again in November 2012. Going forward, the committee is expected to meet at least once per semester and must endorse all curricular proposals before adoption.

The co-directors are responsible for general policy development and program management. The co-directors meet at least monthly to assess the effectiveness of the program and to make policy recommendations to and adopt policy recommendations from program committees. The Curriculum Committee advises the co-directors regarding academic initiatives, and the Admissions Committee is consulted for input regarding changes to policies and procedures.

The co-directors are responsible for student recruitment in conjunction with graduate recruitment offices at each university. The admission policies were established by the Admissions Committee and the creators of the consortium. The MPH degree is conferred by both universities, and the diploma is signed by the presidents of BGSU and UT. MPH students may participate in commencement ceremonies at either BGSU (spring, winter or fall semester) or UT (spring or fall semester).

Faculty recruitment, retention, promotion and tenure is governed by the policies of each university. These functions are handled at the department, rather than program, level. Given that the academic standards and policies at the two universities are not identical, the program developed its own policies that were then approved by each university's graduate faculty governance body. Any program faculty member, with approval from the co-directors, may request the development of new courses or propose changes to existing courses, curricula or majors. The Curriculum Committee reviews and evaluates requests for new courses, changes to the credit hours for specific courses and other curricular modifications. The Curriculum Committee forwards its recommendations to the co-directors, who must also forward the proposed changes to the specific graduate-level curriculum committee at the university offering the course.

Program faculty members contribute to the activities of their respective universities through service on committees. Faculty are involved in committees that focus on issues such as institutional safety and health, infection control, institutional animal care and use, graduate student affairs, faculty development and anti-bullying.

Students participate in program governance largely through informal talks with program leaders. Students who met with site visitors said they felt that their ideas and feedback were well-received and appreciated by the program. The Public Health Student Organization is student run with advisement provided by a faculty member in the epidemiology major. Although the organization has not met regularly in the last several years, current students said that they are committed to re-establishing its commitment to service projects. The program also sponsors the Beta Mu chapter of Delta Omega, a public health honorary society. Currently, one faculty member and one alum have been inducted. The self-study states that the first student members are expected to be recruited prior to the end of the spring 2013 semester.

The concern relates to the fact that the governance structure was essentially inactive until the self-study commenced in 2012. While the self-study states that committee meetings will be held more regularly in the future, the program lacks documentation of committee efforts. The resource file included minutes from the Executive Committee and the Curriculum Committee. However, the minutes were not detailed, and the Curriculum Committee only met for the first time since 2009 in December 2012.

#### **1.6 Fiscal Resources.**

**The program shall have financial resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.**

This criterion is met. Financial resources for the program are provided by each participating institution. In addition, each institution requests its own State Share of Instruction (SSI) for the courses offered on its campus. Indirect costs are dealt with differently at each institution. At UT, a percentage of the indirect cost is allocated to the department of the principal investigator and is used as discretionary funds. BGSU has no indirect cost recovery at the department level.

As department chair, the UT co-director develops and submits a budget request to the dean. The request includes salaries, benefits and operating expenses. The BGSU co-director is not involved in the budgeting process. At BGSU, budgets are allocated at the college level, and departments receive a line item that covers operating expenses.

Table 1 presents the program's budget for the last five years. The program had a relatively large increase in funding in 2010-2011 due to revenue from tuition and fees and grants. This amount stabilized in the following year. The program has kept its expenditures lower than its income each year. The co-directors told site visitors that the program is well-resourced for the specific expenses it incurs. For example, funding was increased in 2012-2013 to account for the additional expenses that result from a CEPH accreditation review. These funds will not be needed in the following year, and the program has submitted a budget request that is 5% lower to reflect these circumstances.

<b>Table 1. Sources of Funds and Expenditures by Major Category, 2007-2008 to 2011-2012</b>					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>Source of Funds (UT)</b>					
Tuition & Fees	\$1,252,251	\$1,194,869	\$1,295,426	\$1,894,820	\$1,883,750
State Share of Instruction	\$403,258	\$725,000	\$708,201	\$783,560	\$693,144
Grants/Contracts	\$458,805	\$280,257	\$197,009	\$415,536	\$278,828
Indirect Cost Recovery	\$37,133	\$44,634	\$59,730	\$26,419	\$37,097
<b>Source of Funds (BGSU)</b>					
Grants/Contracts	\$5,708	\$37,402	\$0	\$0	\$0
Indirect Cost Recovery	\$422	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,157,577</b>	<b>\$2,282,162</b>	<b>\$2,260,366</b>	<b>\$3,120,335</b>	<b>\$2,892,819</b>
<b>Expenditures (UT)</b>					
Faculty Salaries & Benefits	\$189,018	\$907,779	\$1,027,802	\$764,469	\$862,772
Staff Salaries & Benefits	\$600,194	\$67,398	\$61,636	\$69,045	\$65,755
Operations	\$50,067	\$51,304	\$31,672	\$28,180	\$30,523
Student Support	\$124,908	\$124,908	\$124,908	\$134,711	\$132,139
<b>Expenditures (BGSU)</b>					
Faculty Salaries & Benefits	\$619,825	\$638,423	\$659,924	\$660,099	\$761,400
Staff Salaries & Benefits	\$79,342	\$81,722	\$84,744	\$86,699	\$89,300
Operations	\$45,087	\$45,087	\$45,087	\$45,087	\$45,087
Student Support	\$62,454	\$62,454	\$62,454	\$67,356	\$66,070
<b>Total</b>	<b>\$1,770,895</b>	<b>\$1,979,075</b>	<b>\$2,098,227</b>	<b>\$1,855,646</b>	<b>\$2,053,046</b>

Institutional leaders who met with site visitors expressed strong support for the program and discussed ways in which it is supported financially, including economic incentives for hiring faculty members from underrepresented racial/ethnic groups, increasing the number of graduate assistants and matching stipend support to assist with tuition costs.

### 1.7 Faculty and Other Resources.

**The program shall have personnel and other resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.**

This criterion is partially met. The program has faculty and other resources adequate to fulfill its stated mission, goals and objectives. Program faculty members are drawn from UT and BGSU. The program meets or exceeds the minimum number of primary faculty members in each of the five majors it offers. The program has three primary faculty members for the environmental and occupational health and safety sciences major, four primary faculty for health promotion and education, three primary faculty for public health administration, four primary faculty for public health epidemiology and three primary faculty

for public health nutrition. Student-faculty ratios (SFR) by total faculty are relatively low (ie, between 1.63:1 and 7:47:1) for four of the five majors.

The concern relates to the SFR for public health administration. The SFR by primary faculty is 15.4:1 and the SFR by total faculty is 12.3:1. These ratios are higher than the ratio defined in this criterion as generally appropriate for graduate education. Students who met with site visitors said that they have adequate access to faculty, and faculty said they do not have difficulties managing the student load, despite this high SFR. While on site, site visitors reviewed a memo written by the interim dean at BGSU that stated that a national search had recently closed, four possible candidates had been identified and a hire would be made from the applicant pool effective August 14, 2013. The memo also stated an intention to request funding for a part-time faculty member for a term of one year, while conducting a search for another full-time faculty member. The program should plan to document that additional faculty resources for this area have been secured.

The program has two support staff members, one located on each campus. One is dedicated at 75% effort, while the other is dedicated at 50%. The administrative assistant at UT retired in September 2012, and a new person was hired in December 2012. Program leaders have assigned the coordination of some evaluation efforts to this individual going forward.

The program is housed across two campuses. Each primary faculty member has his or her own office. Appropriate classroom space is assigned by the respective university. University common spaces on both campuses are available for student use. There are four laboratory spaces: three at UT and one at BGSU.

NOCPH students have access to computers and student spaces across campuses. All students have free email accounts and internet access on both campuses. All faculty members have personal computers in their offices, which are equipped with word processing, database, spreadsheet and statistical analysis capabilities. Printer access is available through a shared network or personal printers. Both institutions provide access to software such as Microsoft Office at reduced prices. UT has a virtual lab where anyone with a UT username and password can have access to any software for which the university has a site license. UT libraries have access to 6,226 journals. Students at both institutions have access to interlibrary loans and OhioLINK, a statewide resource development project providing automated access to 53 libraries throughout Ohio. MPH students use the Inter-professional Immersive Simulation Center for disaster response scenarios in classes.

## 1.8 Diversity.

**The program shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.**

This criterion is met. The program identifies gender, race, national origin and age as potentially under-represented populations. The program's 17 primary faculty members include 11 males, 14 Caucasians, one African American and two Asians. National origins include the United States, England, Ethiopia, Iraq, Iran, South Korea and Taiwan. The age distribution of faculty members includes three between the ages of 30-39, four between 40-49, three between 50-59 and seven between 60-69. The program's 15 secondary faculty members include eight males, 14 US-born Caucasians and one Asian who was born in India.

Caucasians make up a greater percent of the population of Ohio than in the US as a whole (83% versus 72%). The proportion of African Americans in Ohio is similar to the national average, but all other racial and ethnic groups are less represented in Ohio. The representation of African Americans in the faculty complement is lower than the proportion of African Americans in Ohio.

About 75% of matriculated students are female. Of students who report their race, 23% are African or African American, 8% are Asian or Asian American and 68% are Caucasian. The program's student body includes higher percentages of racial minorities than the city of Toledo.

Site visitors learned from university administrators from both institutions of a wide range of efforts to support campus diversity. These efforts include turning to the community for support and mentoring and providing financial incentives to programs and departments that hire faculty from under-represented groups. As discussed in Criterion 1.7, the program had just completed a national search for a faculty member for the public health administration major at the time of the site visit. Site visitors learned that of the four finalists, three are racial minorities. The team was told by program and BGSU leaders that the program will be allowed to fill two faculty positions if the second-ranked candidate is from an under-represented group.

One of the program's three values is "striving for diversity and inclusion in education, research and service." Cultural competence is an identified competency in the curriculum and is incorporated into core courses and emphasized in the program's global health certificate, which is available to MPH students. Each university in which the program resides has strongly stated equal opportunity and non-harassment policies.

The program has identified five measures by which it evaluates its success in achieving a diverse complement of faculty, staff and students. The program seeks to 1) increase male representation in the

student body to at least 35%; 2) increase the representation of non-Caucasians and/or Latinos among the staff to at least one individual; 3) employ at least two African American primary faculty members; 4) increase female representation in the faculty complement to at least 40%; and 5) maintain a faculty complement that includes at least 33% of individuals with national origins outside the US. While the program has only achieved the measure related to national origin, these measures are appropriate for the program to continue to work toward.

## 2.0 INSTRUCTIONAL PROGRAMS.

### 2.1 Degree Offerings.

**The program shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master’s degree. The program may offer a generalist MPH degree and/or an MPH with areas of specialization. The program, depending on how it defines the unit of accreditation, may offer other degrees, if consistent with its mission and resources.**

This criterion is met. The program offers the MPH degree in five major areas: 1) environmental and occupational health and safety science, 2) health promotion and education, 3) public health administration, 4) public health epidemiology and 5) public health nutrition. Joint degrees with medicine, business and the bachelor of science in environmental sciences are also available. Table 2 presents the program’s degree offerings.

<b>Table 2. Instructional Matrix</b>		
	Academic	Professional
<b>Master’s Degrees</b>		
Environmental and Occupational Health and Safety Science		MPH
Health Promotion and Education		MPH
Public Health Administration		MPH
Public Health Epidemiology		MPH
Public Health Nutrition		MPH
<b>Joint Degrees</b>		
Medicine		MD/MPH
Business		MBA/MPH
Environmental Sciences		BS/MPH

In addition to core coursework, the practicum and the culminating experience, each major has required coursework. Students in environmental and occupational health and safety science take courses in occupational health science, regulations and management; occupational safety science, regulations and management; chemical agents; biological agents; and physical agents. Health promotion and education majors take additional courses in methods and materials in public health; community health organizations; health promotion programs; and evaluation of health programs. Public health

administration majors take courses in management of public health agencies; finance and budgets; economics, marketing, and human resources; and public health law. Students majoring in public health epidemiology study advanced epidemiology; advanced biostatistics; genetic epidemiology; infectious disease epidemiology; molecular epidemiology; and chronic disease epidemiology. Public health nutrition majors take courses in nutritional epidemiology; public health nutrition; life cycle nutrition; and micro/macronutrients.

Each major plan of study includes room for two to three electives. Students discuss elective choices with their faculty advisor and must receive approval before enrolling. According to the student handbook, elective courses must support the knowledge and skill areas associated with the student's major and must be linked to the major-specific competencies. Students and faculty told site visitors that the electives available from both universities provide students with many opportunities to pursue their interests and support their career goals.

### **2.2 Program Length.**

**An MPH degree program or equivalent professional public health master's degree must be at least 42 semester-credit units in length.**

This criterion is met. The program requires 45 semester credits to earn the MPH degree. Students who choose to complete two MPH majors must complete 66 semester credits, which accounts for the major-specific courses for both majors.

One semester credit requires 15 contact hours. All core and major courses are three semester credits, thereby requiring 45 contact hours. Courses with laboratory components may require 60 contact hours for three semester credits. The program does not permit credit hours to be waived.

Students may transfer a maximum of 12 semester credit hours into the MPH degree. Transfer courses must be from a regionally accredited institution and approved by a co-director. In addition, if the transfer credits replace a core or major course, the course instructor must also approve the transfer. Transfer credits are only accepted for courses with grades of B or better.

### **2.3 Public Health Core Knowledge.**

**All graduate professional public health degree students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.**

This criterion is met. MPH students must complete sufficient coursework in the five core areas of public health knowledge. The core areas are addressed through seven courses, of which students are required to take six, as shown in Table 3. Student learning objectives are listed in each syllabus and are appropriate for students to learn important skills to engage in public health practice. Site visitors' review of course syllabi confirmed adequate coverage of the core areas.

<b>Table 3. Required Courses Addressing Public Health Core Knowledge Areas</b>		
<b>Core Knowledge Area</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>
Biostatistics	PUBH 6000 – Biostatistics	3
Epidemiology	PUBH 6010 – Public Health Epidemiology	3
Environmental Health Sciences	PUBH 6050 – Concepts/Issues in Environmental Health -or- PUBH 5160 – Environmental Health Science, Regulations, and Management ( <i>for ENVH majors</i> )	3
Social & Behavioral Sciences	PUBH 6600 – Health Behavior	3
	PUBH 6640 – Issues in Public Health	3
Health Services Administration	PUBH 6040 – Public Health Administration	3

Waivers of core courses are not permitted; however, MPH students may substitute previously taken core courses with the permission of the instructor, the major advisor, one of the co-directors and the administrative dean.

#### **2.4 Practical Skills.**

**All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization.**

This criterion is met. Students are responsible for selecting an internship site and supervisor. The core course “Issues in Public Health” includes information about numerous opportunities. Internships have been completed in a variety of community settings, including health departments, non-profit organizations and hospitals.

After students have identified a possible experience, the faculty advisor researches the internship site if it is not already known to the program. In addition, the faculty advisor reviews the potential supervisor's CV to ensure adequate qualifications, consults with the site supervisor and communicates with the student throughout the experience.

Internships must include a minimum of 275 hours of hands-on experience at the approved site. Students write an internship summary that details the activities, accomplishments and lessons learned and produce an internship project, which can be an academic document or a report or other deliverable for the sponsoring agency. The internship summary and project are submitted as part of a student's internship portfolio.

Prior to starting an internship, the student and site supervisor sign a contract, which clearly delineates the expectations for the experience. Evaluation of the practical experience is threefold: 1) the site supervisor evaluates the student's performance; 2) the faculty advisor evaluates the student's oral presentation; and 3) the faculty advisor evaluates the student's portfolio.

Students with one year of experience in a major field of public health may be eligible to waive the internship. For an exemption to be approved, the student must document his or her work experience and link this experience to the core and major competencies. Both co-directors must approve an exemption. Any student exempted from the internship must complete a scholarly project instead. A list of possible scholarly projects is included in the student handbook. Examples include 1) conducting and authoring a meta-analysis of a topic applicable to the student's major based on published data; 2) developing and authoring programs that facilitate educating and training select groups about a topic applicable to the student's major; and 3) conducting laboratory and/or field research that culminates in the preparation of a report. Since 2009, 10 students have waived the internship.

### **2.5 Culminating Experience.**

**All graduate professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.**

This criterion is partially met. The culminating experience for all MPH students is a four-part capstone course usually completed during the final semester. Students are able to take the course after completing 33 hours of study. The course requires students to 1) attend lectures given by the course instructor and guest speakers, 2) perform a community service learning project, 3) complete a public health photo project and 4) facilitate a discussion about a current public health issue. The course is designed to allow students to highlight and apply learned concepts to public health practice. Students are required to conduct 25 hours of work on a community service project (individual or group). Examples of guest speakers include an epidemiologist with expertise in pandemic influenza planning and an expert public health grant writer. Students have also participated in medical missions to foreign countries and completed public health case studies.

The site visit team was concerned with the use of the capstone course as the opportunity for students to demonstrate integration of skills and knowledge. The course included timely information, interesting topics and opportunities for service learning; however, the program had no documentation that students demonstrate an integration of skills and knowledge. The program did not provide any examples of student work; therefore, site visitors could not validate the rigor of the experience or ensure that there are opportunities to demonstrate a true culmination of skills and knowledge. Students who met with site visitors described service learning projects such as collecting items for a women's shelter and putting supply kits together for the elderly. While these are commendable community service activities, they do not appear to require students to integrate and synthesize knowledge based on competencies. The program's response to the draft site visit team report outlined an extensive revision of PUBH 6850-Capstone Seminar course. While the revision addresses some of the site visit teams areas of concern,

the proposed approach has not been assessed and the proposed strategy for the selection of competencies provides opportunities for inconsistency among students.

## **2.6 Required Competencies.**

**For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of degree programs. The program must identify competencies for graduate professional, academic and baccalaureate public health degree programs. Additionally, the program must identify competencies for specializations within the degree program at all levels (bachelor's, master's and doctoral).**

This criterion is met. The program has clearly stated competencies at the core and major-specific level for all MPH students. The program has established nine core competencies that are expected of all MPH students. These competencies address the five core knowledge areas as well as oral and written communication, cultural values and diversity and systems thinking.

Each of the five majors has between seven and 10 major-specific competencies. These competencies are at an appropriate level of breadth and depth for graduate study. After the faculty mapped the major-specific competencies to learning experiences, several opportunities for curricular changes were identified. For example, a fifth course was added to the environmental and occupational health major to ensure that students in this major receive training on respiratory protection and air contaminant control. In addition, the epidemiological methods course for public health epidemiology majors was discontinued, and some of the material was moved to another epidemiology course that these students take. Public health epidemiology students must now take infectious disease epidemiology and chronic disease epidemiology because faculty identified both topics as crucial for epidemiologists in practice settings.

The competencies were reviewed prior to the 2013 site visit using the expertise of the program faculty, existing governmental regulations, peer-review journal articles and recommendations from professional organizations such as the Association of Schools of Public Health, the Institute of Medicine, the National Environmental Health Association and the American Public Health Association. The co-directors developed the first draft of the core competencies, then requested input from the rest of the program faculty, the Deans Committee, the External Advisory Committee and MPH students. The major-specific competencies were reviewed as part of the self-study process but no changes were deemed necessary. All program competencies are listed in the student handbook and are available on the website.

At the time of the site visit, the program was in the process of developing a syllabus template for all MPH courses. The template will include matrices linking specific competencies to assessment methods used within courses. The template had been developed by the Curriculum Committee but had not yet been approved by the full program faculty or the co-directors. On-site review of the draft template showed a

matrix that will clearly present the links between competencies and learning experiences. Existing syllabi vary in format but clearly articulate learning objectives, which have been linked to competencies.

The program has also instituted a plan to begin reviewing the competencies annually. Program faculty are expected to review the core competencies during every fall semester beginning in fall 2013. The major competencies are to be reviewed during the spring semester beginning in spring 2014.

### **2.7 Assessment Procedures.**

**There shall be procedures for assessing and documenting the extent to which each student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.**

This criterion is partially met. The program's assessment of student achievement of competencies through coursework is strong. During the 2011-2012 academic year, the program conducted curricular reviews in three of the four departments that offer MPH courses. The remaining courses were reviewed as part of the self-study development process. Program faculty linked specific assignments to core and major-specific competencies to ensure that students are evaluated on all established competencies. Faculty members used a peer-review process to question their colleagues about how specific activities related to specific competencies and how the assignments ensured that the intended competency was met.

Students must also identify which core and major-specific competencies will be addressed by their internship projects at the start of the experience. Students are expected to address how each competency was covered during the presentation at the end of the experience. Faculty assess student attainment of competencies during the presentation. As described in Criterion 2.5, the program has not linked its culminating experience to competencies, making it difficult to assess student achievement through this experience.

Students may take up to six years to complete the MPH degree. The self-study provides complete graduation data for three cohorts: 2003-2004, 2004-2005 and 2005-2006. Of students who entered in these three academic years, 80.6%, 72.5% and 74.5% graduated within the maximum time allowed. Data for more recent cohorts show that attrition rates are low.

The co-directors and the major advisors contacted all graduates from the last three years in fall 2012 to collect information about employment status. The program received responses from 28 (of 36), 45 (of 56) and 36 (of 57) graduates, respectively. All graduates from 2009-2010 and 2010-2011 reported being employed or continuing their education/training. Sixteen percent of respondents from 2011-2012 reported actively seeking employment; all other respondents were employed or continuing their education/training. Data provided in the self-study show that of those seeking employment, two were environmental and

occupational health and safety science majors, one was a public health epidemiology major and two were public health nutrition majors.

At the time of the site visit a concern existed related to the program's irregular collection of information from graduates, alumni and employers. While program leaders did contact recent graduates in advance of the site visit and collected rich data, there is no evidence that this outreach to alumni will be maintained on a regular basis. On-site discussions revealed that the program plans to build on the efforts that started in preparation for the site visit, but a specific implementation plan and timeline had yet to be developed. The program conducted its last employer survey in 2009, and the program found the results to be inconclusive. Program leaders said they have the following plans:

- develop a graduation survey that will collect post-graduation contact information
- update the internship forms to include a request for post-graduation plans and employer contact information
- develop an online survey that will be sent to employers in summer 2013
- administer the alumni and employer surveys every three years and the graduation survey every year

The program's response to the site visit team's report outlined the planned process for surveying graduates, alumni and employers and presented data from recent surveys, including those since the site visit. The program must now provide evidence of implementation of the described assessment efforts and use of data.

## **2.8 Bachelor's Degrees in Public Health.**

**If the program offers baccalaureate public health degrees, they shall include the following elements:**

**Required Coursework in Public Health Core Knowledge:** students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

**Elective Public Health Coursework:** in addition to the required public health core knowledge courses, students must complete additional public health-related courses.

**Public health-related courses** may include those addressing social, economic, quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.

**Capstone Experience:** students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

**The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.**

This criterion is not applicable.

### **2.9 Academic Degrees.**

**If the program also offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.**

This criterion is not applicable.

### **2.10 Doctoral Degrees.**

**The program may offer doctoral degree programs, if consistent with its mission and resources.**

This criterion is not applicable.

### **2.11 Joint Degrees.**

**If the program offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.**

This criterion is met. The program offers three joint degrees: MD/MPH, MBA/MPH and BS/MPH. MD/MPH students must complete the required 45 credits of the MPH program with no credit sharing. It takes five years to complete the two degrees.

The MBA/MPH program shares core courses between the two degrees. Students in the public health administration major are the primary target for this joint degree because the major-specific courses align closely with those for the MBA. The joint degree is designed to be completed in three years.

The 3+2 BS/MPH program is in conjunction with the undergraduate environmental sciences program. The program allows students with a GPA  $\geq 3.0$  to apply for admission to the MPH program during their third year of study. Twelve MPH credits are shared between the BS and MPH degrees during the fourth year. The students complete the remaining 33 hours of the MPH program during the fifth year.

The site visit team was concerned with the program's inability to validate how shared courses from the MBA program allow students to demonstrate MPH competencies. Faculty members who met with site visitors described individual review processes, but site visitors could not confirm a systematic, uniform process. The co-directors have identified a need to develop a template for this purpose; however, the template had not been created at the time of the site visit. However, the program's response to the draft site visit team report addressed these issues. The response provided a competency mapping rubric for the courses in question.

## **2.12 Distance Education or Executive Degree Programs.**

**If the program offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these degree programs must a) be consistent with the mission of the program and within the program's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the program offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The program must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The program must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course and degree and receives academic credit.**

This criterion is not applicable.

## **3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.**

### **3.1 Research.**

**The program shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.**

This criterion is met. The program pursues a research agenda that contributes to the knowledge base of the public health disciplines. The self-study states that program faculty members are primarily educators, and research is a small portion of their expected duties. However, primary and secondary faculty members are involved in a broad range of research in public health. Research topics include agricultural environmental health, tobacco use prevention, hypertension and chronic diseases, cancer and health promotion interventions. Total research dollars for 2009-2010 through 2011-2012 is \$5,984,801 from 27 projects. The two universities that house the program provide support to faculty through their respective offices of grants and research.

Several faculty members' research is community-based. For example, two faculty members train community health workers to engage with the local African American community to increase awareness and knowledge about untreated type II diabetes. Faculty also conduct research activities with local faith-based groups to develop interventions focused on health promotion.

Students have been integrated into faculty research and those who met with site visitors said they were pleased with the available opportunities. Ten articles have been co-authored by students, and six

graduate research assistants are assigned to individual faculty members. Occasionally, students may be hired to work on a specific grant-funded project.

### **3.2 Service.**

**The program shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.**

This criterion is met. Professional and community service is considered in the annual reports of program faculty and for promotion and tenure at both UT and BGSU. At UT, faculty must spend a minimum of 30 hours engaged in service each academic year. At BGSU, 10% of faculty time is expected to be spent on service activities.

The majority of program faculty are involved in professional service, including association memberships, advisory roles and manuscript and grant reviews. Several faculty members also participate in community activities, such as non-profit boards, consultancies and advisory committees. Community members expressed appreciation for the degree of faculty involvement in community service. Two faculty members serve on local boards of health.

Promotion at UT requires excellence in at least two of the three functions of instruction, research and service. To achieve excellence in service, faculty members are expected to hold leadership roles in community or professional organizations. The BGSU service expectation includes involvement in internal affairs and institutional governance, professional expertise shared with the community and contributions to the profession.

The Public Health Student Organization was created to involve students in at least one service activity each year, either through its own efforts or by partnering with another community organization. This organization has been inactive in recent years, but students said they are planning to reconvene in spring 2013. Students in the health promotion and education major also pursue service activities through two required courses that involve community projects.

### **3.3 Workforce Development.**

**The program shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.**

This criterion is met. The program assembled a group to oversee workforce development efforts, and this group assessed the needs of health commissioners in northwest Ohio in 2011. There was minimal response to the telephone survey, but one commissioner requested an online presentation about cultural competency and client satisfaction. This presentation has been launched with one health department, and it is to be made available to other departments in the near future.

The workforce development work group has determined that evidence-based public health is a workforce training need and is working on a written needs assessment to better understand how the program can serve the region's workforce in this area. Although the group has been relatively informal until now, program leaders said that it is going to be incorporated into regular operations moving forward.

A monthly Public Health Grand Rounds was offered by the UT Department of Public Health and Preventive Medicine in the spring 2012 semester. The self-study states that 160 individuals attended. In addition, BGSU hosts the annual Ned E. Baker Lecture Series, which was developed to serve as a training opportunity for local Board of Health members. More than 1,000 attendees have participated in the last three years. Program faculty have also been involved in an annual exposure assessment training and in a disaster preparedness and response training.

Members of the External Advisory Committee told site visitors that the program is responsive to workforce development needs. They said that the program has actively sought information about future trends in public health, and has incorporated this feedback into the curriculum and continuing education activities.

One health commissioner holds workforce development days at the health department and has drawn on program faculty for training. Other health department leaders said that they have sent staff to trainings held by the program. Faculty involvement in community service activities has also led to needs-based workforce development and technical assistance.

The program offers a 15-credit certificate program in global health. Students must take the following courses:

- Issues in International Health
- Infectious Disease Epidemiology
- Chronic Disease Epidemiology
- Scholarly Project
- Advised Elective
- Cultural Diversity Module (no credit)

The application process is similar to that for MPH students, and the academic standards are the same. Two students enrolled in the global health certificate in 2011-2012; both were current MPH students.

Community members indicated that more distance-learning opportunities and summer institutes would increase access to the program's workforce development activities.

## **4.0 FACULTY, STAFF AND STUDENTS.**

### **4.1 Faculty Qualifications.**

**The program shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience and research and instructional competence, is able to fully support the program's mission, goals and objectives.**

This criterion is met. The program has a qualified faculty complement by virtue of its training and experience. All primary faculty members have earned a doctoral degree in public health or a related field. In addition, 10 of the 17 primary faculty members have practical work experience outside of academia in their respective fields. All secondary faculty members have earned at least a master's degree and have at least three years of practice experience. Review of resumes confirmed that faculty members have a range of experiences in their respective fields.

### **4.2 Faculty Policies and Procedures.**

**The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.**

This criterion is met. The program has well-defined procedures, based on individual university policies, for recruiting, appointing and promoting qualified faculty members. The UT faculty handbook is available online, and BGSU policies and guidelines are made available on the Office of the Provost website. Information regarding academic advisement, the academic charter, planning, the code of ethics, faculty development and committee guidelines are available on each university's respective website.

BGSU faculty members submit an annual report of their activities to the Office of the Dean. This information is shared with the department chair as a basis for faculty evaluation. UT faculty members are evaluated annually by the department chair who reviews faculty accomplishments in teaching, publications, grant applications and funded grants. The chair prepares a faculty workload evaluation that assesses the teaching, research and service output of the faculty member; this report is provided to the dean. Within the UT College of Medicine and Life Sciences, a minimum of four publications (with at least two as primary author) are required for promotion. Promotion and tenure are usually applied for separately.

Students evaluate all MPH courses at the completion of each semester. These evaluations are a required aspect of the faculty evaluation process. Depending on the course and the university in which it is housed, evaluations may be in the format of paper, email or online. According to the self-study, the co-directors have identified a need to review course evaluations across the entire consortium and provide feedback to the course coordinators. At the time of the site visit, the policy had been written and included in the program's policy manual, but implementation had not yet occurred.

Program faculty from UT can take advantage of seminars on topics such as teaching and tenure and promotion. Teaching seminars became required for all new faculty members as of fall 2012. BGSU does not have formal faculty development opportunities; however, assistance and mentoring is available on an informal basis. Faculty members who met with site visitors said that there are resources available to help with classroom technology and distance-based course development.

#### **4.3 Student Recruitment and Admissions.**

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

This criterion is met with commentary. The program recruits and admits qualified students capable of developing competence for a career in public health. The policies and procedures for application and admission are clear and available. The co-directors are responsible for coordinating the recruitment of students. Recruitment primarily involves displaying posters at professional meetings and receiving referrals from existing students and community partners. In addition, the program's website provides general information, and the program has developed "Fast Facts" flyers for each major. These flyers are available near the co-director's office on the UT campus.

All applications are reviewed by the program's Admissions Committee. After the committee has made a decision, one of the co-directors must sign the admission summary page for each applicant. Applicants can be 1) admitted as regular-status students, 2) admitted as provisional-status students or 3) denied admission. The admission requirements include the following:

- Resume
- Statement of purpose
- Official transcripts that indicate that a baccalaureate or professional degree has been awarded
- Minimum GPA of 3.0
- Three letters of recommendation
- GRE and TOEFL scores (for international students)

Provisional admission may be granted to applicants with GPAs greater than or equal to 2.7 as well as to applicants with GPAs lower than 2.7 if they can document extensive work in the field. Provisional-status students are allowed to take four courses and must earn a B or better in each. Upon completion of four courses, these students may request to be made regular-status students. Students who fail to earn a B or better in all four courses are removed from the program. Current medical residents at the UT Medical Campus must provide documentation that they have been accepted into a medical residency and a letter of support from their department chair.

The program has established one measureable objective by which it evaluates its success in enrolling a qualified student body. The program has set a target that 80% of admitted students will qualify for regular

status. In the last three years, regular-status students made up 54%, 54% and 62% of admitted students. Internship supervisors and other community partners who have worked with MPH students told site visitors that most students are good thinkers and writers and have made valuable contributions to their organizations. However, some students have lacked motivation in the practice setting and have not been as successful; external partners viewed these students as the exception and did not think it reflects negatively on the program.

The commentary relates to the program's inability to control the size of its student body. The self-study states that every applicant who meets the program's eligibility requirements is automatically accepted. Program leaders said it is important to them to admit anyone who is interested in and qualified for the program, and they have no plans to limit enrollment. While the program is able to support the current student body, a large influx of students could stress the existing faculty and other resources.

Institutional leaders said that undergraduate programs will likely serve as a greater pipeline to the MPH degree in the near future, which will place more demands on the program.

#### **4.4 Advising and Career Counseling.**

**There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.**

This criterion is met. The program has a clear and accessible academic advising system. Advising begins by email or phone prior to the student's arrival on campus. The coordinators of each of the majors, the co-directors and one other faculty member serve as advisors. Students work with their advisors to complete a plan of study before the end of the second semester. The purpose of the plan of study is to ensure that students complete the required courses and credits within their chosen major. The plan of study is signed by the student, the advisor and one of the co-directors and is then submitted to the UT College of Graduate Studies.

Faculty advisors provide information about needed courses, possible electives and planning for the internship. If course selections change after the plan of study is authorized, the advisor works with the student to keep track of degree requirements.

Students expressed satisfaction with student advising. They found faculty to be both accessible and helpful as they progressed through the program.

The program relies on the career counseling services of UT and BGSU for formal student support. Both universities host job fairs, and UT holds graduate information sessions for students in their last semester. However, the program also provides career counseling through a number of mechanisms. First, the coordinators for each major work closely with students to identify appropriate opportunities related to the

area of focus. Second, the program sends job announcements to students through a listserv. Third, the program has structured the internship to serve as career preparation. Faculty advisors query students about their professional interests at the time of site selection and direct them accordingly. Internship supervisors who met with site visitors said that they treat students like all other employees of the organization so that they receive a realistic experience.

Students and alumni expressed satisfied with the career counseling services available. Of particular note were the university-sponsored job fairs, the BGSU WorkNet website and UT's graduate information sessions.

## Agenda

### COUNCIL ON EDUCATION FOR PUBLIC HEALTH ACCREDITATION SITE VISIT

#### Northwest Ohio Consortium for Public Health Public Health Program

February 25-26, 2013

#### Monday, February 25, 2013

- 8:15 am        Request for Additional Documents  
Shery Milz
- 8:45 am        Review of Resource File
- 9:15 am        Break
- 9:30 am        Meeting with Program Administration  
Shery Milz  
L. Fleming Fallon
- 10:30 am       Review of Resource File
- 11:15 am       Meeting with Faculty Related to Curriculum and Degree Programs  
Farhang Akbar  
Debra Boardley  
Brian Fink  
Sadik Khuder  
Rebecca Pobocik  
Stephen Roberts  
Hans Schmalzried
- 12:15 pm       Break
- 12:30 pm       Lunch with Students  
Etsubteru Assefa  
Jessica Bankey  
John Burkley  
Joy-Ann Ermie  
Emily Golias  
Barbara Jordan  
Katrina Mock  
Hope Nearhood  
Eileen Sell  
Kristen Sheely  
Beverly Tata
- 1:15 pm        Break
- 1:30 pm        Meeting with Faculty Related to Research, Service and Faculty Issues  
Farhang Akbar  
Timothy Jordan  
Sadik Khuder  
Stephen Roberts  
Barbara Saltzman  
JJ Sheu
- 1:55 pm        Meeting with BGSU Faculty Related to Research, Service and Faculty Issues  
L. Fleming Fallon
- 2:15 pm        Break
- 2:30 pm        Meeting with Alumni  
Benjamin Batey  
Patricia Gurley

Tony Linz  
Carly Miller  
Nilgun Sezginis  
Jim Watkins

- 3:15 pm      Break
- 3:30 pm      Meeting with Community Representatives and Preceptors  
Ned Baker  
Pam Butler  
Ruth Gerding  
Karen Krause  
Kimberly Moss  
Larry Vasko  
David Grossman  
Sandra Hensley  
Vicki Riddick  
Kathy Silvestri  
Faith Yingling  
Eric Zgodzinski
- 4:30 pm      Review of Resource File and Executive Session
- 5:15 pm      Adjourn

**Tuesday, February 26, 3013**

- 8:15 am      Meeting with Institutional Leadership  
Lloyd Jacobs  
Mary Ellen Mazey  
Jeffrey Gold  
Rodney Rogers  
Chris Dunn  
Patricia Komuniecki  
Michael Ogawa  
Dorothea Sawicki
- 9:00 am      Break
- 9:15 am      Executive Session
- 12:30 pm     Exit Interview