2018 Criteria Self-Study Template
Standalone Baccalaureate Programs (SBP)

This document provides a template for standalone baccalaureate programs as they write a self-study document.

1) Replace the italicized and/or highlighted language on the pages that follow with the program's responses.
2) Do not delete any of the text that follows this page unless specifically indicated (eg, documentation requests for criteria that are not applicable to the program).
3) Do not delete page breaks in the text that follows.
4) Use the formatting provided—text responses are single spaced in 10 point font.
5) When the document is complete, create a cover page and table of contents and REPLACE this page of instructions with the cover page and table of contents. There is no need to provide a list of tables or figures.
6) When producing print copies of the document, print on both sides of the paper and insert a tab in front of each letter of the criteria (A-J). Reviewers prefer spiral-bound documents.

As a self-study document template, this document is designed to provide a format for presenting written information. This document does **not** contain the full text of all criteria and should not be used as a substitute for the criteria document in understanding CEPH's substantive requirements. Please refer to the 2018 Accreditation Criteria for the complete expectations, definitions, and interpretations of the criteria.

Version: August 2018

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Introduction

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

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

Clemson University is a public, land-grant research university in Clemson, South Carolina. Clemson is the second-largest university in the student population in South Carolina. The University was founded in 1889 through a bequest from Thomas Green Clemson, a Philadelphia-born, European-educated engineer, musician, and artist who married John C. Calhoun's daughter, Anna Maria, and eventually settled at her family plantation in South Carolina. A longtime advocate for an agricultural college in the Upstate, Thomas Clemson left his home and fortune to the state of South Carolina to create the institution that bears his name. Besides the Clemson bequest, additional funding came from the federal government through the Hatch Act and Morrill Act, which provided funds in support of agricultural and land grant institutions. In November 1889, Gov. John Peter Richardson signed a bill accepting Clemson's gift, which established the Clemson Agricultural College and made its trustees custodians of Morrill Act and Hatch Act funds.

Initially, an all-male, all-white military school, Clemson Agricultural College opened in July 1893 with 446 students. Clemson became a coeducational, civilian institution in 1955. In 1963, with the admission of Harvey Gantt, Clemson became the first traditionally white institution in South Carolina to desegregate since Reconstruction. With academic offerings and research pursuits, the institution became Clemson University in 1964. Clemson's 1,400-acre campus is in the foothills of the Blue Ridge Mountains and sits next to Lake Hartwell.

    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)

Clemson University consists of seven colleges: Agriculture, Forestry and Life Sciences; Architecture, Arts and Humanities; Business; Behavioral, Social and Health Sciences; Education; Engineering, Computing, and Applied Sciences; and Science. In addition to the seven colleges, Clemson has a Graduate School program that extends across all seven colleges. *U.S. News & World Report* ranks Clemson University tied for 24 among all national public universities. Clemson University is classified among "R1: Doctoral Universities – Very high research activity".

In the 2018-2019 academic year, Clemson granted 4843 undergraduate degrees and 1924 graduate degrees.

    c.   number of university faculty, staff, and students

For the fall 2020 semester, the university enrolled a total of 20,868 undergraduate students and 5,538 graduate students, and the student/faculty ratio was 15.9:1. The university employs 3,875 staff members and 1,689 faculty.

    d.   brief statement of distinguishing university facts and characteristics

One of the country's most selective public research universities, Clemson University serves a uniquely driven and highly accomplished student body.

Ranked as the 27th best national public university by U.S. News & World Report in 2019, Clemson is dedicated to teaching, research and service. 92 percent of graduating seniors say they'd pick Clemson again if they had it to do over.

Clemson's retention and graduation rates rank among the highest in the country for public universities. We've been named among the "Best Public College Values" by Kiplinger magazine in 2019, and The Princeton Review named us among the "Best Value Colleges" for 2020.

The research, outreach, and entrepreneurial projects led by Clemson faculty and students are driving economic development and improving quality of life in South Carolina and beyond. A recent study determined that Clemson has an annual $1.9 billion economic impact on the state.

Academics:
- 80+ majors and 80+ minors
- 120+ graduate degree programs
- Seven colleges
- More than 3 million print and electronic books in the Clemson Libraries
- Nearly 1,300 students studying abroad every year
- 16:1 student-to-faculty ratio
- The middle 50% range of SAT scores for incoming freshmen in 2019 was 1240-1390

· **Research:**
- Awarded $106.3 million in external research funding for the fiscal year 2019
- Clemson University's sponsored research expenditures topped $100 million for the first time in school history in the fiscal year 2019. This is an increase of $10.3 million compared with the fiscal year 2018
- In the fiscal year 2019, Clemson University's expenditures from competitively awarded federal-sponsored projects topped $85 million. This is an increase of $7 million compared with the fiscal year 2018

Recreation & Extracurriculars:
- 500+ student clubs and organizations
- 34 club sports
- 17 intramural sports
- Six campus media organizations
- 275,000-square-foot Fike Recreation Center and the Snow Family Outdoor Fitness and Wellness Complex

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

John Cooper is the new Director of Planning, Accreditation, and Analytics for the College of Behavioral, Social, and Health Sciences has compiled a list of 78 accreditors labeled "CU Accredited Program (as of 7-17-20)".

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

Creation of the Department: The Department of Public Health Sciences was the newest degree-granting unit in the College of Health, Education, and Human Development when the program was developed out of a cluster of public health courses offered by the College of Nursing. In 1991, an application was submitted to the S.C. Commission on Higher Education for a new degree program: This was a Bachelor of Science in Health Science offered through the Department of Health Sciences in the College of Nursing. The new degree program was approved in December of 1991, and the first six students were accepted into the major in the spring semester of 1992. The first students graduated from the Department of Health Science in May of 1994. The department at that time became a part of the College of Health, Education, and Human Development.

In 1998, the Department of Health Sciences was renamed as the *Department of Public Health Scien*ces to more accurately reflect the public health professional training that its undergraduate students received.

Reorganization of the College: On October 15, 2015, it was announced that a campus-wide reorganization of the colleges would occur before the beginning of the fall semester in August 2016. The College of HEHD was retitled the College of Behavioral, Social and Health Sciences (BSHS) and several academic departments were relocated administratively to the college. The new college is comprised of the College of Health, Education and Human Development's schools and departments – Nursing; Parks, Recreation and Tourism

Management; Public Health Sciences; Youth, Family and Community Studies; Communication; Political Science; Psychology; and Sociology and Anthropology departments. All financial and personnel resources (advising, staff, etc.) transferred with these departments. Interim Dean Brett Wright continued as the Dean of the new college in June of 2016. In 2018, Dr. Leslie Hossfeld was appointed the Dean of the College of Behavioral, Social, and Health Sciences.

Three Concentrations: The Department of Public Health Sciences has grown to approximately 400 undergraduate majors with a large majority (380) in three concentrations on the Clemson campus: *Health Promotion and Education*, *Health Services Administration,* and *Preprofessional Health Studies*. These are the concentrations for which we seek reaccreditation.

The three concentrations for which we seek reaccreditation make up the bulk of the department's academic offerings. A small undergraduate concentration (approximately 15 students) in "Leadership for Cardiovascular Imaging" that includes the core courses from the department, as well as clinical training provided in the Prisma Health System; the concentration is being phased out during the 2021-2022 academic year. There is also a graduate program in the department that currently enrolls 69 students. The graduate program offers two MS degrees, two Ph.D. degrees, and a graduate certificate program.

The following link describes the academic degrees and programs offered by the Department of Public Health Sciences:

https://www.clemson.edu/cbshs/departments/public-health/academics/index.html

Outside its degree programs, the department also offers courses for students enrolled in the Department of Languages which has a concentration in *Language and International Health,* and also offers an online nine-credit hour undergraduate public health certificate for students in other majors at Clemson. Neither of those offerings is part of the unit for which we seek accreditation.

The core curriculum addresses most of the key areas for accreditation through semester-long classes. Each concentration reinforces these core classes with additional required courses and or additional HLTH credit requirements. Areas not addressed by dedicated core classes (e.g., ethics) are addressed through activities in one or more of the required classes.

Distance learning is offered for some of the courses in the undergraduate curriculum. A majority of students traditionally complete their degree requirements through on-campus face-to-face instruction. In the spring semester of 2020, the Coronavirus pandemic necessitated the transfer of all face-to-face coursework to an online format, due to the closure of the main and satellite campuses of Clemson University in compliance with shelter in place guidelines provided by the CDC and the Governor's office. All courses offered in the Spring semester of 2020 were transitioned to online instruction on March 13, 2020.

Impact of CEPH accreditation on the undergraduate major:

- *Revision and expansion of course competencies*: Using the CEPH guidelines, each of the core courses have been revised to address the specific competencies and core concept coverage required for mastery in public health.
- *Expansion of public health core courses within the pre-professional concentration*: In response to the initial accreditation review, public health courses were added to the core of required courses within the concentration.
- *Improved consistency across multiple sections of each course*: For those courses offered in more than one section per semester, the revision and expansion of required CEPH competencies linked to specific courses assisted in imposing a more consistent rubric and topical outline for each course.
- *Improved documentation and tracking of stakeholder feedback*: Senior Exit and Alumni Surveys have been revised to provide more specific feedback on the content and impact of the major.

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

NOTE: All organizational charts have Ron Gimbel as the Chair since he only left the position on July 1, 2021 and was the designated leader during this reporting cycle.

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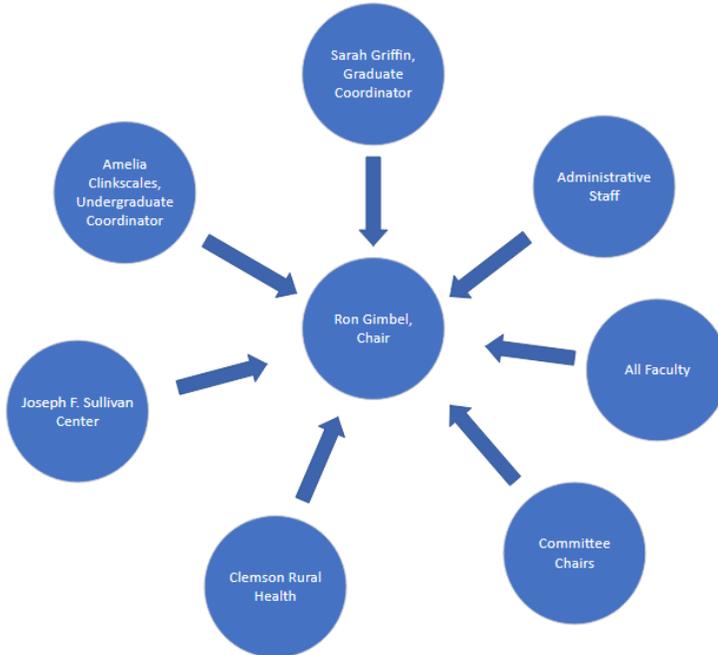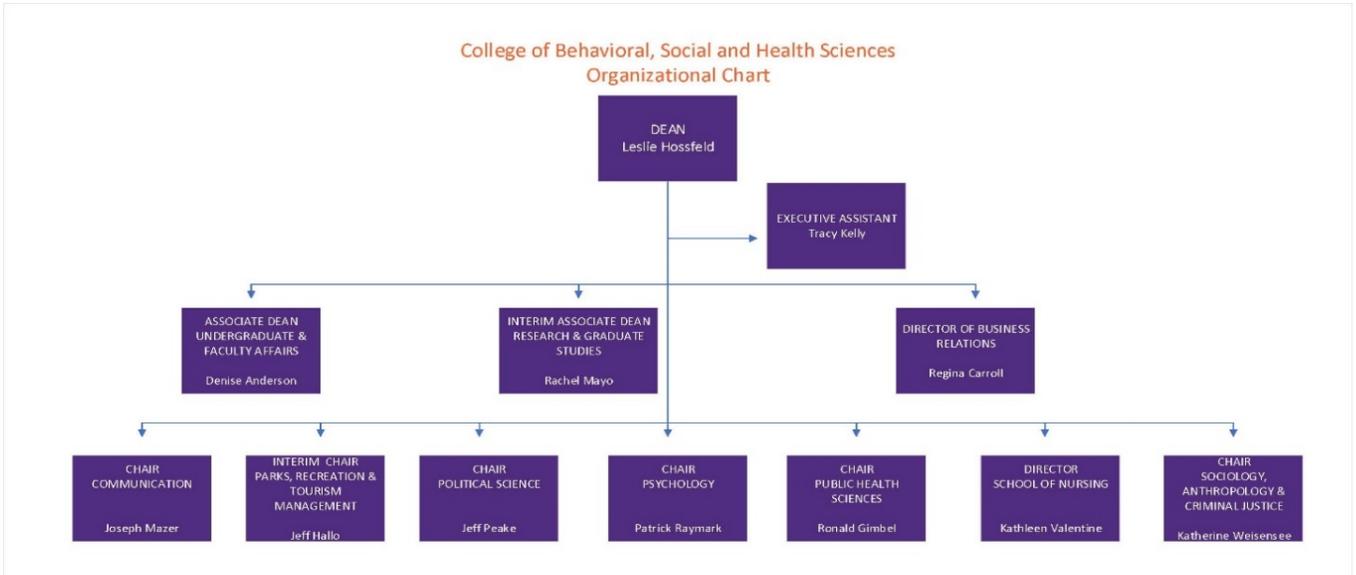

Figure 1. As Chair of the department, Ron Gimbel has all components of the department report to him directly.

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

College of Behavioral, Social and Health Sciences
Organizational Chart

DEAN
Leslie Hossfeld

EXECUTIVE ASSISTANT
Tracy Kelly

ASSOCIATE DEAN UNDERGRADUATE & FACULTY AFFAIRS
Denise Anderson

INTERIM ASSOCIATE DEAN RESEARCH & GRADUATE STUDIES
Rachel Mayo

DIRECTOR OF BUSINESS RELATIONS
Regina Carroll

CHAIR COMMUNICATION
Joseph Mazer

INTERIM CHAIR PARKS, RECREATION & TOURISM MANAGEMENT
Jeff Hallo

CHAIR POLITICAL SCIENCE
Jeff Peake

CHAIR PSYCHOLOGY
Patrick Raymark

CHAIR PUBLIC HEALTH SCIENCES
Ronald Gimbel

DIRECTOR SCHOOL OF NURSING
Kathleen Valentine

CHAIR SOCIOLOGY, ANTHROPOLOGY & CRIMINAL JUSTICE
Katherine Weisensee

Figure 2: Organizational Chart – Bachelor of Science in Health Sciences Degree
As shown in Figure 1, The Department Chair (Gimbel) reports to the Dean of the College of Behavioral, Social, and Health Sciences, (Leslie Hossfeld). The Department of Public Health Sciences is one of seven degree-granting units reporting to Dean   Hossfeld.

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

James P. Clements, Ph.D., President Clemson University

Robert Jones, Ph.D., Provost

Leslie Hossfelf, Ph.D., Dean College of Behavior Social and Health Sciences

Ron Gimbel, Ph.D., Chair Amelia Clinkscales, M.P.H., Undergraduate Coordinator Department of Public Health Sciences

Becky Tugman, M.S., Assessment Committee Chair

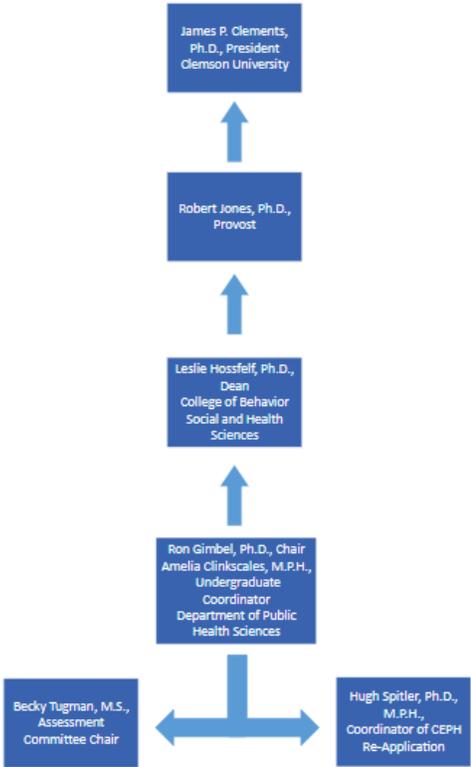Hugh Spitler, Ph.D., M.P.H., Coordinator of CEPH Re-Application

Figure 3: Working from the bottom of the chart to the top, the CEPH accreditation team reports to both Undergraduate Director, Amelia Clinkscales, MPH, MCHES, and Department Chair, Ronald Gimbel, Ph.D. The program is then approved all the way up through the President of the University.

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

Clemson University Mission Statement:

Clemson University was established to fulfill our founder's vision of "a high seminary of learning" to develop "the material resources of the State" for the people of South Carolina. Nurtured by an abiding land grant commitment, Clemson has emerged as a research university with a global vision. Our primary purpose is educating undergraduate and graduate students to think deeply about and engage in the social, scientific, economic, and professional challenges of our times. The foundation of this mission is the generation, preservation, communication, and application of knowledge. The University also is committed to the personal growth of the individual and promotes an environment of good decision making, healthy and ethical lifestyles, and tolerance and respect for others. Our distinctive character is shaped by a legacy of service, collaboration, and fellowship forged from and renewed by the spirit of Thomas Green Clemson's covenant.

Vision and Mission Statements of the College of Behavioral, Social, and Health Sciences

Mission

The mission of the College of Behavioral, Social, and Health Sciences is to benefit people and communities through the knowledge we generate, the information we disseminate, and the students we educate by creating a collaborative environment across departments.

Vision

The College of Behavioral, Social, and Health Sciences will be globally recognized for collaborative research and engaged teaching that enhances our understanding of the human condition, promote individual, family, and community health and well-being, and provide a foundation for innovative policy and practice.

Department of Public Health Sciences Vision and Mission Statements:

The Vision and Mission statements of the department were revised and affirmed at a faculty retreat in 2010. They are as follows:

Vision: The Department of Public Health Sciences will be recognized by the Clemson University College of Behavioral, Social and Health Sciences; the state of South Carolina; and the nation as a leader in public health research, teaching, and service activities in fulfillment of the University's responsibilities as a land-grant institution and its aspirations for national excellence in education and scholarship.

Mission: The mission of the Department of Public Health Sciences is the improvement of public health practice, health service delivery, and the general health status of the university community, the state of South Carolina, the nation, and the international community through applied, innovative, collaborative, theoretically sound approaches to the integration of teaching, research, and service.

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

Degrees – Public Health Science		Campus based	Distance based
Pre-professional Studies in Health	*BS*	Yes	No
Health Services Administration	*BS*	Yes	No
Health Promotion and Behavior	*BS*	Yes	No

A1. Leadership, Management and Governance

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

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

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

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

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

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

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies
a. determining the amount of resources (financial, personnel and other) that will be allocated to the program	Provost, Dean, & Chair	"The planning and management of the University's budget is a shared responsibility at all levels of the institution. Clemson is comprised of multiple divisions (e.g. academic college, library, finance division, etc.) each of which include numerous departments, (e.g. biology, civil engineering, accounting services, etc.) and programs serving to further the mission of the division and the University. This policy identifies primary roles and responsibilities of the responsible parties for internal budget development, maintenance, monitoring, and performance, as well as for the review and assessment of resource utilization as it relates to meeting the University's mission and goals. This policy also delegates authority to the administration to perform various fiscal and operating functions on behalf of the Trustees and Clemson University." A large proportion of the undergraduate program budget allocation is currently based on previous budget years. Additional formula-driven budget components are generated from tuition paid for summer school and online and off-campus certificate programs. In addition, a portion of F&A costs for funded grants is returned to the department. New faculty positions are allocated by the Provost and Dean based upon their assessment of departmental needs. Early in the spring semester of each academic year, the Department Chair and the assigned Business Officer meet to prepare the next-year's department budget. The results of this exercise is a draft budget that is submitted to the College Business Officer and the Dean. Once approved at the Dean level, the budget (aggregated at the College level) is submitted to the Provost and his budget staff. In most years, the budgets are finalized at the Dean-Provost level. Should an unforeseen event occur (e.g., global pandemic, budget cuts from the State) then the College Budget Officer and the Dean work with Department Chairs to revise the department share and explore alternative funding. Overall the system works and fits the operating style of Clemson University. The department (and the undergraduate program) has not really suffered and the programmatic content is delivered as planned. Growth and new positions are a negotiated experience between the Department Chair, Dean and Provost. College Deans are asked to keep a running hiring plan that is maintained in the Provost Office. Expansion and growth of faculty positions is strategic and aligned with the University Strategic Plan. The Department of Public Health Sciences is typically aligned with health innovation (which fueled a previous cluster hire) and a few other elements. Lecturer positions are funded (and expanded) by the department based on need. The Department Chair engages the department faculty, and the Tenure, Promotion and Reappointment Committee as mandated in department policy on new appointments.	https://www.clemson.edu/finance/budgets/policy-manual.html
b. distributing resources (financial, personnel, and other)	Chair in consult with Dean	The Chief Financial Officer has delegated authority for the acquisition of goods and services and the expenditure of University monies to various University officers and officials Through delegated authority from the Division / College, department heads, or their designee, are the authorized approval authority for committing University funds. Annual salary changes (raises, bonuses, etc.) are recommended by the Chair to the Dean who has final authority for approval. The Chair assigns personnel to administrative and instructional loads in concordance with policies approved by the University and Faculty Senate. The normal faculty workload entails teaching and research assignments; service to the department, school, college, and the University; and/or other professional activities.	http://www.clemson.edu/finance/procurement/policies/disb_policies/disb00pol.html

c. hiring faculty who teach program courses	Chair / Undergrad Director / Faculty	Hiring for regular faculty positions is complex. The search is primarily a faculty-driven process. The Chair negotiated the final offer and must be approved by the Dean and Provost and cleared by University Access and Equity and the Office of Human Resources. The Department Chair and Undergraduate Director jointly plan the assignment of regular faculty to teach classes in the program. When it is necessary to hire auxiliary faculty to teach a class, the Department Chair has personnel and budgetary authority to make that decision but is encouraged to involve faculty members. University policy states that "Candidates for appointment to the regular faculty shall be recruited and evaluated by a search-and-screening committee composed of members of the regular faculty and others if specified in departmental Bylaws. Such committees are selected following departmental Bylaws or, in the absence of relevant bylaws, by the departmental faculty Advisory Committee. Each applicant's credentials shall be made available to all regular departmental faculty, from whom information and recommendations regarding selection shall be solicited. The search and screening committee shall make nominations of suitable candidates to the department chair, including recommended rank and tenure status on appointment. The selection of faculty for special appointments to meet temporary and/or short-notice needs requires the Department Chair to have greater discretionary authority. This allows the Chair to fill the vacancy due to the time-sensitive nature (i.e., a class needs an instructor due to someone quitting with short notice). It is incumbent upon the Chair to solicit responses from the faculty and utilize the procedures for the appointment of regular faculty whenever feasible. The Department Chair must request any waiver of university search and screening procedures for particular appointments with the approval of the faculty's Departmental Advisory Committee and the Tenure, Promotion, and Reappointment Committee (TPR).	*Faculty Manual, Clemson University, pg. 37* *https://www.clemson.edu/faculty-staff/faculty-senate/documents/manual-archive/clemson-university-faculty-manual-2021.pdf* *Revised Departmental By-Laws Article IV., Section 1: 1.10*
d. determining teaching assignments for program courses	Chair & Undergrad Director	As outlined in the revised Departmental By-Laws, the Department Chair determines teaching load based on research and service obligations. For the undergraduate program, the Chair is assisted by the designated Undergraduate Director, College Advising Office, and departmental administrator to determine the number of sections/courses needed based on student enrollment. Faculty interests, experience, expertise, and other duties (e.g., research, administration) are factored into the assigning the course instructors. In collaboration with the Chair, the Undergraduate Director considers student needs, keeps a record of past faculty assignments, polls faculty for teaching interests, and matches faculty to needs in collaboration with the Administrative Assistant to enter teaching loads into the university scheduling system.	Revised Departmental By-Laws Article IV., Section 2: 2.1, 2.2

| e. evaluating the perform-ance of individuals teaching program courses | Chair, faculty, students | All instructors receive annual peer evaluations. All classes are evaluated by students using a standard campus-wide tool. The Chair observes pre-tenured faculty annually and also observes faculty who are seeking promotion or who are being evaluated under periodic post-tenure review processes. The Clemson University Faculty Manual states "The chair is to present a narrative in the Evaluation section within the faculty reporting system with three parts: a) a description of the individual's effectiveness with emphasis upon demonstrated strengths regarding teaching, service, and scholarship; b) an indication of the area(s) where improvement is needed; and, c) suggestions of ways by which the faculty member can reach a higher stage of professional development."

Continued appointment of non-tenured, visiting and part-time faculty is contingent on demonstration of "Competence". The Tenure Promotion and Reappointment (TPR) Guidelines define the standards for Competence, Achievement, and Achievement With Distinction. To meet the level of "Competence in Teaching", the faculty member will be evaluated by students, peers, and supervisors as consistently demonstrating a record of improvement of the criteria listed in the TPR guidelines.

A member of the TPR committee attends a class of the pre-tenured faculty at least once an academic year to evaluate teaching performance using a standardized instrument. Classroom visits can be increased to more than once a year if warranted. Department Chair will evaluate each pre-tenured faculty once per academic year through observation of a class. Tenured faculty seeking promotion to Professor are also observed by the Chair.   Faculty must submit a topic outline to the Department and TPR committee chairs at beginning of the semester to facilitate planning of visit

A detailed description of the procedures and criteria for faculty evaluation are presented in the departmental TPR Guidelines. | *Faculty Manual, Clemson University, pgs. 46-59*

Revised Departmental By-Laws Article IV., Section 1: 1.13

Departmental TPR Guidelines |
| f. promoting and/or granting tenure, if applicable to faculty teaching program courses | Provost with recommen dations by Dean, Chair, and DPHS Faculty PTAR Committee | The Faculty Tenure, Promotion, and Reappointment (TPR) Committee and Chair make independent recommendations to the Dean based on departmental TPR Guidelines. The Dean recommends to the Provost who ultimately determines whether tenure and /or promotion are awarded. The TPR Guidelines for DPHS require the following evidence of teaching effectiveness for all persons considered for a permanent appointment: "8)Teaching narrative statement on teaching including philosophy, methodology, materials developed, effectiveness, challenges, etc. 9) Student Feedback Forms - Original Teaching Effectiveness Evaluation forms submitted by all students for all courses taught during the preceding two semesters. Summary statistics provided by the College to include a spreadsheet of evaluations and 10) Other Evidence of Teaching Effectiveness - Any other evidence of teaching effectiveness, such as teaching portfolio, graduating senior exit surveys, alumni surveys, faculty peer triads, etc. This document requires a minimum level of "Achievement" in teaching for the award of tenure. | *Faculty Manual, Clemson University, pgs. 46-59*

Departmental TPR Guidelines

Revised Departmental By-Laws Article IV., Section 1: 1.9 |

g. re-appointing or terminating program faculty hired by contract, if applicable	Chair with recom-mendation by the TPR faculty committee	Faculty may be hired on limited time contracts as needed. Contract faculty typically have less than full normal workloads in teaching, research, and/or public service. Such faculty may be appointed to the ranks of Lecturer, Assistant Professor, Associate Professor, or Adjunct/Visiting Professor. Such appointments are made for one semester or one year and are renewable. Qualifications for rank at initial appointment are the same as for regular faculty ranks. The Faculty Tenure, Promotion, and Reappointment (TPR) Committee and Chair make independent recommendations to the Dean based on departmental TPR Guidelines. Contract and part-time faculty are expected to meet the same standards of teaching effectiveness as regularly appointed faculty members as presented in the TPR Guidelines	*Faculty Manual, Clemson University, P 34. pgs. 55-57* *Departmental TPR Guidelines* *Revised Departmental By-Laws Article IV., Section 1: 1.9*
h. hiring personnel to advise program students	Dean / Chair	Freshmen, sophomores, and transfer students (for their first semester) are advised by a full-time adviser located in the CBSHS Academic Advising Center. The Advising Office assigns Juniors and Seniors to a member of the department's faculty for advisement, including advice about courses in the major and career planning. Placement with a faculty member is, whenever possible, based on a match between faculty expertise and student career goals. Students may request a change in assigned adviser The CBSHS Academic Advising Center provides information and assistance to faculty who are advising students on an as-needed basis. Advisers are supervised and hired by the Associate Dean for Academic Support Services and Undergraduate Studies, who forms a search committee, including department faculty members, to search for new hires. The CBSHS Academic Advising Center serves all students with services including: specialized course selection, transferability of courses, and completion of various academic forms.	https://www.clemson.edu/cbshs/departments/academic-advising/index.html
i. evaluating the performance of individuals advising program students	Associate Dean and Chair	Students evaluate faculty advisors and their professional Health Science advisor through a Senior Exit Survey conducted every year with graduating seniors. The Senior Exit Survey was revised for 2019-2020 to include separate response items for the CBSHS Advising Center, faculty advising, and career advising. Senior Exit Surveys have provided student feedback on advising from the CBSHS Advising Center and specific faculty advisors. This information has been distributed to the director of the Advising Center and to the Chair. Alumni surveys were conducted in 2016-2017, 2017-2018, and in 2019-2020 that permitted graduates of the undergraduate program to offer suggestions on how the program might be improved. Students have offered comments on these surveys regarding pre-professional advising and career advising that have been incorporated into program improvement efforts. CBSHS Advising Center periodically conducts in-house satisfaction surveys to monitor student satisfaction with advising from the advising center. Faculty members are also evaluated annually by the Chair using the University's annual evaluation software and successful advising is a component of this evaluation.	Copies of the Senior Exit Survey and the Alumni Survey are provided in the Advising folder.

j. develop the program's academic policies governing matters such as academic standing and award of degree	University policies and Chair with depart Advisory Committee and faculty vote	Academic policies are developed by the Division of Academic Affairs. Academic eligibility is the status that determines whether a student can remain enrolled. Graduation requirements are developed and monitored by the Registrar. The department has developed a local policy that requires special permission of the chair for students with a cumulative GPA of less than 2.0 to register for future classes. Registration for these at-risk students typically is contingent on agreement to a remediation plan.	Academic Eligibility policies: http://www.clemson.edu/academics/eligibility Graduation requirements: http://www.registrar.clemson.edu/publicat/prevcats/0001/sections/aca_regs/aca regs.htm
k. designing the curriculum including defining the requirements for the major	Dept. Curriculum Committee / Faculty with approval by college, university, and sometimes SC-CHE	Curriculum design and improvement is defined by the Clemson University Faculty Manual and the revised Departmental By-Laws. Faculty responsibility is addressed in the department by the Curriculum Committee, which receives and reviews suggestions, concerns, or new ideas and recommends action. The measure then is discussed in a departmental faculty meeting and receives a vote of approval/disapproval from the entire regular faculty which sends any approved curricular changes forward for review and approval by faculty committees at the college and university level. The department Curriculum Committee responds to course and teaching evaluations and conducts periodic curriculum reviews. This committee recommends all course changes and curriculum changes. Approval is at three levels: department faculty, college and university undergraduate committee. Major changes require approval by the state Commission on Higher Education (CHE)	Revised Departmental By-Laws Article IX, Section 7
l. developing and reviewing plans for assessing student learning	Curriculum Committee, Dept. faculty, College and, University Assessment	Curriculum Committee sets learning objectives for all courses. Each faculty member uses their discretion in the form of assessments to meet the course learning objectives. The primary mode of assessment of student performance is evaluating examinations, written assignments, and student presentations in classroom settings. Capstone assessment involves developing an electronic portfolio that includes products describing the internship and written assignments that synthesize learning across classes. All competencies for learning are reported to the College and University Assessment platforms for University accreditation purposes.	Revised Departmental By-Laws Article IV., Section 1: 1.17-1.22
m. develop / implement plans for measuring the program's effective-ness	Chair, Undergrad Director, Program Improvement Committee	Program effectiveness is determined by graduation rates, student success in seeking employment and graduate program admission, and feedback from students, alumni, and internship preceptors. The Chair and Undergraduate Director meet monthly to discuss issues that pertain to the program. The Program Improvement Committee meets as needed to discuss survey feedback and share information with relevant faculty and committees to address concerns and make adjustments. The Chair selects a faculty member to monitor indicators of program effectiveness for CEPH and University accreditation. This person works with the College assessment director and faculty to document effectiveness and share concerns with the Chair, Undergraduate Director, and faculty when warranted.	Revised Departmental By-Laws Article IV., Section 1: 1.17, 1.22

| n. developing and implementing program-specific recruitment, advertising, and admissions practices and strategies | Admissions Office | The department does not directly recruit students. All recruitment and advertising is done through University-wide resources. The department is asked for editorial input on relevant material for prospective students. As with every undergraduate major at Clemson University, all freshman admissions to the major are determined by the campus central admissions office. The Chair can negotiate target numbers of admissions with the admissions office. The university receives over 900 applications per year for freshman admissions to the department, offers admission to roughly 250 individuals and has had matriculation in the range of 65 to 85 students in recent years. Freshman admissions make up approximately 50-70% of each graduation cohort. A far smaller proportion, approximately 5-10% of each cohort, is composed of students who transfer from other universities. This group also is admitted by the central admissions office. The balance of each cohort (30-45%) is composed of students who enter through the change of major process from other Clemson departments and colleges. At Clemson PHS, this requires a formal application, in this case, submitted to the CBSHS Advising Office. The Chair and Advisory Committee annually determine the number of students who will be admitted through this process and define the standards for admission as a change of major. Currently, the department requires that all students have completed a semester on campus with a grade point average of at least 3.0 to be considered. Once admitted to the major there are no specific progression guidelines beyond maintaining an acceptable GPA (2.0) to be allowed to register for the next semester's classes. | http://www.clemson.edu/admissions/undergraduate/index.html

https://www.clemson.edu/admissions/undergraduate/documents/breakfast-presentation.pdf |

A2. Faculty Engagement

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

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

Research Collaborations: Several faculty members regularly interact as part of ongoing research projects. Research partnerships allow faculty to interact in conducting research, preparing presentations and manuscripts for publication, and often serve to inform faculty activities in teaching and service to the University and the community. These research projects also often provide engagement opportunities with undergraduate and graduate students who serve as part of the research team as research assistants. The involvement of undergraduate students in ongoing faculty research has been a consistent goal of the faculty within the department.

Teaching Collaborations: Teaching faculty regularly share syllabi, teaching techniques and serve as guest lecturers in each other's classes. Senior faculty often serve as faculty mentors to newly hired faculty, assisting them with creating syllabi and course materials to ensure a smooth transition into teaching at the University level.

Monthly Department meetings - All active teaching and research faculty, including tenured, tenure-track, visiting (full or part-time), etc. are expected to attend and participate in the regular monthly departmental meetings. Topics include college and department concerns, graduate and undergraduate updates, curriculum concerns, committee updates, advising updates, and faculty kudos. (See department meeting notes)

All Things Undergraduate Meetings - Lecturer meetings began in the Fall of 2018 to exchange teaching and development ideas/concerns. All Lecturers and Senior Lecturers meet once a month for approximately an hour. Topics for discussion include advising, teaching methods, classroom management issues, professional development resources, and upcoming events. Participation is not mandatory, but most Lecturers attend all meetings. In the Fall of 2020, these meetings were opened to all faculty who had teaching or classroom management concerns.

Department and College committees - Faculty participate in service by being active members on standing and ad hoc committees on the department, college, and university level (see committee sheet). Appointment duration varies depending on the mission of the committee.

Mentor programs - Mentors are assigned to new faculty or positions to help acclimate the person to the department. The College mentoring program consists of either a one-on-one pairing being made often across departments or a faculty member being assigned to a peer mentoring group that meets regularly. The program also offers monthly professional development workshops in areas such as teaching effectiveness, research productivity, faculty health and wellness, time management, etc. (See Mentor list).

Program Retreat – On April 24, 2019, all faculty members met for an afternoon retreat. Four different breakout sessions were assigned and then everyone gathered for group discussion. One session was dedicated to CEPH reaccreditation and another to concentration and domain courses. (See retreat agenda and minutes). Another retreat is planned for August 16, 2021.

Peer Teaching Observations - Observation and evaluation are a standard part of the promotion, tenure, and reappointment process. Peers observe classes and recommend opportunities to strengthen teaching.

Office of Teaching Effectiveness and Innovation (OTEI)- They provide a wide variety of online and face-to-face workshops at least weekly during the academic year. Participation is invited via email to all faculty with most workshops also archived online for asynchronous use. OTEI provides a resource for "all members of the Clemson University teaching community to come to discuss any issue related to teaching, career development, faculty review preparation, and teaching-related scholarship".

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

   We have provided committee member lists and faculty meeting notes in folder A2 in ERF to show some interaction examples. Part-time faculty are welcome to attend any faculty meeting or All Things Undergraduate meetings.

B1. Public Health Curriculum

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

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

"HLTH SCI Curriculum Sheets and Guided Requirement.pdf" is found on ERF under folder section B. It contains the curriculum guides for all three concentrations.

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

Definitions:
I = Introduced – the concept is part of a lecture, assigned readings, and in-class discussion and activities.
C= Covered – the domain is covered by a graded assignment/assessment tool.

Note: Core course syllabi have domain charts explaining where the CEPH Public Health Domains are incorporated into the course.

PUBLIC HEALTH DOMAINS	Course Name and Number							
	HLTH 2020 Intro to Public Health	HLTH 2030 Health Care System	HLTH 2400 Determ Health Behav	HLTH 2980 Human Health & Disease	HLTH 3800 Epidemiology	HLTH 4900 Research & Eval Strategy for PH	HLTH 4190 Health Science Intern Prep	HLTH 4200 Health Science Intern
1. Concepts and applications of basic statistics: Identify and apply the principles of basic statistics.								
Concepts of basic statistics	I					C		
Applications of basic statistics	I					C		
2. Foundations of biological and life sciences: Address the foundations of biological and life sciences and the concepts of health and disease.								
Foundations of biological and life sciences				C				
Concepts of health and disease	I	I		C				
3. Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.								
Public health history	C	I	I		I			
Public health philosophy	C	I	I		I	I		
Core PH values	C	I		I	I	I		
Core PH concepts	C	I	I	I	C	I		
Global functions of public health	C	C			I			
Societal functions of public health	C	C	I		I	I		

	HLTH 2020 Intro to Public Health	HLTH 2030 Health Care System	HLTH 2400 Determ Health Behav	HLTH 2980 Human Health & Disease	HLTH 3800 Epidemiology	HLTH 4900 Research & Eval Strategy for PH	HLTH 4190 Health Science Intern Prep	HLTH 4200 Health Science Internship
4. Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.								
Basic Concepts of Data Collection	I	I	C		C	C		
Basic Methods of Data Collection	I	I	C		C	C		
Basic Tools of Data Collection	I	I	I		C	C		
Data Usage	I	I			C	C		
Data Analysis	I	I			C	C		
Evidence-based Approaches	I	I			C	C		
5. Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.								
Population Health Concepts	C	C	C	I	C	I		I
Introduction to Processes and Approaches to Identify Needs and Concerns of Populations	I	I	I	I	C	I		
Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	I	I	C	I	C	I		
6. Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.								
Science of Human Health and Disease	I		I	C	C			
Health Promotion	I		C	C	I			
Health Protection	I		I	C	I			
7. Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.								
Socio-economic Impacts on Human Health and Health Disparities	I	C	C	C	I			
Behavioral Factors Impacts on Human Health and Health Disparities	C	I	C	C	I			
Biological Factors Impacts on Human Health and Health Disparities	I		I	C	I			
Environmental Factors Impacts on Human Health and Health Disparities	I	I	C	C	I			
8. Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.								
Introduction to Planning Concepts and Features	C	I	I					
Intro to Assessment Concepts and Features	I	I	I			C		
Intro to Evaluation Concepts and Features	I		I			C		

	HLTH 2020 Intro to Public Health	HLTH 2030 Health Care System	HLTH 2400 Determ Health Behav	HLTH 2980 Human Health & Disease	HLTH 3800 Epidemiology	HLTH 4900 Research & Eval Strategy for PH	HLTH 4190 Health Science Intern Prep	HLTH 4200 Health Science Internship
9. Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries.								
Characteristics and Structures of the U.S. Health System	I	C						
Comparative Health Systems		C						
10. Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government.								
Legal dimensions of health care and public health (PH) policy	I	C	I		I			
Ethical dimensions of health care and PH policy	I	C	I	I	I	C		I
Economical dimensions of health care and PH policy	I	C		I		C		
Regulatory dimensions of health care and PH policy	I	C						
Govt Agency Roles in health care and PH policy	I	C	C		I			
11. Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.								
Technical writing	I				C	I		
Professional writing	I	I	C				C	C
Use of Mass Media	I	C	C				C	C
Use of Electronic Technology	C	I			I	C	C	C

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

All syllabi are found in ERF under "Core course syllabi -B1".

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

All examples are found in ERF under "B1 Domain examples".

In the summer of 2019, we modified our senior exit survey to ask students how comfortable they felt with the public health domain criteria set by CEPH. Here is a response summary of items selected from Fall 2019-Spring 2021 (n=78).

Question wording; The following are guidelines for accreditation for Public Health Sciences. Please rate (1-5) your understanding of each domain: (1 = unaware of the concept; 2 = heard of concept, 3 = can explain the concept, 4= can use the concept, 5 = demonstrate/teach the concept)

CEPH Domain	2	3	4	5
Concepts and applications of basic statistics	0	13	36	29
Foundations of biological and life sciences and the concepts of health and disease	1	3	18	55
History and philosophy of public health as well as its core values, concepts, and functions across the globe and in society	2	7	22	47
Basic concepts, methods, tools of public health data collection, use & analysis why evidence-based approaches are an essential part of public health practice	2	5	28	42
Concepts of population health, the basic processes, approaches & interventions that identify & address the major health-related needs; concerns of populations	0	7	26	45
The underlying science of human health & disease, including opportunities for promoting, protecting health across the life course	0	5	18	55
Socioeconomic, behavioral, biological, environmental & other factors that impact human health and contribute to health disparities	0	2	13	63
Fundamental concepts, features of project implementation, including planning, assessment & evaluation	2	14	34	28
Fundamental characteristics, organizational structures of the US health system as well as the differences between systems in other countries	3	20	25	30
Basic concepts of legal, ethical, economic, regulatory dimensions of health care, public health policy, the roles, influences, responsibilities of the different agencies & branches of government	6	24	18	30
Basic concepts of public health-specific communication, including technical, professional writing, the use of mass media, electronic technology	4	14	23	36

B2. Competencies

Students must demonstrate the following foundational competencies:

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

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

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

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

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

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

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

Health Promotion and Education Concentration
1. Use survey data to improve health communication materials.
2. Advocate community health needs using various resources based on outcome data
3. Develop a plan for the implementation of a health education/promotion program.

Health Services Administration Concentration
1. Analyze economic issues in health and healthcare including the production of health and healthcare, demand for medical care, externalities in health, and health insurance.
2. Demonstrates analytical skills in operation management
3. Effectively use Excel to calculate present values, discounted cash flows, internal rate of return, return on investment, payback period, liquidity ratios, solvency ratios, and profitability ratios.

Pre-professional Health Studies Concentration
1. Special Populations Domain - Effectively evaluate health problems and healthcare challenges specific to a special population.
2. Research and Skills Domain - Demonstrate proficiency of a skill that is essential in a health care program or setting through an experiential learning experience.
3. Population Health Domain - Appraise the direct and indirect impacts of a personal and/or public action(s) on a global health issue.
4. Health Systems Domain - Articulates comprehension of the economic, financial, and ethical aspects of public health and healthcare policy

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

Competency	Course Measured	Assessment Tool
1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences.	Oral communication	HLTH 2400 – Presentation (Five-minute presentation to peers on literature review.)
	Written communication	HLTH 2400–Paper (11-13 page error-free literature review.)
	Communicate with diverse audiences	HLTH 2030–Class Presentation (A group PowerPoint presentation on the overview of a global health care system) HLTH 2980 - Presentation (Students work individually or in a group to prepare a health presentation with a visual of a PowerPoint/ informational flyer)
	Communicate through a variety of media	HLTH 2020 – Final video (Group project to develop a five-minute public health video that incorporates prevention, prevalence, and advocacy for the general public)
2. Locate, use, evaluate, and synthesize public health information	Locate Information	HLTH 2020 – Final Video (In the group video, students must locate current information from reliable sources and cite in APA format) HLTH 3800- Descriptive Epidemiologic Report (Identify information in Epi report) HLTH 2030 – Infographic (Determine reliable content to create an infographic on healthcare setting or type of insurance)
	Use information	HLTH 3800 Article Critique (Review and evaluate information on how researchers contributed to understanding an issue.)
	Evaluate information	HLTH 4900 - Article Critique (Assess the credibility of popular claims about health sciences and then explain why that claim is credible or wrong. HLTH 4190 – Health Literacy (Completion of Health Literacy modules/test) HLTH 4200 - Public Health Determinants essays (A reflective summary of how one's internship experience addressed social determinants, organizational behavior, and professional applications)
	Synthesize information	HLTH 3800 - Descriptive Epidemiologic Report (The use of a publicly available data source to provide some descriptive statistics for a chronic disease)

Health Promotion and Education Concentration – Students in this major must take all three courses below in addition to all core courses.

1. Use survey data to improve health communication materials.	HLTH 3030 - Public Health Communication	Survey Project – Create, administer, and analyze survey data to determine the most appropriate health communication message for a target audience.
2. Advocate community health needs using various resources based on outcome data	HLTH 4800 - Community Health Promotion	Advocacy Project - Select an advocacy strategy based on the level of controversy for the specific issue and the best communication channel for advocacy target; craft the advocacy message; and conduct the advocacy activity.
3. Develop a plan for the implementation of a health education/promotion program.	HLTH 3400 - Health Promo Program Planning	MAP-IT Project - Using the MAP-IT format, a step by step planning approach will be used to create and deliver a public health program

Health Services Administration Concentration - Students in this major must take all three courses below in addition to all core courses.

1. Analyze economic issues in health and healthcare, including the production of health and healthcare, demand for medical care, externalities in health, and health insurance.	HLTH 3610 – Introduction to Health Care Economics	Exam questions focus on analyses and calculation of demand and supply of healthcare services, cost concepts and their application, and trade-offs of government interventions in the market.
2. Demonstrates analytical skills in operation management	HLTH 4750 - Principles of Health Care Operations Mgmt and Research	Exams: questions related to decision making in hospital operations will be given to students to solve during the two exams
3. Effectively use Excel to calculate present values, discounted cash flows, internal rate of return, return on investment, payback period, liquidity ratios, solvency ratios, and profitability ratios.	HLTH 4790 - Financial Management and Budgeting for Health Service Organizations	Exam questions focus on various dimensions of financial management and budgeting issues, covering both conceptual framework and practical application.

Pre-professional Health Studies Concentration – During 2018-2020 school year, students could select one course from each domain. Students still needed four courses for the 2020-2021 school year, but could select two courses from one domain and the other two from two other different domains. This adjustment was made due to student feedback on wanting more options for courses in any given semester. Not every domain class is taught every semester, "CEPH Assessment Worksheet" in ERF identifies when each course was offered over the past three years.

Special Populations Domain Effectively evaluate health problems and healthcare challenges specific to a special population.	HLTH 3100 - Women's Health Issues	Case Study Discussion Leaders- For a women's health case study, each student will compare current research and then discuss the topic results for the class. (not taught in past three years but is offered in Fall 2021)
	HLTH 3200 - Health Maintenance for Men	Chapter Infographic - Students will create an infographic that summarizes their analysis of why men delay in seeking healthcare and its contribution to men's health issues.

	HLTH 4100 - Maternal and Child Health	Case study: Working in teams, students will select a topic from the course schedule and a corresponding case in the Global Case Studies text to present to the class
	HLTH 4150 - PH issues in Obesity and Eating Disorders	Chapter Infographic - Students will create an infographic that summarizes their analysis of a factor and its contribution to weight issues and suggestions for combating its effects.
	HLTH 4300 - Health Promotion of the Aged	Life Reminiscence Interview – students will interview an elder and synthesize the information on the challenges that a person faced/faces. (not taught in the last three years)

Research and Skills Domain Demonstrate proficiency of a skill that is essential in a health care program or setting through an experiential learning experience.	HLTH 3050 Body Response to Health Behaviors	Case study - Creation of a group project involving a disease case study requiring an evidence-based behavior change recommendation
	HLTH 3980 Health Appraisal Skills	American Heart Association Basic Life Support (BLS) Adult and Infant one and two-rescuer skills tests
	HLTH 4020 Principles of Health Fitness	Fitness assessment skills demonstration/practical exam is administered by the instructor: body composition assessment, cardiorespiratory endurance assessment, musculoskeletal assessment.
	HLTH 4600 Health Info Systems	To use PubMed systematically as a research tool to look for health-related literature by completing a specific topic search and demonstrating skill by completing a quiz
	HLTH 4850 Introduction to GIS for Public Health	Final Project - Students must choose a public health question to answer that spatial analysis techniques can be used to tackle. Students design their GIS analysis and must find and prep their data, prepare a workflow chart for the analysis, and create a story map that communicates their results to a general audience
	HLTH 4970- Creative Inquiries (Greene, Goree)	Final Presentation Q&A - During the question and answer portion of student's final presentations, students will have to answer questions posed to them by peers, guests, and the course instructor
	HLTH 4970- Creative Inquiries (Kemper)	All students are required to satisfactorily complete "Box 1" Deliverables (attend meetings, complete training, complete certifications) and "Selected" semester deliverables (e.g. teach 8 lessons, write research abstract, create research poster, collect data, write a manuscript draft, revise family guide). Students work in teams and final "Select" deliverables reflect team accomplishments.
	HLTH 4990 Independent study (Cummings)	The students will develop and deliver three lessons for BIOL 2221 students: one on histology, one on the bones of the appendicular skeleton, and one on muscles.
	HLTH 4990 Independent study (Dye)	Design and implement a research study that addresses a current health care issue.
	HLTH 4990 Independent study (Kemper)	The student will develop and execute a "Functional Movement" lesson for the HLTH 4021 lab students.

Population Health Domain Appraise the direct and indirect impacts of a personal and/or public action(s) on a global health issue	HLTH 3150 - Social Epidemiology	Comparative Book Review – A book review that commentary/critique on how the book illustrates ways in which human health is shaped by one or more of the topics discussed in class
	HLTH 4310 - Public & Environmental Health	Special Topics Review Paper - An analysis of specific strategies, policies, and actions that are being done to deal with a current environmental health issue.
	HLTH 4700 - Global Health	Summary Paper: A paper written on an assigned country on direct and indirect impacts of designated policy. (Spring 2019 topic - Coronavirus)
	HLTH 4980 - Population Health	Pop Health Analysis Paper – An analysis that provides informed advice to a client that relates a population health approach to a specific health issue or problem, includes a recommended course of action/inaction, and is framed by the client's powers and values.

Health Systems Domain Articulates comprehension of the economic, financial, and ethical aspects of public health and healthcare policy	HLTH 3610 – Introduction to HC Economics	Exam questions focus on analyses and calculation of demand and supply of healthcare services, cost concepts and their application, and trade-offs of government interventions in the market.
	HLTH 4790 - Financial Mgmt & Budgeting for Hlth Service Org.	Exam questions focus on various dimensions of financial management and budgeting issues, covering both conceptual framework and practical application.
	HLTH 4780 - Health Policy, Ethics, and Law	Health Policy Analysis Paper – An analysis that provides informed advice to a client that relates to a public policy decision, includes a recommended course of action/inaction, and is framed by the client's powers and values.

4. Include the most recent syllabus from each course listed in Template B2-1, or written guidelines such as handbook, for any required elements listed in Template B2-1 that do not have a syllabus.

All examples are found in EFR under "Syllabi".

B3. Cross-Cutting Concepts and Experiences

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

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

	Manner in which the curriculum and co-curricular experiences expose students to the concepts
1. Advocacy for protection and promotion of the public's health at all levels of society	HLTH 2020 - A final video project is geared to advocate for health behavior change for a designated topic. HLTH 2980 - Students use storytelling methods to advocate for behavioral health changes on topics of their desire. HLTH 4800 - Students work in groups to create and conduct an effective advocacy strategy related to an important public health issue. Students first conduct background research on a specific issue, the populations affected, and the appropriate decision-makers to engage in the advocacy. After selecting an appropriate strategy, communication channel, and crafting an advocacy message(s), students conduct the advocacy activity.
2. Community dynamics	HLTH 2030 - A chapter is dedicated to vulnerable populations and how the community dynamics hinder/help with access to health services. HLTH 3400 - Several assignments (relationship building, health goals, planning strategies, and sharing stories) examine components of building public health projects while considering the community dynamics for the project. HLTH 3800 - Students complete a descriptive epidemiologic assignment where students work in groups to research various health statistics. HLTH 4980 - Students complete a term paper that requires the inclusion of community collaboration in the solution to a population health issue or problem.
3. Critical thinking and creativity	HLTH 2020 - This course has been certified as part of the University as a critical thinking course HLTH 3800 - Students practice critical thinking and creativity by designing epidemiological study based on proposed research questions and resources, in which they need to not only memorize the study designs they learned from the class, but also critically compare the advantages and disadvantages of each type of study, identify the most appropriate study type in the specific settings, and be creative to solve real-world study design problems HLTH 3200 – The class project is to create a digital book that encourages males when and why they should seek healthcare advice earlier. HLTH 4150 - The class project was to create a digital book. It is called An Ecological Approach to Obesity and Eating Disorders (https://btugman.pressbooks.com/). HLTH 4020 - Students evaluate health history and functional assessment data and apply guidelines to create a health/fitness plan for their client.
4. Cultural contexts in which public health professionals work	HLTH 4970 CI - Students review a Diabetes Prevention in Hispanic Community program and write a reflection paper on applying it to our class project. HLTH 2400 - The last third of the course focuses on issues like race/ethnicity, poverty, and social deprivation and how these relate to health. HLTH 4200 - Several internship opportunities are in a variety of settings to allow students to see a variety of populations

5. Ethical decision making as related to self and society	HLTH 2020 - Students identify situations related to the APHA Public Health Code of Ethics. HLTH 2030 - Students complete a series of quizzes, discussions, and debates based on the material from Applied Law and Ethics for Health Professionals by Stanford and Connor. HLTH 4800 - Students work in groups to create a video introducing a community ethics dilemma and provide a reasoned resolution using the STAR Decision-Making Model. Student upload videos to YouTube and submit as an entry to the Rutland Institute of Ethics Video Case Competition.
6. Independent work and a personal work ethic	HLTH 2400 - Each week, students are required to participate in a Discussion Board where they ask the instructor questions and clarification about the topic(s) of the week. Students also work independently to complete a literature review and presentation on the same topic. HLTH 4020 - students complete midterm and year-end peer evaluation in which they reflect on their contributions to the group project and identify their strengths and weaknesses professionally. All courses have some component of individual work and require a positive work ethic to receive scores that reflect that ethic.
7. Networking	HLTH 2400 - Students create a social networking web of their connections and describe the connections and their level of support. HLTH 3030 - The course has developed relationships across campus and in three counties to provide opportunities for real-life communication project opportunities. HLTH 4200 - Each internship allows students to work with professionals in the field and build relationships HLTH 4400 - Students were required to identify a healthcare professional of interest to them and set up an interview to learn about their job. Students were required to develop their interview guides, make contact to set up an appointment, conduct the interview, write it up, and present a written paper and PowerPoint presentation.
8. Organizational dynamics	HLTH 2030 - Students create infographics to explain the dynamics of health care components (i.e. hospitals, hospice, Medicare, Medicaid, etc.). HLTH 4200 - As part of the Public Health Determinants Essays, student reflect on the structure, role, or function that they believe is crucial to the services (availability, quality, cost-effectiveness, etc.) provided at their internship site and discuss how that structure, role or function is facilitated by, (or impeded by) things like organizational culture, organizational functioning, policy or law.
9. Professionalism	HLTH 3980 - Student complete certification for AHA Basic Life Support. HLTH 4150/3200 - Students learned about writing at an appropriate audience level and the use of copyright material to publish a digital book. HLTH 4190 - The entire course deals with professionalism from interviewing skills, writing a cover letter and resume developing their portfolio and also networking (informational interviewing assignment), business attire, etc. HLTH 4200 - Students are evaluated by preceptors on many professional qualities
10. Research methods	HLTH 2020- Students critique a PH related original research study for its major components (purpose, methods, results, strengths/weaknesses/biases, and implications for public health practice). HLTH 4600 - Students will be taught about how to use PubMed systematically. HLTH 4900 - Students read descriptions of studies to identify the type of research designs that were used. This course covers research foundations, research designs, data analysis, and cost-effectiveness analysis.

11. Systems thinking	HLTH 2030 - Students compare several components of the health care system of a designated country to the US healthcare systems during a group project. HLTH 3800 - Students do a class descriptive epidemiology research activity, in which the students identify one national public health data source and understand the specific data collection and data utilization. In this process, students practice system thinking to understand why the government or other organizations were interested in funding this data collection, how the participants were sampled and data were collected nationwide, what kind of research questions can be answered from this data source, and how policy could be modified based on the research results. HLTH 4310 - The entire first unit of the course addresses the systems approach used to generate environmental risk protection policies (reviews, epidemiology, toxicology, exposure assessment, risk assessment, and risk management principles). The first exam is the assignment that captures the students' understanding of the interplay of these concepts.
12. Teamwork and leadership	HLTH 2020 - Students collaborate in groups to produce a digital communication video that educates the public on a current public health threat, the components and functioning of the PH system, and recommendations for improving PH functioning. HLTH 2980 - The teaching methodology of team-based learning is used throughout the whole semester (Tugman). HLTH 4700 - Students participate in a book club that includes weekly readings, small group discussions, and correlation to the current textbook lectures/discussions. Students rotate leadership in creating the discussion questions and leading the group discussion. HLTH 3800 students do two group projects: class descriptive epidemiology research activity and article critique. Each member has a leadership role in the projects and works together to search for information, write a report, and do presentations.

B4. Cumulative and Experiential Activities

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

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

	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.
HLTH 2400 - Health Determinants	Students complete a comprehensive literature review. The paper teaches the ways to conduct research on a topic, improve citations, and analyze the behavior of interest. The science librarian comes to class at the beginning of each semester to teach them how to use databases in addition to other resources Clemson has. Students also participate in a poverty simulation that Kathleen Meyers puts on through United Way.
HLTH 3030 - Health Communication	Worked with students through class projects to analyze data from NCI and PRIZM provided to Upstate Susan G. Komen to develop communication plans for upstate counties; various communication plans and materials for organizations on campus, including the student health center through student projects.
HLTH 3200 - Men's Health/HLTH 4150 - Obesity and Eating Disorders	Students create a digital book using the platform, PressBooks. Each book follows a student's determined theme and is published through Open Education Resources (OER) funding. Each student contributes by writing a chapter, editing duties, and creating summary infographics. Here is an example: https://btugman.pressbooks.com/
HLTH 3800 - Epidemiology - Article Critique Synopsis	A key objective of HLTH 3800 is to learn how to appraise the value of original health research to help interpret the worth of emerging information. In the article critique synopsis for which a peer-reviewed journal is provided, students apply the knowledge of epidemiological study design they learned from the class to discern the "basics" of the published study and evaluate whether the conclusions are valid and whether the researchers contributed something important to the understanding of the selected topic.
HLTH 3980 - Professional Certifications	Certifications obtained in this course include American Heart Association Basic Life Support for Healthcare Professionals, American Heart Association Heartsaver First Aid, American Heart Association Bloodborne Pathogen training, John Hopkins's contact tracing, Hemocue, "Stop the Bleed" training, and Cholestech LDX system. Students also tour the Joseph F. Sullivan Center and work with this facility to complete a comprehensive health risk appraisal that the health educator helps the students interpret. As the final exam, the students bring in a client and perform most of the skills they have learned in class and interpret those results for the client. Some limitation of hand-on training was adapted for COVID compliance.

HLTH 4020/4021 (Applied Principals of Health Fitness and Lab, 4 credits) class (3 credits) and lab (1 credit)	Students engage in a three hours per week lab including hands-on experiences learning and executing anthropometric assessments, functional and postural assessments, cardiovascular endurance assessments, and psycho-behavioral assessments of adults. They work with a real client recruited from the university community, conduct assessments of the client, and develop a health promotion plan for the client. The class also prepares students to take the American Council on Exercise Personal Trainer Certification if they choose to do so. We have worked with about 135 clients since launching the client project
HLTH 4190/HLTH 4200 - Professional Seminar/Internship Preparation	The internship experience is individually developed with each student to meet his/her objectives but must be approved by the Faculty Internship Coordinator and agency preceptor. Steps in this process include (1) Each student is assigned a qualified internship site based on instructor/student approval. (2) The student contacts and interviews for a position with that agency. (3) The student develops specific professional and personal goals and objectives for the internship. (4) The student satisfactorily completes 180 internship hours. (5) The student successfully provides all documents as per requirements and (6) the student prepares a professional electronic portfolio. The department holds an annual continuing education breakfast for its preceptors to familiarize them with any changes in the curriculum or internship expectations. The expectations of preceptors are substantial and include: 1) To interview students for possible placement and approve the student's goals and objectives related to completing the internship. 2) To notify the University and the student of the agency's willingness to accept the intern for the specified time period. 3) To assign a qualified staff member to supervise the student during his/her internship. 4) To provide appropriate physical arrangements for the student, such as office or desk, use of telephone, computer, etc. 5) To provide the agency staff with an orientation prior to the arrival of the student and inform the staff members of their roles in assisting in the education of the student. 6) To provide orientation for the intern to the agency staff, policies, operations, and clientele. 7) To allow time for the student to meet with the Internship Coordinator during visitation, if applicable. 8) To provide opportunities for the student to assume increasing responsibilities, from a general orientation to working with other personnel within specific units of the agency program. 9) To assist the student (within limitations of education and experience) in developing and implementing a special project to be completed during the internship. This assignment could be something the agency would like to have completed but has not yet found the time to do. It should be something of interest to both the student and the agency. The Internship Coordinator must approve the project. 10) To complete the mid-term and final performance evaluations (form to be provided by the student).
HLTH 4200 - Capstone writing "Health Determinants" Project	Fifteen percent of the Internship grade is based on a writing project that represents a capstone assessment of the student's ability to (1) relate the internship experience to broad Social Determinants of Health, (2) Demonstrate an understanding of Organizational Behavior and Governance in the context of their internship site and (3) develop a concentration-specific reflection on their internship experience. This third essay differentiates students in the Health Promotion and Behavior, Health Services Administration, and Pre-professional tracks. The instructions for this assignment and the grading rubric are on the HLTH 4200 (Internship) syllabus.

HLTH 4400 Managing Health Services Organizations - Project	Students are asked to identify a health professional leader of interest to them and interview this person to learn about their career path and experience doing their job. For the interview, students are asked to develop an interview guide, reach out to the health professional to set up the interview, and interview them in person. They are required to cover some key concepts such as the career path that led the health professional to their current position, and their experience with leadership, communication, teamwork, motivation. etc.
HLTH 4600 – Health Information Systems	Electronic health records (EHR), health information exchange (HIE), and disease management and registries (DMDR) are three main topics in HLTH 4600 in the early stage of the course. Public Health Informatics is the last topic in the course. The paper intends to let the students utilize the previous topics and apply them in public health contexts to achieve several purposes: 1) for students to better understand public health informatics; 2) how EHR, HIE, and DMDR can be applied in the public health context; 3) to use PubMed and Google Scholar, both of which were taught in the course, to look for literature systematically; 4) to synthesize the ideas and organize them in the form of a research paper. The specific requirements were added below the table.
4850 Introduction to GIS for Public Health	Students in this class helped develop a GIS-based Covid-19 tracing system. This collaborative project brings together students of Architecture and GIS from Clemson University and a multidisciplinary cohort from the Medical University of South Carolina to develop tools for identifying areas of highest demand for COVID-19 testing as well as appropriate locations for drive-thru or walk-up COVID-19 testing sites in different areas throughout South Carolina.
HLTH 4950/4960 - Honors Projects/Theses	Students work in a collaborative role with a research faculty mentor to initiate and complete an independent research experience. Activities include but are not limited to the development of a comprehensive literature review, research hypothesis, and research design as well as the collection and analysis of data. Students will present their research findings to departmental faculty, student peers, and the broader public health research community.
HLTH 4970 - Aspire to be Well/Alcohol and Drugs CI	Students will develop a well-being topic of choice to expand and research. Students will work in groups to complete research and create an electronic poster. They will present it to the class first for feedback and then share it with campus and community partners.
HLTH 4990 - Independent Study (Kathleen Cartmell) - Research Paper/Independent Study	Doing a study in India that utilizes community health workers to deliver palliative care for poor rural cancer patients. The student worked with Dr. Cartmell to help analyze the data from the feasibility trial and write a manuscript to describe the outcomes from the feasibility trial. Met each week, and the student had an opportunity to learn step by step the process of analyzing data from a feasibility trial and writing a research paper. The student will be a co-author on the paper, which will help build her resume for her medical school application.

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

The primary venue for the application of cumulative experience within the major and completion of a field exposure experience is through HLTH 4190 Internship Preparation Seminar and HLTH 4200 Health Internship. The internship experience permits students to apply their accumulated knowledge in real world settings. Students are matched with Internship Preceptors who are typically applied practitioners within a range of public health activities. A complete description of the internship is presented above in the matrix.

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

    Information on assignments are found in syllabi for each course. These can be found under the "Core course syllabi" or "Syllabi" folder "B Files" in ERF. Internship information can be found in B File "Pre-Internship Handbook" in ERF.

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

    All examples are located in ERF under B files - B4 Student Examples.

C1. Summary Data on Student Competency Attainment

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

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

Competencies for B2 were developed starting in Spring 2020. The reason for the delay in instituting the 2018 SBP new competency guidelines was due to faculty turnover. The person who was in charge when the 2018 guidelines were published was in his final year before retiring. The competencies were discussed during the 2018-19 department retreat, but no plans were finalized. The Chair was not able to replace the CEPH point person until summer 2019. The competencies were drafted in Summer 2019 and finalized through faculty meetings and Curriculum Committee during Fall 2019. Starting in Spring 2020, all competencies were put on syllabi and measured.

John Cooper (CBSHS Assessment Director), Becky Tugman (CEPH Leader), and Amelia Clinkscales (Undergraduate Director) held two workshops for faculty to assist in writing and identifying targets for competencies. A general target of a minimum of B work for 80% of the section was recommended by the CEPH accreditation team, however, each faculty member sets his/her target. Professors were asked to put competency information on syllabi and send a copy of target to Becky Tugman for CEPH and University assessment purposes. At the end of the semester, Becky sends an email to each professor asking for the results. All results are recorded in the "CEPH Assessment Worksheet" and "Program Competencies," and a copy is sent to the Undergraduate Director and Chair. Becky mentions at the next faculty meeting the results (which all targets have been constantly met). Before beginning the semester, a reminder email goes out to each professor to make sure competency or target has not changed and for information to be placed on the upcoming semester's syllabi. If faculty have concerns about competencies, they reach out to the Undergraduate Director or CEPH leader. Any significant changes to a competency must go through the Curriculum Committee.

Most competencies are based on existing assessment tools, so a few courses had measurements from Fall 2018-Fall 2019 and are recorded in the file called "CEPH Assessment Worksheet" in section C of ERF. All courses met target measurements for Spring 2020 through Spring 2021 except where hands-on assessments were canceled/modified due to the cancellation of in-person learning due to Covid-19 restrictions on social interaction. Faculty discuss their results and ideas for improvement (usually via email) with Becky Tugman, Assessment Coordinator for the department every semester.

The department offers a range of courses that fall outside the core required curriculum and permit flexibility in offering elective courses within the major. These courses are not offered every year but are scheduled on a rotating basis depending on the need and faculty availability to teach sections of each course. Specific and special topic courses permit the timely treatment of emerging public health issues. For example, in the summer of 2020, a special topics course on the emerging Covid-19 pandemic was offered as an elective for students in the major. Some courses were not taught (i.e. HLTH 3100) between 2018 and 2020 and thus will not have data for the competency created.

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

The process of gathering this documentation is discussed in the above section (C1.1). "CEPH Assessment Worksheet", "Program Competencies", and "Meeting minutes" are in section 'C1' of *ERF* to show results and discussion of competencies. Professors are encouraged to place competency and rubric on their syllabi

(found in ERF Section B 'syllabi). The Health Service Administration concentration professors have provided additional examples of their competencies in C1 of *ERF*.

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

Development and adoption of competencies over time:
Prior to the application for CEPH re-accreditation, course competencies were expressed as course outcomes and objectives in the syllabi attached to each course within the curriculum. The course creation and approval process at Clemson requires review for each course at the departmental, college, and university levels. Part of this process involves the presentation of a rationale for the course and a listing of the stated course objectives. In preparing the preliminary CEPH application, the list of CEPH competencies was used to identify and match each course in the undergraduate curriculum to the stated CEPH competencies, and matrices were created that identified those courses that would satisfy the objectives of each competency.

Adaptation of prior course objectives and rationales to match CEPH concentration competencies:
CEPH concentration competencies were created based on existing course content and course objectives that were determined by the Curriculum Committee. Many of the courses in the curriculum had been developed over the years, periodically reviewed during zero-based curriculum reviews, and updated and modified to reflect pedagogical and content developments in the field of Public Health. The Curriculum Committee, Undergraduate Director, and CEPH Committee brainstormed and approved competencies that matched course objectives and then had professors tie a key assessment to the concentration competency. In most cases, only minor revisions were needed to adapt each course to meet CEPH requirements.

Specific improvements and changes in the curriculum in response to CEPH competencies:
Modification of course syllabi: Most courses within the curriculum are now directly tied to specific competencies or public health domains (section B2). Each instructor has modified their syllabus to highlight CEPH requirements. Annual syllabi review is done by Undergraduate Director to see that all requirements for syllabi are met or gives feedback for improvement.

Documentation of student achievement: In most courses, there are specific expectations for student performance on designated assignments related to CEPH requirements. Instructors share this information with the CEPH assessment team to record results. These evaluations allow the instructor to reflect on results and modify or change grading rubrics and course content if the stated outcomes goal is not met or if one component of the assignment needs to be adjusted to increase student learning. Minor modifications are documented in the CEPH Assessment Worksheet.

Graduate and alumni feedback on preparation within each competency area: Senior Exit Surveys and Alumni surveys have been used to identify specific areas that students feel were not addressed completely or were missing from the curriculum. This information was forwarded to the departmental Curriculum Committee, the Undergraduate Director, and Chair for review. As a result of this feedback, course content has been adjusted to more thoroughly cover content areas identified as requiring expansion or amplification.

C2. Graduation Rates

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

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

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

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

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

	Cohort of Students	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
2014-15	# Students entered	98						
	# Students withdrew, dropped, etc.	9						
	# Students graduated	0						
	Cumulative graduation rate	0%						
2015-16	# Students entered	89	76					
	# Students withdrew, dropped, etc.	7	5					
	# Students graduated	0	0					
	Cumulative graduation rate	0%	0%					
2016-17	# Students continuing at beginning of this school year	82	71	85				
	# Students withdrew, dropped, etc.	0	6	13				
	# Students graduated	2	0	0				
	Cumulative graduation rate	2%	0%	0%				
2017-18	# Students continuing at beginning of this school year	85*	65	72	100			
	# Students withdrew, dropped, etc.	8	0	0	9			
	# Students graduated	69	4	0	0			
	Cumulative graduation rate	72%	5%	0%	0%			
2018-19	# Students continuing at beginning of this school year	8	68*	75*	91	96		

	# Students withdrew, dropped, etc.	5	5	0	0	15		
	# Students graduated	3	56	3	0	0		
	Cumulative graduation rate	73%	79%	4%	0	0%		
2019-20	# Students continuing at beginning of this school year	0	7	75	97*	81	110	
	# Students withdrew, dropped, etc.	0	6	6	0	0	3	
	# Students graduated	0	1	59	6	0	0	
	Cumulative graduation rate	73%	80%	73%	6%	0%	0%	
2020-21	# Students continuing at beginning of this school year	0	0	6	91	86*	107	104
	# Students withdrew, dropped, etc. # Students graduated Cumulative graduation rate	Official data unavailable due to calendar year includes August graduates and the University will not have those numbers calculated until middle/late September							

*Note: Students often temporarily withdraw to participate in study abroad programs, internships, or personal reasons and rejoin as full-time students after one or two semesters. This is why you see this number increase from sophomore to junior year or junior to senior year.

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

Dr. Ronnie Chrestman, Office of Institutional Research, compiles the data for the Department of Public Health Science. The University calculates these numbers and officially reports them every November. The 2014-15 cohort was analyzed for six years, with the endpoint being the August 2020 graduation ceremony. Ronnie's file is under the C section of ERF.

Each cohort consists of full-time first-year students who entered the University for the fall term in Health Science and remained during the spring term. The cohort also contains students that began in a major other than Health Science in the fall and changed to Health Science in the Spring. Transfer students and change of major students are only accepted in the Spring semester and typically during one's first year. The CEPH guidelines state to start counting students at 75 credits; however, since students are only accepted into the major in their first or second year, it was easier to track them from the point of declaring PHS as their major. We met the 70% requirement necessary.

The University Office of Institutional Research also created this chart to show each cohort's retention and graduation rates even if they did not graduate from our department. Students who left our major have been known to go to Food and Nutrition, Psychology, Parks/Recreation, or Language and International Health majors but remain at Clemson to complete their degree.

Table 1. Students that Entered in Health Science then Returned and Graduated From Clemson University in any Discipline													
Academic Year	Students	Returning Students		Graduates				Retention		Graduation Rates			
		Return Yr2	Return Yr3	Grad 3	Grad 4	Grad 5	Grad 6	Year 2	Year 3	3 Years	4 Years	5 Years	6 Years
2013-14	116	115	112	6	97	110	111	99.1%	96.6%	5.2%	83.6%	94.8%	95.7%
2014-15	98	96	94	3	84	92	92	99.0%	96.9%	3.1%	86.6%	94.8%	94.8%
2015-16	76	75	76	4	68	75		98.7%	100.0%	5.3%	89.5%	98.7%	

2016-17	85	84	82	3	74		98.8%	96.5%	3.5%	87.1%
2017-18	100	100	100	6			100.0%	100.0%	6.0%	
2018-19	96	91	88				94.8%	91.2%		
2019-20	110	107					97.3%			

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

   Not Applicable

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

   Not Applicable

4. If data do not indicate that 70% or more of students graduate within the maximum time to allowable time AND this shortfall is not solely attributable to concerns with data collection methods, evidence that the program's response rates are comparable to similar baccalaureate programs in the same institution.

   Not Applicable

5. If data do not indicate that 70% or more students graduate within the maximum time allowable time AND this shortfall is not solely attributable to concerns with data collection methods, a detailed analysis of factors contributing to the reduced rate and a specific plan for improvement that is based on analysis.

   Not Applicable

C3. Post-Graduation Outcomes

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

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

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

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

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

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

Destination of Graduates by Employment Type	Job Placement/Further Education Rate by Graduating Class		
Note: Each year is measured after August graduation	**Year 1 (2018)**	**Year 2 (2019)**	**Year 3 (2020)**
Employed	43	38	26
Continuing education/training (not employed)	56	54	40
Actively seeking employment	0	0	12
Not seeking employment	1	0	4
Unknown	0	10	7
Total	100	102	89

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

Examples of employment and further education Dec 2019 & May and Fall 2020 graduates pursued.

TYPES OF EMPLOYMENT GRADUATES PURSUE	TYPES OF FURTHER EDUCATION GRADUATES PURSUE
• Clemson University, Graduate Research Assistant for College of Behavioral, Social and Health Sciences	• Doctor of Physical Therapy, Augusta University
• SC DHEC, Program Coordinator	• Physician's Assistant, Chatham University

• Northwell Health, Associate of Finance and Operations	• PhD, Applied Health Research and Evaluation, Clemson University
• Human Resources, Clemson University	• Emory - Doctor of Physical Therapy
• CNA, Annapolis Pediatrics	• Medical Science Program, Anesthesiology, Emory University School of Medicine
• Medical Scribe, Cross Creek Internal Medicine	• Occupational Therapy, Lenoir-Rhyne University
• Cardiac Sonographer, Spartanburg Regional Healthcare	• Master of Health Administration, MUSC
• Emergency Medical Technician, Lancaster County, SC Government	• Physical Therapy, MUSC
• GE Healthcare Healthcheck Specialist	• College of Medicine, MUSC
• Robotic Surgery Specialist, CrossLink Life Sciences	• Dental School, Rutgers School of Dental Medicine
• Student Coordinator, Clemson University Athletic Academic Service Center	• Master of Science in Occupational Therapy, University of Illinois at Chicago
• Medical Assistant, Sandhills Pediatrics	• Doctor of Physical Therapy, University of Tennessee Health Science Center
• Scribe, Scribe America Cancer Institute	• Northwestern Feinburg School of Medicine; DPT and MPH dual degree program
• Echocardiographer, Prisma Health	• Osteopathy, VCOM
• Associate Financial Services Professional, Charles Schwab	• Accelerated Nursing Program, Clemson University
• Sales Representative, Supernus Pharmaceuticals, Inc.	• University of Florida- Family, Youth, and Community Science MS Online Program
• Revenue Cycle Management Synergy Spine & Surgery Center	• Speech-Language Pathology, Boston University

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

Senior exit surveys are administered by the departmental assessment committee immediately prior to graduation for the Spring, Summer, and Fall semesters. All graduating seniors receive a link to an online survey requesting feedback on a variety of outcome measures. Surveys conducted for 2016-2017, 2017-2018, and 2018-2019 contained the questions "Have you accepted a job position?" and "Have you been accepted to graduate school?".

Alumni Surveys were sent out in 2017, 2018, and 2020 to solicit alumni feedback on the degree program and request specific questions regarding further graduate education and employment after graduation.

Faculty follow-up with graduating seniors: Faculty are asked at the end of each semester to solicit information from their senior advisees who are graduating at the end of that semester about their future plans after graduation from Clemson. This information is entered into an alumni database to augment information solicited via Senior Exit Surveys to ensure a more complete recording of the placement of graduating seniors in graduate education or employment.

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

Low response rates on Senior Exit Surveys and Alumni Surveys: At present there are limitations to the degree to which the Department of Public Health Sciences can compel student participation in these surveys. Follow-up e-mails requesting completion of the surveys are sent out twice after the initial distribution of the surveys as well as reminders on social media. Faculty with graduating seniors enrolled in their classes are asked at the end of the semester to solicit feedback from each graduating senior about their career plans after graduation. This information is then incorporated into the Alumni Database.

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

Faculty follow-up with graduating seniors: To augment the data collected via the Senior Exit Surveys and to follow up with students who did not complete a Senior Exit Survey, faculty are asked at the end of each semester to solicit information from their senior advisees who are graduating at the end of that semester about their future plans after graduation from Clemson. This information is entered into an alumni database to augment information solicited via Senior Exit Surveys to ensure a more complete recording of the placement of graduating seniors in graduate education or employment.

6. If data do not indicate that 80% or more of graduates from the public health major secure employment or enroll in additional education within one year of graduation AND this shortfall is not solely attributable to concerns with data collection methods, evidence that the program's rates are comparable to a similar baccalaureate program in the same institution.

Based on the percentage calculated by the annual report, the post-graduation rates were met. However, we did have a higher than normal number of 2020 graduates who have had a harder time finding employment due to restrictions associated with COVID.

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

Not applicable

C4. Stakeholder Feedback

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

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

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

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

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

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

Senior exit surveys are administered by the departmental assessment committee immediately prior to graduation for the Spring, Summer, and Fall semesters. All graduating seniors receive a link to an online survey requesting feedback on a variety of outcome measures. Surveys were conducted for 2016-2017, 2017-2018, and 2018-2019, and 2019-2020.

Alumni Surveys were sent out in 2017, 2018, and 2020 to solicit alumni feedback on the degree program and request specific recommendations for ways to improve the baccalaureate program. These alumni surveys were reviewed to identify comments relevant to the value and usefulness of the degree received and alumni recommendations regarding changes that could improve the major in Public Health Sciences.

Alumni Focus Groups: In February and March of 2021, the Department of Public Health Sciences conducted a series of focus groups with recently graduated alumni to obtain feedback on the alignment of the curriculum with workforce needs, the degree of preparation of graduates for the workforce, and alumni perceptions of readiness and preparation for the workforce and/or further education. Each focus group was moderated by the department Chair and attended by members of the assessment committee. Each focus group lasted approximately one hour.

Results of the Alumni Focus Groups: Several recurring themes emerged from the focus group sessions.

Value of the internship: Alumni participants felt that above all, the internship experience and other "hands-on" experiences within the major were of the greatest value in preparing them for future employment or graduate study. The internship preparation course, HLTH 4190, was valued for encouraging professionalism and prompting students to develop and polish their personal resumes before applying for employment or graduate school. The development of the personal portfolio was identified as valuable experience in organizing and presenting personal skills and accomplishments for prospective employers.

Accessibility of faculty: Strengths of the program included small classes, opportunities to get to know the professors, one-on-one mentoring, and advising by faculty. The faculty were described as personable, well-organized in their presentation of course materials, and genuinely caring about their students.

The value of specific courses: Alumni identified a number of courses that were particularly valuable in preparing them for employment or graduate study. Among these courses were Health Appraisal Skills, Epidemiology, Health Economics, Determinants of Health Behavior, and Health Care Finance. Alumni also

valued the Creative Inquiry courses, particularly the hands-on research experiences provided by these courses. Experience in conducting research and the use of outcomes data was of particular value in clinical and public health settings. Alumni also mentioned the importance of specific elective classes within their area of personal interest as factors in shaping their plans for further study and career choices.

Preparation for medical school and graduate school: Focus group participants felt very well prepared for medical school and graduate study. Alumni felt that the public health sciences major made them much better prepared for medical school than their classmates who had majored in the biological sciences because the public health major had given them a much broader and more grounded view of health and illness. Alumni felt very well prepared in understanding the basic theories of public health, population health, medical terminology, the use of data in shaping health programs, and their ability to plan, implement and evaluate public health and patient treatment programs.

Possible additions to the content of the major: Focus group participants suggested that the major cover the range of health professions and health industry opportunities for employment earlier in the major. Some participants identified a need for a more nuanced presentation of medical school requirements. They also reported that they did not feel prepared for the burden of debt imposed by graduate school and that they would have benefitted from basic knowledge on the business dimensions of health practice. Some participants suggested that the research courses occur earlier in the major than the senior year.

Emerging trends to consider in the content of the major: Participants noted the trend toward outcomes-based health care practice and the use of online evaluation sites as factors in reimbursement. They suggested that we address these trends in course content. They also noted an increasing emphasis being placed on research skills and the ability to work with and understand data. Current population trends leading to an aging population will mean interacting with patients and health program participants at later stages of life.

Preceptor Surveys: Surveys were conducted among Internship Preceptors in the fall of 2020.

Results of the Preceptor Survey: Preceptors perceived interns from the Department of Public Health Sciences as stronger or much stronger than interns from other colleges or universities. A majority of the respondents perceived the department's internship program as stronger or much stronger than programs at other universities. All of the respondents reported that they would be equally, likely, or very likely to take interns from the department's program over those from other universities. Open ended comments indicated that the preceptors perceived student interns from the department as being very well prepared and as having great potential as public health professionals. One preceptor noted that a number of our student interns placed with them eventually became health administration employees within their organization.

Annual Preceptor Breakfast and Feedback Session: Internship preceptors are invited to attend an annual preceptor breakfast each year at the end of the academic year. These breakfast meetings are designed to solicit feedback from preceptors on the internship program results and solicit any suggestions for the improvement of the internship experience.

Annual Preceptor Breakfast: Due to the Covid-19 pandemic, the preceptor breakfasts for the 2019-2020 and 2020-2021 academic years were canceled.

Preceptor feedback forms: Each internship preceptor is asked to submit a feedback form on the success of the student internship for each student under supervision.

Graduate Program Coordinator E-mail solicitation of feedback: The Evaluation Committee sends e-mail requests for information on the quality of departmental graduates enrolled in graduate programs at those institutions accepting large numbers of graduates from the Public Health Sciences major.

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

   The alumni, exit, and preceptor survey and focus group highlights are in Dropbox file C4 in addition to agenda of the preceptor breakfast.

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

Senior Exit Surveys and Alumni Surveys:
The Senior Exit Surveys and Alumni Surveys results were reviewed and summarized in the form of a matrix that listed the specific student comments regarding improvement of the major and the curriculum that would make the major more effective in preparing graduates for graduate school or employment after graduation. Specific questions about curriculum content, course sequencing, and gaps in the current content offerings were included within the matrix and this matrix was distributed to the faculty, the Undergraduate Director, the Chair of the Curriculum Committee, the Department Chair, CBSHS Advisor, and members of the Program Improvement Committee.

HLTH 2600: In response to both senior exit surveys and alumni surveys, the departmental Curriculum Committee reviewed the enrollment burden in HLTH 2600 Medical Terminology to determine peak demands for this course and availability during the academic year in response to student complaints of not being able to take this course due to demand exceeding capacity. The Curriculum Committee recognized that many non-majors from other health-related majors such as Pre-Med, Biology, Veterinary Science, and Psychology were requesting enrollment in this course. The Curriculum Committee is reviewing enrollment patterns and is considering expanding the number of course sections offered for this course in the regular academic year and during the summer sessions.

Domain course availability: Student feedback indicated that it was difficult to get all of the domain requirements for preprofessional students. The departmental goal is to offer at least two courses from each of the four domains each semester. This was implemented in Fall 2020. The curriculum was changed for incoming students beginning in the fall of 2020 to need 12 credits from three of the four domains rather than 12 credits from four domains. Domain courses also began to be offered in the summer session. This change will permit students more flexibility should some domain courses close out early or if course sequencing affects the availability of specific domain courses in a given semester.

Request for more faculty with applied experience in the field of health administration: There was a request for more Health Administrative faculty from the field. A healthcare administrator, Sarah Floyd, was hired as an instructor in the fall of 2020. She is currently teaching HLTH 2030 Overview of Healthcare Systems.

Complaints about advising availability and effectiveness: There were concerns with advising. The Undergraduate Director hosted a faculty advising information session and Q & A with Kristin Goodenow Director of Advising in CBSHS during fall 2020 and spring 2021. These advising information sessions may be offered each semester or yearly, depending on the need for these training sessions.

Annual Preceptor Breakfast and Feedback Session
In 2017, the Preceptor Internship Evaluation Form changed to reflect preceptors' comments that they wanted the midterm document (without point total) to be the same as the final preceptor evaluation. After this change was made, the mid-term and final evaluation forms were more consistent. Preceptors also wanted the point totals to be more incremental.

Preceptor Feedback Forms
Internship guidelines documents were updated and modified to require essays concerning the ability of students to see core public health determinants at a variety of internship sites. These changes were made in response to feedback from Preceptor internship evaluation forms.

Graduate Program Coordinator E-mail solicitation of feedback:
The Evaluation Committee sends e-mail requests for information on the quality of departmental graduates enrolled in graduate programs at those institutions accepting large numbers of graduates from the Public Health Sciences major. We received one response from the Medical University of South Carolina.

The response from MUSC is presented below:

"We have a lot of students from Clemson come to the MHA program. The Public Health Sciences students are well prepared for a graduate degree. They perform well academically and come in with a good understanding of the health care system. It is also very helpful that many of them have done internships, worked in teams, and have a good understanding of what health administrators do daily. Please let me know if you need any more information from me."
Jami Jones, Ph.D., M.H.A., Professor and MHA Division Director and Chair, Department of Healthcare Leadership and Management, Medical University of South Carolina

Feedback from a major internship placement site:

The following quote is approved for use in the CEPH package by Dr. Blackstone…
"The Clemson health science interns are fantastic … I have hired nearly all of them that have worked with me in the past."
Marcus E. Blackstone, MD, Chief Clinical Officer, Bon Secours St. Francis Health System

D1. Designated Leader

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

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

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

Designated Leader	FTE effort to the program	Graduate degree	Degree Institution	Relevant professional experience	FTE definition^
Ron Gimbel	0.5	Ph.D. Public Administration and Policy (Health Policy)	SUNY Albany	See D1.2, D1.3, and criterion 3.2 for details	Each faculty member is responsible for teaching 12 credit hours to equal 1 Full-Time Equivalent (FTE) per semester. Administrative and/or research duties can offset classroom time.
Sarah F. Griffin	0.5	Health Promotion, Education, and Behavior	U. of SC Arnold School of Public Health		

Leadership Transition: At the April 28, 2021 faculty meeting of the Department of Public Health Sciences, Dr. Leslie Hossfeld, Dean of the College of Behavioral Social and Health Sciences announced that Dr. Ron Gimbel would be stepping down as the Chair to assume new duties as the Director of Clemson Rural Health. The Dean then asked the faculty of the department to select an interim chair from among the Full Professors on the faculty to serve for one year. A nationwide search is planned for the 2021-2022 academic year for a new chair for the department. The faculty Nominating Committee met and proposed Dr. Sarah Griffin as the interim chair for the coming academic year. Dr. Griffin assumed the duties of the interim chair on July 1, 2021. Dr. Griffin also will serve as the primary departmental representative during the CEPH site visit planned for the fall of 2021.

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

Dr. Sarah Griffin – Interim Chair, July 2021 – present
Sarah F. Griffin, MPH, PhD is a Professor and the Interim Department Chair in the Department of Public Health Sciences in the College of Behavioral, Social, and Health Sciences at Clemson University. She received her MPH and PhD from the Arnold School of Public Health at the University of South Carolina. Dr. Griffin has over 30 years of experience in public health, as a practitioner in non-profit, government, and clinical settings and in research and teaching in academic settings. She began her post MPH career at the South Carolina Department of Health and Environmental Control where she served as the Outreach Coordinator for the South Carolina Migrant Farmworker Health program. This experience fueled Dr. Griffin's interest in work that strives to eliminate health disparities. Once Dr. Griffin completed her PhD she served for four years in the Prevention Research Center at the Arnold School of Public Health before coming to Clemson University. Through that experience she began honing her teaching and program evaluation skills. She led evaluation teams for national, regional, and local research projects. Dr. Griffin's research focuses on assessing implementation and effectiveness for health improvement programs in community, school, and clinical settings. Her research primarily addresses dissemination, implementation, and effectiveness of evidence-based approaches for prevention and treatment of obesity and other chronic diseases. Currently she is the lead evaluator for a 5-year Greenville Health Authority sponsored School-Based Health initiative addressing obesity and trauma in Greenville County schools. She is also the Principal Investigator for a Centers for Disease Control and Prevention 5-year High Obesity Prevention (HOP) initiative in SC focused on effects of efforts to increase healthy food access and walkability. Dr. Griffin has served in several leadership roles while at Clemson. She was selected as a Provost Leadership scholar in 2015 and a Faculty Fellow with Prisma Health in 2016. In addition to serving on numerous committees, she served on Clemson University faculty senate as the lead senator for her college from 2009 – 2015 and on the board for the American Academy of Health Behavior as the Chair for the Professional Development and Mentorship Committee from 2019 through 2022. She was also the graduate director for the department of public health sciences from 2019-2021. Dr. Griffin's experience in public health practice, managing teams, teaching, and research provide an excellent background to serve as the interim chair for Clemson University Public Health Sciences.

Dr. Ronald Gimbel – 2014-2021
Dr. Ronald Gimbel has served as Chair of the Department of Public Health Sciences since arriving at Clemson University in August 2014. He leads and has supported multiple research studies relating directly to public health concepts and their application and has served as the original designated leader for Clemson's CEPH-accredited BS in Health Sciences degree program since accreditation. Since 2014, Dr. Gimbel's public-health-oriented research, sponsored activity, and rural health outreach efforts have escalated dramatically.

COVID-19 examples:
- **SC Safer Together App dissemination & implementation study** at Clemson University (Gimbel-Clemson PI, Lenert – Medical University of South Carolina PI): Dr. Gimbel and Dr. Lenert are co-leading a joint Clemson-MUSC research study on the Google-Apple COVID-19 Exposure App that has been implemented across the university (students and employees). The study was requested by both University Presidents and results are being delivered to state legislators considering broad state-wide implementation. Both fall 2020 and spring 2021 results have been delivered to the legislators.

- **Clemson mobile COVID-19 testing and vaccination team:** Dr. Gimbel serves as the PI on the funded project with MUSC to deliver at-risk community testing and vaccine administration throughout rural SC. The team is comprised of seven full-time medical professionals, a mobile health van (and tents), and is

a partnership with the Cooperative Extension Service. The project has created opportunities for BS Health Science students.

- **Clemson's "return to work" and employee/contractor COVID-19 surveillance program:** Dr. Gimbel oversees the return to work and ongoing quarantine and isolation process for Clemson employees and primary contractor organizations.

Other related examples:
- Dr. Gimbel was the senior author on a study that explored factors related to a lung cancer screening program. See: Rennert, L.M., Zhang, L., Lumsden, B., Harwood, K., Tyler, L., Ashby, M., Hanna, J.W., **Gimbel, R.W.** "Factors influencing lung cancer screening completion following participation in shared decision-making: A retrospective study in a U.S. academic health system." *Cancer Treatment and Research Communication,* 2020; 24:100198. https://doi.org/10.1016/j.ctarc.2020.100198. He currently co-leads a MUSC-Clemson-DHEC working group for developing a state-wide strategy to enhance lung cancer screening to reduce disparities and mortality. The study and manuscript included three undergraduate health science students.

- Dr. Gimbel served as PI on a large extramurally-funded project aimed at improving patient activation of type-2 diabetes patients in self-management of their care using technology. The below manuscript was recently published on key findings; see: **Gimbel, R.W**., Rennert, L.M., Crawford III, P.F., Little, J.R., Truong, K., Williams, J.E., Griffin, S.F., Shi, L., Chen, L., Zhang, L., Moss, J.B., Marshall, R.C., Edwards, K.W., Crawford, K.J., Hing, M., Schmeltz, A., Lumsden, B., Ashby, M., Haas, E. & Palazzo, K. "Enhancing patient activation and self-management activities in patients with type 2 diabetes using the U.S. Department of Defense mobile health care environment: A feasibility study," *Journal of Medical Internet Research*, 2020; 22(5):e17968. doi:10.2196/17968. The study and manuscript included three undergraduate health science students.

- Dr. Gimbel served as PI and senior author on an RCT conducted at Greenville Health System and Emory University to understand and influence the medical imaging ordering behavior of emergency room physicians. The ultimate goal was to help reduce the ordering of unnecessary medical imaging, resulting in unnecessary patient exposure to radiation and patient out-of-pocket cost when the evidence did not support it. See: **Gimbel RW**, Pirrallo RG, Lowe SC, Wright DW, Zhang L, Woo MJ, Fontelo P, Liu F, & Connor Z. "Effect of clinical decision rules, patient cost and malpractice information on clinician brain CT image ordering: a randomized controlled trial," *BMC Medical Informatics and Decision Making*. 2018 Mar 12;18(1):20. doi: 10.1186/s12911-018-0602-1.

- Dr. Gimbel in mentoring a BS Health Science student, co-authored a review study on environmental factors and pediatric asthma; see: Pollock, J., Shi, L. & **Gimbel, R.W.** "Outdoor environment and pediatric asthma: An update on the evidence from North America," *Canadian Respiratory Journal,* 2017*; Article ID 8921917, 16.*

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

Coordination of responsibilities with Director, Undergraduate Programs:
To assist the department chair with the leadership of the undergraduate Health Science program, Amelia Clinkscales, MPH, MCHES, serves as the Director, Undergraduate Studies for the department. In that role, Ms. Clinkscales is a full-time equivalent dedicated to the undergraduate Health Sciences degree program. She meets weekly and/or biweekly with the department chair and coordinates all things related to the undergraduate program. She also meets weekly with Dr. Sarah Griffin, Director of Graduate programs. Together they ensure seamless operations for the Department of Public Health Sciences.

Supervision of faculty and staff:
The department chair is responsible for the supervision and annual evaluation of all faculty and staff. The chair reviews the faculty member's performance at the beginning of each academic year (August), provides supervision/oversight throughout the year, and formally evaluates each faculty in the summer

(following the academic year). When university funds are available, the Chair applies the faculty-developed merit pay matrix to determine where merit/performances increases are warranted. The determination of bonus vs. raise is made at the university level. The performance evaluation process is not delegated, but rather performed by the department Chair.

Coordination of evaluation/assessment:
Dr. Gimbel selected and appointed Lecturer Becky Tugman, MS, to serve as the assessment coordinator for the department. In this role, she assists in collecting program-level and department-level data, collaborates with the Assessment Director for the College, Dr. John Cooper. Collectively Ms. Tugman and Dr. Cooper collect, monitor, and report data relevant to the BS in Health Sciences program and the department more generally.

Public Health relevancy essays (of internship program):
As undergraduate students complete their formal internship in health sciences, all are required to author a three-part public health relevancy essay (varies by concentration). As department chair Dr. Gimbel grades each of the essays as a measurement of how the students are learning and applying their understanding of key public health competencies and frameworks.

Administrative duties:
As outlined in the updated department bylaws, currently under review, the Chair of the Faculty shall be the department chair of PHS. By university policy, this individual concurrently serves as the department head. The department chair has numerous administrative responsibilities to include:

1.1   Preside at meetings of PHS faculty or designate a substitute department chair from the voting membership of PHS faculty.

1.2   Appoint a recorder to prepare minutes of PHS meetings and distribute minutes to all members.

1.3   Oversee the collection and filing, in the department chair's office, of minutes of faculty meetings and other committee minutes and annual reports of all committees.

1.4   Distribute minutes of meetings to all voting and non-voting members of the faculty excluding emeritus faculty.

1.5   Distribute a written roster of the voting membership of the faculty at least once yearly and more often as necessary.

1.6   Circulate the agenda at least five working days prior to the meeting.

1.7   Call special meetings as needed.

1.8   Ensure the implementation of departmental policies and procedures involving peer evaluations;

1.9   Recommend faculty appointment, reappointment, tenure, promotion, termination, and dismissal;

1.10   Negotiate employment and term with prospective faculty and staff;

1.11   Ensure departmental bylaws are followed;

1.12   Monitor departmental implementation of Affirmative Action and other compliance policies and procedures;

1.13   Annually evaluate each member of the department's faculty (administrative, regular and special) and participate in the evaluation of staff; develop budgets in concert with school directors and college deans and allocate such funds for instructional and other purposes;

1.14   Hear informal faculty grievances and cooperate in formal grievance procedures;

1.15   Oversee the department's program of instruction, including curriculum, scheduling, faculty workload, faculty advising, and departmental research and public service. The department

chair will consider research buy-out, outreach, service, and other criteria when determining faculty workload;

1.16   Where warranted, investigate or oversee the investigation into student complaints of faculty or staff toward a resolution of the issue(s);

1.17   Monitor student evaluations of instruction, courses, and programs, work with faculty to develop and implement plans to improve program effectiveness;

1.18   Provide leadership in student recruitment, student advising, and student placement;

1.19   Coordinate and oversee summer school programs and freshman/transfer and sabbatical leave;

1.20   Make recommendations concerning applications for professional travel and sabbatical leave;

1.21   Arrange meetings of the departmental faculty; meet with the departmental advisory committee and appropriate constituent and advisory groups for the discipline;

1.22   Oversee programmatic accreditation and ad hoc departmental committees; and

1.23   Other duties as assigned by the school director and/or the dean of the college or established in University policy, or in collegiate bylaws, school or departmental bylaws.

D2. Faculty Resources

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

    a. In addition to the designated leader, the program is supported by AT LEAST an additional 2.0 FTE of qualified faculty effort each semester, trimester, quarter, etc.

    b. The program's student-faculty ratios (SFR) are sufficient to ensure appropriate instruction, assessment, and advising. The program's SFR are comparable to the SFR of other baccalaureate degree programs in the institution with similar degree objectives and methods of instruction.

    c. The mix of full-time and part-time faculty is sufficient to accomplish the mission and to achieve expected student outcomes. The program relies primarily on faculty who are full-time institution employees.

      1) A list of all faculty providing program instruction or educational supervision for the last two years in the format of Template D2-1. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

Name*	Title/Academic rank^	Full /part-time	FTE
Brooke Brittain**	Instructor / Program manager for PH Nutrition Outreach	Full time	0.125
Patricia Carbajales-Dale	Adjunct Faculty	Part time	0.125
Debra M. Charles	Adjunct Faculty	Part time	0.25
Amelia Clinkscales	Senior Lecturer, Undergraduate Programs Director	Full time	1
John Cummings	Lecturer, Biology	Part time	0.2
Kathleen Cartmell	Associate Professor	Full time	0.25
Karen Edwards	Instructor / PH Research Coordinator	Full time	0.5
Deborah A. Falta	Senior Lecturer	Full time	1
Sarah Floyd**	Clinical Assistant Professor	Full time	0.25
Ronald W. Gimbel	Dept. Chair, Special Assistant to the Provost	Full time	0.5
Sarah F. Griffin	Interim Chair, Professor	Full time	0.5
Chloe Greene**	Adjunct Faculty	Part time	0.2
Jennifer Goree**	Adjunct Faculty	Part time	0.2
Xia Jing	Associate Professor	Full time	.25
Karyn Jones*	Associate Professor	Full time	.25
Marvina Jones**	Instructor / Program manager, Rural Health and Community Devel	Full time	0.125
Corey A. Kalbaugh***	Assistant Professor	Full time	0
Karen A. Kemper	Associate Professor	Full time	0.5
Jeffrey (Kip) Kingree	Professor	Full time	0.75
John Long	Senior Lecturer	Full time	1
Kathleen M. Meyer	Senior Lecturer	Full time	1
Tanya Staton	Lecturer	Full time	1
Lu Shi	Associate Professor	Full time	0.5

Hugh D. Spitler	Emeritus professor	Part time	0.25
Khoa D. Truong	Associate Professor	Full time	0.25
Becky Tugman	Lecturer	Full time	1
Micky Ward	Lecturer	Full time	1
Ralph S. Welsh	Senior Lecturer	Full time	1
Joel E. Williams	Associate Professor	Full time	0.25
Lu Zhang	Assistant Professor	Full time	0.375

* Faculty member that is no longer with the department but taught in last five years
** Clemson full-time staff position but teaches on course as adjunct
*** Graduate Faculty but does independent study with some undergraduate students.

2) CVs for all individuals listed in Template D2-1.
All faculty CV's are located under folder "faculty CVs" in Dropbox

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

The faculty handbook defines workload as "Teaching and research assignments, service to the department, school, college, and the University, and other professional activities" (Faculty Handbook, p. 71). Generally, a 1.0 FTE is considered to have a combination of teaching up to four classes per semester or administrative equivalent (e.g., administrative responsibilities related to the program may substitute for 2 classes). An administrative equivalent is determined by the Chair and can include advising students, conducting research, department service, etc. Part-time faculty members are calculated at 0.125 FTE per three-credit class. Any independent study course instructor that had less than five students per year was not calculated into FTE.

http://www.clemson.edu/provost/documents/faculty-manual.pdf

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

TEMPLATE D2-2

Semester	SBP SFR	Explanation of the data and method used	SBP Average Class Size	Explanation of the data and method used
Semester 1: Fall 2019	381/19.3 = 19.7	Clemson University has an SFR of 16:1. They determine this by the number of full-time faculty plus 1/3 part-time faculty to the number of students. In table D-2 we have 18 full-time and 4 part-time faculty members for '19-20 and 20 full-time and 4 part-time faculty members for '20-21.	22.4	The Office for Institutional Research uses the formula need for US News and Report Standards. They provide all statistical information for the University. The file called "HLTH & PRTM average class size" contains the calculations.
Semester 2: Spring 2020	378/19.3 = 19.5		22.6	
Semester 3: Fall 2020	381/20.3 = 18.8		23.1	
Semester 4: Spring 2021	391/20.3 =19.3		23.1	

Comparable Program Identification and Explanation	
Comparable Baccalaureate Program in the institution	**Narrative explanation of the choice of the comparable program. Include degree objectives and methods of instruction as well as a rationale for the choice.**
Parks, Recreation, and Tourism Management (PTRM)	The PRTM department is nationally recognized. Its undergraduate degree, like ours, is a Bachelor of Science degree with a professional focus and multiple concentrations, which makes it more appropriate than a Bachelor of Arts or business degree as a comparable program. The degree program prepares students for a variety of careers in public and private leisure services and to continue for graduate and professional training. Since PRTM is in CBSHS, both programs follow guidelines set by the College.

Semester	PRTM SFR	PRTM Avg. Class Size
Semester 1: Fall 2019	385/ 23 = 16.7	19.6
Semester 2: Spring 2020	376/ 24.3 = 15.5	22.7
Semester 3: Fall 2020	385/ 26.3 = 14.6	18.7
Semester 4: Spring 2021	341/ 26.3 = 13.0	21.1

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

Semester	HLTH Avg. Advising Load	Explanation of the data and method used	Comparable Program	PRTM Avg Advising Load	Narrative explanation of the choice of the comparable program
Fall 2019	188 12	The first number is SBP per professional advisor. The second number of students divided by the 16 undergraduate faculty advisors.	Parks, Recreation and Tourism – a CBSHS program that adheres to the same college policies and philosophy. They have 27 faculty advisors	158 8	CBSHS has a college advising office that oversees course advising and assigns faculty upper-class students. Since both departments follow the same protocol, it makes comparisons similar.
Spring 2020	216 10			99 10	
Fall 2020	208 11.5			177 7	
Spring 2021	222 13.9			120 4	

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

Advising loads:

Advising load is determined by the CBSHS Advising Center and reflects the number of enrolled students in each academic year. The advising center assigns one advisor per 300 students enrolled in the major per guidelines from the NACADA. Faculty advisors are assigned approximately 15-20 advisees each academic year. Advising load is adjusted for each faculty advisor as students graduate out of the major and new students are admitted as freshmen.

Course sequencing and course size:

Course sequencing and the size of each course section are adjusted based on enrollment data for each class level (Freshman, Sophomore, Junior, or Senior), with lower-level introductory classes typically designed to accommodate more students than upper-level content courses.

Course sizes tend to get smaller for upper-level courses, ranging from 20-30 students per section.

In the past, the number of sections of key core courses, such as Epidemiology, featured larger sections based on demand for the course and the availability of instructors for those classes. As the size of the faculty has expanded, course sizes have become smaller as more instructors become available to teach more sections of courses in high demand while a wider range of subject matter courses has been offered with smaller enrollments.

Enrollment by concentration area also drives class size, class availability, and course sequencing. In heavily favored concentration areas, such as Pre-Professional Health, courses within required domains are offered in the fall or spring semester based on the curriculum map for the concentration. Courses are offered in response to enrollment pressure and the placement of courses within the curriculum.

Teaching Assistants:

Graduate teaching assistants are assigned based on enrollment burden per course and the nature of assignments required for undergraduates enrolled in each course. Those courses with a heavy grading burden (those requiring portfolios, large group projects, major written assignments, etc.) and large enrollments typically are assigned a Graduate Teaching Assistant to assist the professor in conducting the course.

D3. Student Enrollment

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

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

Semester	Student headcount	Student FTE	Narrative explanation of the specific method and source of student enrollment data
Semester 1: Fall 2019	381	380	
Semester 2: Spring 2020	378	359	Office of Advising can run a report to determine any PHS student who is not a full-time student. This number is often higher in the spring as many seniors only need minimal credits to graduate. Copies of these reports are called HLTH SCI Part-time.
Semester 3: Fall 2020	392	389	
Semester 4: Spring 2021	391	376	

E1. Doctoral Training

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

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

Full-time PHS employees
Amelia Clinkscales has an MPH, specifically Health Promotion, Education and Behavior, a BA in Psychology, and has earned MCHES certification. She was a Health Educator for a hospital for two years, corporate wellness coordinator in two completely different settings (white collar and blue collar) for over three years, has a group exercise certification, and regularly teaches fitness classes. She has taught a range of core content courses within the undergraduate major. She serves as the Undergraduate Director for the department.

Karen Edwards, M.S. has worked in hospitals for over ten years educating the community and employees regarding preventative health. Her education in health and exercise science helped her to develop a curriculum to teach non-clinical staff (administration, admissions, medical records, coding, IT specialists, human resources, etc.) basic medical terminology that they could use on a day-to-day basis in their hospital setting. Her professional certification with the American College of Sports Medicine helped to expand her teaching skills in health and the human body. She has taught 20 sections of HLTH 2600 – Medical Terminology and Communication in the last three years, a course that is now required for most health-related graduate school programs.

Marvina Jones, MHA, MPH is the Rural Health and Community Development Program Manager for the department. She earned master's degrees in Health Administration and Public Health with an emphasis in policy and leadership. Marvina is also a nine-year Air Force veteran with experience in health care administration, specifically: insurance billing, patient data integrity, medical supply chain management, and served as the chief financial officer during her final active duty assignment in South Korea. She continues to develop professionally through ACHE and APHA memberships. Overall, Marvina will use her education and interprofessional experience in the classroom to show HLTH 2020 students how public health research is translated to systems and clinic-level practice.

Kathleen Meyer, M.Ed. is a Senior Lecturer and serves as the Internship Coordinator. In addition to coordinating and supervising 100 plus interns each year, she also instructs the Pre-Internship Seminar course and teaches HLTH 3980 (Health Appraisal Skills). She has served in this role for over eighteen years and has been recognized for outstanding teaching and advising by the University. She has received specialized training in digital portfolio development as well as served on many different committees at the University.

Tanya Staton, MPH, MT(ASCP), CIC, has served as a PHS Lecturer for three years and was an adjunct instructor at Tri-County Technical College for five years. She has clinical time in hematology, chemistry, microbiology, blood bank, and her certification as a medical technologist.   Staton's experience as an infection preventionist and certification in infection control and epidemiology allows our students to see the importance of preventing nosocomial infections and how communicable diseases still have an impact globally. She works as a consultant in infection prevention, and the Certification Board of Infection Control and Epidemiology recognized her as a "COVID-19 Hero" due to her work during the pandemic. In addition to her extensive clinical experience, we value Staton's 14 years of experience in working with health administration.

Becky Tugman, MS, CHES, has been teaching undergraduate health courses for over fifteen years. She has created 22 different course preps in school health education, public health education, athletic training, biology, and general education. She shares her expertise in areas of general public health initiatives and disease prevention/personal wellness. She is currently enrolled in Clemson's Engineering and Science Education Ph.D. program as well as serves as the department assessment and CEPH coordinator.

Micky Ward, MHRD, has been working in higher education for 29 years as an advisor, Study Abroad liaison, and instructor. She is the coordinator for Language and International Health (LIH) internships. LIH is a partnership with Languages in the College of Arts, Architecture and Humanities, and Public Health Science in the College of Behavioral, Social, and Health Sciences. The coordinator of internships requires traveling abroad to work with doctors, nurses, and hospital and clinic administration to arrange for appropriate and meaningful internships. This has allowed for firsthand observations of the different health systems around the world. She also served as faculty supervisor with the Biology department for medical mission trips to Costa Rica and Panama, leading student groups to work with refugee camps and impoverished communities.

Ralph Welsh, M.S. is a Senior Lecturer in the department. Ralph received his Master's in Exercise Science from the Arnold School of Public Health and has completed all coursework and exams for his Ph.D. from the Arnold School. He has approximately 25 years of experience in higher education in addition to published several peer-reviewed articles, a review article, a book chapter, and over 35 conference presentation/abstracts. Ralph is certified as a critical thinking teaching scholar, has been invited to speak at several teaching-related teaching conferences/workshops, and won an international competition for his flipped classroom teaching pedagogy methods

Part-time employees

Patricia Carbajales-Dale, M.S. has over 10 years of experience teaching Geographic Information Systems. Before coming to Clemson, Patricia was the main GIS Lecturer at Stanford University, where she also established and ran the Stanford University Geospatial Center. At Clemson, Patricia is currently the Executive Director of the Clemson Center for Geospatial Technologies, the co-Director of the Sustainability Program in Pamplona, Spain, and the Interim Director of the Clemson Data Visualization Lab.

Deb Charles, M.A., is the Executive Director of Customer Support in Clemson's IT organization and has been an adjunct for 13 years. She has developed relationships with individuals in communications offices at the CDC, SC DHEC, and other organizations involved in public health communication to provide richer content and context in the course while staying still connected to APHA and other health-related and communication organizations. She works with the university library to increase the holdings of appropriate books, journals, and other documents related to public health communication. Since 2003, she has owned a grant writing business with over 85% success and shares that expertise and experience with students.

E2. Faculty Experience in Areas of Teaching

Name*	Graduate degree(s) earned	Institution(s) from which degree(s) were earned	Disciplines in which degrees were earned	Relevant professional experience outside of academia	Credentials	Courses taught
Brooke Brittain**	M.S.	Florida State U	Human Nutrition	Supplemental Nutrition Assistance Program- Ed (SNAP-Ed) Program Coord	R.D., CHES, CLC	HLTH 2980
Patricia Carbajales-Dale	M.S.	U. of Redlands (CA)	Geographic Information Systems (GIS)	Education Facilitator, Adv Cyberinfrastructure Research		HLTH 4850, 4851
Debra M. Charles	M.A.	Clemson U	Professional Communications	Exec Director - Customer Support & Learning Tech, Clemson		HLTH 3030, 4990
Amelia Clinkscales	M.P.H.	U of South Carolina, Arnold School of PH	Health Promotion, Education and Behav.	Lecturer, Furman U.	MCHES	HLTH 2400; 2980; 4980
John Cummings	M.S.	Bowling Green Univ.	Biology			HLTH 4970
Kathleen Cartmell	Ph.D., M.P.H.	MUSC, Emory U Rollins School of PH	Health and Rehab Sciences, Intl Health & Epi	SC Adolescent Immunization Task Force 2019 Leadership Award		HLTH 4400; 4950; 4960; 4990
Karen Edwards	M.S.	Furman U	Exercise Science	Research Coordinator, Clemson		HLTH 2600
Deborah A. Falta	M.P.H. , Ph.D.	Cal Berkley, Clemson U	Envr Risk Assessment, Envr Epi & Biostatistics	Risk Assessment Consultant, Falta Envr LLC		HLTH 3800, 4180, 4310, 4990
Sarah Floyd**	M.P.H. , Ph.D.	U. of Florida U. of Georgia	Health Services Research Epidemiology	Research Assist Prof, Dept of Health Services, U of SC		HLTH 2030
Ronald W. Gimbel	Ph.D.	SUNY Albany	Public Admin and Policy	Interim Chair, Biomedical informatics & Director – Dept of Defense (DOD), Patient Safety & Quality Academic Collaborative, Uniformed Services University, VA		HLTH 4600
Sarah F. Griffin	Ph.D. MPH	U. of South Carolina, Arnold School of Public Health	Health Promotion and Education	PI for OnTrack, Greenville Health System (GHS) School-Based Health Center , PI on CDC rural health extension		HLTH 2020, 2400, 3400, 4500, 4800,
Chloe Greene**	M.Ed.	Clemson U	Student Affairs	Clemson Healthy Campus health educator		HLTH 4200, 4970

Jennifer Goree**	M.Ed.	Clemson U	Clinical Counseling	Clemson Healthy Campus health educator		HLTH 4970
Xia Jing	Ph.D., M.D.	China Medical University U. of Salford, England	MD, Medical Library and Information Sciences Ph.D. Health Informatics	American Medical Informatics reviewer		HLTH 4600
Karyn Jones*	Ph.D.,	U. of Georgia	Mass Communication/ Health Promotion & Behavior			HLTH 4990, 4110, 4100, 3100, 3030, 2400
Marvina Jones**	MHA, MPH	Webster U, West Virginia U (School of PH)	Health Admin, Public Health	Rural Health and Community Development Program Manager		HLTH 2020
Corey A. Kalbaugh***	Ph.D	UNC Chapel Hill	Epidemiology	Junior Faculty Dev Award, UNC Chapel Hill		HLTH 4900
Karen A. Kemper	M.S.P.H. , Ph.D.	U of South Carolina, Arnold School of PH	Health Promotion and Education	Phil & Mary Bradley Award for Mentoring in CI, Clemson (2010), Outstanding Faculty Award, President's Comm on the Status of Women at Clemson (2009)		HLTH 3050, 4020, 4021, 4900, 4970, 4990
Jeffrey (Kip) Kingree	Ph.D.	Georgia State U.	Community Psychology	Reviewer for the Nat Inst on Alcohol Abuse and Alcoholism's Med School Curriculum on the Prev & Treatment of Alcohol Use Disorders		HLTH 2020, 4900,
John Long	Ph.D.	U of Tenn	Health Ed / Public Health	National Society of Collegiate Scholars - Clemson Faculty Advisor	CHES	HLTH 2980, 3400, 3950, 4800, 4950, 4960
Kathleen M. Meyer	M.Ed.	SUNY Cortland	Health Education	School Health Educator, College Award for Excellence in Teaching-2013 College Award for Excellence in Advising-2015		HLTH 3980, 4190, 4200
Tanya Staton	M.P.H., MT (ASCP), CIC	Concordia U., Clemson U	Community Health Ed, Microbiology	Consultant, Infection Control		HLTH 2030, 2400, 2600, 4000

Name	Degree	Institution	Specialization	Experience	Certification	Courses
Lu Shi	M.S., Ph.D.	Syracuse U., Pardee RAND Grad School	Mass Comm, Policy Analysis	Research Scientist UCLA School of PH, Stat Charles R. Drew Univ of Med & Science, Consultant - Amgen, Inc.		HLTH 4400, 4750, 4900
Hugh D. Spitler	M.P.H. , Ph.D.	Rollins School of Public Health, Emory U.	Public Health, Medical Sociology	Post-Doctoral Fellow– Emory U., NRSA Inst. Training Grant, Nat Inst. of Mental Health		HLTH 4000, 4780, 4980,
Khoa D. Truong	M.S., Ph.D.	Williams College, Pardee RAND Graduate School	Develop Economics, Policy Analysis	Visiting Research Fellow, Health Strategy and Policy Institute, & Visiting Faculty, Hanoi School of Public Health (2009)		HLTH 3610, 4790,
Becky Tugman	M.S.	University of Utah	Health Education	Community Outreach Educator, Park Plaza Hospital	CHES	HLTH 2020, 2030, 2980, 3200, 4150
Micky Ward	MHRD	Clemson U, Lander College	Human Resources Develop, Business Admin	2020 Global Engagement Award, Clemson CBSHS		HLTH 4400, 4700,
Ralph S. Welsh	M.S.	U of South Carolina, Arnold School of PH	Exercise Science	Award of Excel for the Use of Video in Higher Ed, Sonic Foundry RMIA (2013)		HLTH 2020, 2030, 2500
Joel E. Williams	M.P.H. Ph.D.	U. of South Carolina, Arnold School of PH	Applied Stat, Health Promot, Educ & Behavior	Postdoctoral Fellow- U of South Carolina, Dept of Psychology	Certif of Grad Study-Applied Stats	HLTH 2400, 3030, 4950, 4960
Lu Zhang	M.P.H. Ph.D.	Louisiana State U., Nan Chang U.	Epidemiology, German	2020 Clemson School of Health Research Faculty Scholar		HLTH 3800

* Faculty member that is no longer with the department but taught in last five years
** Clemson full-time staff position but teaches on course as adjunct
*** Graduate Faculty but does independent study with some undergraduate students.

E3. Informed and Current Faculty

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

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

Faculty name	Area of instruction	Explanation of currency
Amelia Clinkscales	Majors: All Focus: Theory and Health Promotion	-Healthy Eating in Practice Fall 2018 -OTEI General Education Program Retreat 2019 -2020 Coronavirus Disease (COVID-19): Protecting the Public from the Current Outbreak Online Webinar - "A Conversation with Dr. Anthony Fauci and Lessons Learned by Academic Public Health During the COVID-19 Pandemic"
Becky Tugman	Majors: All Focus: Introductory Courses / Disease Prevention	-Clemson PhD student in Engineering and Science Education, -Clemson Faculty Learning Circle Teaching Education member, - Online self-study courses completed through CDC TCEO, - Editor for An Ecological Approach to Obesity and Eating Disorders. - Clemson OTEI teaching conference attendance including General Education Program Retreat 2019
Chloe Greene	Majors: Health Promotion, Preprofessional Focus: Health Education and Prevention	-Pursuing an MBA from Clemson, graduating in December 2020 -Presented NASPA's Certified Peer Educator Training on Clemson's campus in February 2020 -Attended ACPA's Webinar on Understanding Empathy as a Student -Affairs Professional in April 2020
Debra M. Charles	Majors: Health Promotion, Preprofessional Focus: Health Communications	-CDC – face to face health communication workshop attendee, - Completed MOR Associates IT Leaders Program focusing on change leadership,
Deborah Falta	Majors: All Public & Environmental Health, Epidemiology	-Participated in the Critical Thinking Faculty Institution (June - September 2019) to further develop assignments addressing critical thinking in Epidemiology courses. -Revising the third edition of an environmental health textbook for publication by 2021.
Hugh D. Spitler	Majors: All Focus: Health Policy, Epidemiology	C-o-authored a research manuscript: *Healthcare* Title: "JUMPing into Diabetes Control": a Group-setting Self-empowerment Lifestyle Intervention among Diabetes Patients Authors: Sheena Henry, Lu Shi *, Virginia Alexander, Richard O' Neal, Stephen Carey, Hugh Spitler, Deborah Leonard, Gail Chastain, Lauren Hassan, Meenu Jindal *, 2020

Jennifer Goree	Majors: Health Promotion, Preprofessional Focus: Health Education and Prevention	-Presented at the NASPA Strategies Conference in January 2020 on Suicide Prevention -Presented at the AASHE Sustainability Conference in Spokane, Washington in October 2019 on Sustainability Efforts at Clemson University -Attended the On Sustainability Conference in Vancouver, Canada in January 2019, focusing on pedagogies for sustainability to transformative social change
Joel Williams	Majors: All Focus: Health Promotion and Disease Prevention	-Regularly publishes peer-reviewed manuscripts and present at conferences as lead or co-author. -See the list at https://www.clemson.edu/cbshs/faculty-staff/profiles/joel2
John T. Long	Majors: All Focus: Health Promotion and Disease Prevention, Research	-Research for Class (review current health recommendations of federal and state health agencies) -Attended conferences and seminars (e.g. Institute for Healthcare Improvement, Clemson OTEI, and SC DHEC Data Symposium)
Karen Edwards	Majors: All Focus: Medical Terminology, Research	Within the academic year, is planning on obtaining an online teaching certificate and attend an educational conference related to hybrid teaching environments.
Karen Kemper	Majors: All Focus: Exercise and Disease Prevention, Research	-Kemper et al, "Promoting Health Environments in Afterschool Settings: The LiveWell Greenville Afterschool Initiative". Publication Preventing Chronic Disease 2018; 15:180164. -Helsel and Kemper, "Innovative partnership to screen high-risk populations for diabetes risk", Presentation 2019 APHA Annual Meeting, Philadelphia. -Updated HLTH 4020 class materials to comply with the updated 2017 AHA/ACA Blood Pressure Guidelines, the updated 2018 ACSM Pre-Exercise Screening Guidelines, and the updated 2018 Physical Activity Guidelines for Americans.
Kathleen Cartmell	Majors: HSA, Preprofessional Focus: Health Services, Research	-Published academic articles that reported on SC school nurses knowledge, attitudes, and practices related to serving as HPV vaccination champions in the school system, which focuses on how community orgs can help support healthcare; strategies lay patient navigators use to help patients in hospitals/cancer centers to overcome barriers to clinical trial participation, a learning collaborative used to facilitate rapid implementation of comprehensive tobacco cessation services in SC cancer centers. -Presented to the SC school nurses organization on ways that school nurses can facilitate linkages to healthcare systems to increase HPV vaccination. -Attends national conferences each year, such as the Annual APHA conference, NIH//Academy Health Dissemination, and Implementation Science conference, and America Society of Preventive Oncology Conference. - See the list at https://www.clemson.edu/cbshs/faculty-staff/profiles/kcartme

Kathleen Meyer	Majors: All Focus: Internships, First-aid skills	-Attended the National Society for Experiential Education 9/24-26, 2018. -Attended the OTEI Rubrics: How to Build and use them Effectively 1/30/20.
Khoa Truong	Majors: All Focus: Healthcare Economics, Research	-Publishing, peer-reviewed scholarship, presenting at peer-reviewed conferences. -See the list at https://www.clemson.edu/cbshs/faculty-staff/profiles/ktruong
Kip Kingree	Majors: All Focus: Disease Prevention, Research	-Publishing and presenting articles for publication. -Attended professional conferences. -Review and edit articles submitted for potential publications in academic journals. -See the list at https://www.clemson.edu/cbshs/faculty-staff/profiles/kingree
Lu Shi	Majors: All Focus: Healthcare Services, Research	-Publishing, peer-reviewed scholarship, presenting at peer-reviewed conferences. -See the list at https://www.clemson.edu/cbshs/faculty-staff/profiles/lus
Lu Zhang	Majors: All Focus: Epidemiology, Research	Publications: 1. Zhang L, Hsieh M, Petkov V, Yu Q, Chiu YW, Wu X. Trend and survival benefit of Oncotype DX use among female hormone receptor-positive breast cancer patients in 17 SEER registries, 2004-2015. Breast Cancer Research and Treatment 2020. DOI: 10.1007/s10549-020-05557-x 2. Francis EC, Zhang L, Witrick B, Chen L. Health behaviors of American pregnant women: a cross-sectional analysis of NHANES 2007-2014. J Public Health 2019. DOI: 10.1093/pubmed/fdz117 3. Wu J, Mamidi T, Zhang L, Hicks C. Deconvolution of the genomic and epigenomic interaction landscape of triple-negative breast cancer. Cancers 2019,11(11). DOI: 10.3390/cancers11111692
Marvina Jones	Majors: All Focus: Healthcare Administration, Rural Health	-Represents Clemson Rural Health in efforts to collaborate and expand public health services in South Carolina to reduce premature deaths, reduce preventable hospitalizations, and enhance healthy behaviors
Micky Ward	Majors: All Focus: Global Health	-Attended AACU webinar: Quality, Equity, and Inclusion during the COVID Crisis -Clemson OTEI teaching conference including General Education Program Retreat 2019
Patricia Carbajales-Dale	Majors: All Focus: GIS Systems	Patricia is a recognized leader in her field and currently serves in the Board of Directors of the American Association of Geographers, as part of their Cyberinfrastructure Specialty Group, the University Consortium of Geographic Information Science Education Committee, and is currently a 2020 TRELIS (Training and Retaining Leaders in STEM-Geospatial Sciences) fellow, an NSF-funded project that focuses on professional development and leadership for women educators in the geospatial sciences.

Ralph Welsh	Majors: All Focus: Exercise and Public Health	-HLTH 2020 CT2 course has been evaluated and designated as a CT2 course by the Office of Undergraduate Studies/CT2 program, -Appointed a CU CT2 Faculty Scholar (2017-2020). -Annually makes presentations on teaching methods to faculty and graduate students who participate in CU Critical Thinking Institutes. -Participated in several CU OTEI workshops. -Working on a conference presentation/peer reviewed manuscript that summarizes student KABS related to video projects that promote critical thinking and engaged learning
Sara Wagner Robb	Majors: All Focus: Healthcare Systems, Infectious Diseases	-Published 4 peer-reviewed manuscripts in 2020 (two accepted and in press) -Participate in Career Award Accelerator group at Prisma with leading clinicians and researchers and is an embedded scholar at Prisma Health -Submitted abstracts to American Academy of Orthopedic Surgery Annual Meeting -Ongoing collaboration with clinical co-investigators on grants and grant submissions
Tanya Staton	Majors: All Focus: Healthcare Systems, Infectious Diseases	-Continuing to work in a health system where there is interaction with Health administrators weekly. This allows Tanya to stay current on updated policies and procedures to better teach students by giving them real-life examples that correspond with what they are learning. -Clemson OTEI teaching conference attendance
Xia Jing	Majors: All Focus: Health Informatics, Research	Peer-reviewed journal publications -Jing X, Himawan L, Law T. Availability, usage, and maintenance of clinical decision support system (CDSS) in the United States primary care settings. BMJ Health & Care Informatics, 2019, 26 (1). http://dx.doi.org/10.1136/bmjhci-2019-100015 -Law T, Cronin C, Schuller K, Jing X, Bolon D, Phillips B. A conceptual framework to evaluate health care provider satisfaction in utilizing telemedicine. J Am Osteopath Assoc. 2019, 119(7): 435-445. https://dio.org/10.7556/jaoa.2019.080 -Schuller K, Cronin C, Nicks S, Jing X, Kingori C, Morrone M. Development and application of a rubric to compare strategies for improving access to health care in rural communities. Eval Program Plann. 2019, 74: 61 - 68. https://doi.org/10.1016/j.evalprogplan.2019.02.013 -Jing X, Emerson M*, Masters D*, Brooks M*, Buskirk J*, Abukamail N, Liu C, Cimino JJ, Shubrook J, De Lacalle S, Zhou YC, Patel VL. A visual interactive analysis tool for filtering and summarizing large data sets coded with hierarchical terminologies (VIADS). BMC Med Infor Decis Mak. https://doi.org/10.1186/s12911-019-0750-y -Jing X, Hardiker N, Kay S, Marley T, Gao YS. Identifying Principles for the Construction of an Ontology-Based Knowledge Base: A Case Study Approach. JMIR Med Inform, 2018, 6(4): e52. http://dx.doi.org/10.2196/medinform.9979

E4. Practitioner Involvement

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

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

Practitioner name	Credentials	Title	Employer	Course(s) taught/ Instructional activities provided
Alexa Newsome	M.Ed. Clinical Mental Health Counseling	Assistant Director for Career Development	Career & Professional Development, Clemson University	HLTH 4190 - Onet Profiler (personality/career assessment)
Betsy Charron	MS	Ph.D. Candidate	AHRE	HLTH 4110 - Health Needs of High-Risk Children spoke on MAiN Project
Caitlin Moore /Jasmine Townsend	NP	Director	Joseph F. Sullivan Center	Tour of Sullivan Center
Cheryl Dye	PhD	Director, Clemson U. Institute for Engaged Aging	Clemson University	HLTH 4980 - guest speaker on aging outreach programs
Corey Kalbaugh	PhD	Assistant/Associate Professor in Epidemiology	Clemson University	HLTH 4980 - guest speaker on big data and IT as relates to Population Health
Crystal Fulmer	PhD	Associate Director for Alcohol and Other Drugs	Clemson University	HLTH 2980 - guest speaking on College Health Survey results for Clemson students
Dana Rutland	MPT	Manager of Therapy	Career & Professional Development, Clemson U.	HLTH 4190 - guest speaker for Pre-Internship Seminar
Danielle McFall	BS, CHES, CHW	Health Extension Agent	Greenville Health Authority	HLTH 4980 - guest speaker on diabetes outreach education
DeAndra Reasonover-Winjobi	MPH	Special Project Coordinator	Safe Kids Upstate Prisma Health Bradshaw Institute for Community Child Health & Advocacy	HLTH 4970 - guest speaker on Safe Kids Upstate/Bike Health safety curriculum
Deb Herman	Master of Human Resource Development	Director of Employer Relations & Recruiting	Career & Professional Development, Clemson U.	HLTH 4190 - guest speaker on interviewing skills and JobLink
Denise Hamby	BSN	Outreach Coordinator	Piedmont Health Partners	HLTH 2030 - Accountable Care Organizations

Ellen Francis	PhD		Colorado University	HLTH 3800 - guest speaker on Nested case-control study of gestational diabetes within prospective birth control study.
Shumyle Alam	M.D.	Doctor	Medical University of South Carolina	HLTH 4100 - Maternal Child Health discussed current challenges in health communication, the impact of disparities in providing care to "at-risk" families, and pressing education and support needs for parents.
Edwin Sabuhora	PhD	Post Doc	Clemson University	HLTH 4700 - Culture & Health
Harley Davis	MSPH, PhD	Director, Division of Surveillance	DHEC	HLTH 2400 - guest speaker on COVID-19 Q & A DHEC's Response. DHEC is involved in the state's response to COVID-19 as the public health agency. This means that our agency has implemented the incident command structure (ICS) to respond appropriately. *Teaches a course in PSH Certificate Program
Harley T. Davis	MSPH, PhD	Director, Division of Surveillance	S.C. Dept. of Health & Environmental Control	HLTH 2400 and HLTH 4980- guest speaker on current minority health issues in SC
Jason Chavis		Gunnery Sergeant, Veteran, Academic Advisor	Clemson University, TriCare Insurance & Veterans Administration	HLTH 2030 - guest speaker on Tricare and VA facilities
Jervelle Fort,	MPH, CPST, CHES	Health Educator Community Systems - Upstate	S.C. Dept. of Health & Environmental Control	HLTH 3200 – guest speaker on promotion of men's health in the rural community
Jenessa McElfresh	MLIS	Health Science Librarian	Clemson University	HLTH 2400 - guest speaker on finding quality research
Jennifer Thackston	EMT	Program Coordinator	CU EMS/Fire Department	HLTH 3980 - guest speaker on Stop the Bleed trauma training

Joy Venable	BSN	Special Project Coordinator	Bradshaw Institue for Community Child Health & Advocacy Prisma Health	HLTH 4970 - guest speaker on PRISMA Health Bike Safety Curriculum
Karen Edwards	MS	Research Coordinator	Clemson University	HLTH 2030 - guest speaker on Long Term Care
Kathleen Cartmell	PhD	Associate Professor	Clemson University	HLTH 4700 - Community Health Workers
Kristi Bussell	MPH	Assistant Director for Suicide Prevention	Clemson University	HLTH 2980 - guest speaking on suicide awareness
Kyle Adams	B.S	Clinical Research Coordinator	Hawkins Foundation	HLTH 4190 - guest speaker for Pre-Internship Seminar
Laura Marra	MSSW	Senior Research Coordinator	Texas Institute for Child and Family Wellbeing	HLTH 4110 - Health Needs of High-Risk Children - discussed Adverse Child Experiences
Liz Brock	B.S	Volunteer Center Director and Community Impact Associate	United Way of Anderson	HLTH 3980 - guest speaker (poverty simulation)
Lu Zhang	Ph.D., MPH	Associate Professor	Louisiana State University Health Sciences Center, Louisiana Tumor Registry	HLTH 3800 - guest speaker on sources of public health data
Maria Hoffman	MHA	Susan Pearlstine Sarcoidosis Center Program Manager	Medical University of South Carolina	HLTH 4100 - Maternal Child Health discussed current challenges in health communication, the impact of disparities in providing care to "at-risk" families, and pressing education and support needs for parents.
Michele Dupuis	MD	Emergency Medicine	Prisma Health	HLTH 2030 - Michele provided excellent feedback on physician and mid-level training differences.
Sarah F Griffin	PhD	Graduate Chair, PHS	Clemson University	HLTH 4150 - guest speaker on CDC research on obesity in low SES communities
Susan Redmond	MD	Primary Care Physician	Family Practice Group in Arlington, Massachusetts	Primary Care & Populations with Special Needs
Tanya Staton	MPH/CIC	Infection Prevention/MPH	Clemson University	HLTH 4700 - Communicable Diseases

Troy Nunamaker	D.Ed Leadership	Chief Solutions Officer	Career & Professional Development, Clemson U.	HLTH 4190 - guest speaker for Pre-Internship Seminar
Wendy Zacchio	MS	Chief Information Officer	Cigna International	HLTH 2030 - guest speaker on foreign healthcare systems
Xia Jing	Ph.D., M.D.	Assistant/Associate Professor in Epidemiology	Clemson University	HLTH 4600 - guest speaker on electronic health records
Yang Wu	PhD	Open Resources Librarian	Clemson University	HLTH 4150/3200 - guest speaker on copyright laws

E5. Graduate Students

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

1) A list of graduate teaching assistants, if applicable, in the format of Template E5-1.

Graduate TA name	Course(s) taught	Master's degree	Discipline in which master's degree was earned	In-progress doctoral degree* (Type and discipline)	Number of credits completed doctoral coursework*
Laura Rolke	HLTH 2400	MPH	Community Health Ed	Ph.D. Applied Health Research	83
Brian Witrick	HLTH 4900	MPH MS	Epidemiology Applied Health Research	Ph.D. Applied Health Research	58

F1. Financial Resources

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

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

   PROVIDE LOCATION OF DOCUMENTATION IN ERF

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

	Year 1 *(AY 2016-17)*	**Year 2** (AY 2017-18)	**Year 3** (AY 2018-19)	**Year 4** (AY 2019-20)	**Year 5** (AY 2020-21)
Source of Funds					
Tuition & Fees	691,834	813,913	1,640,500	1,848,950	1,610,524
State Appropriation	1,477,015	1,476,347	850,349	900,736	754,432
University Funds	726,060	1,305,183	1,096,868	2,443,948	2,132,262
Grants/Contracts	940,608	3,441,878	1,385,796	1,180,628	3,508,865
Indirect Cost Recovery	91,740	128,262	154,179	180,385	205,214
Endowment	59,316	57,794	49,210	46,705	59,799
Gifts	2,577	2,608	18,234	16,446	17,095
Other - Lab Fees	14,735	13,032	14,796	17,955	22,341
Other - Grad Stud Supp	0	32,243	58,051	70,675	65,496
Other - CVT Pgm	152,577	55,122	37,470	59,733	46,165
Total	**4,156,461**	**7,326,381**	**5,305,453**	**6,766,161**	**8,422,193**

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

While the total fiscal resources for the program have been relatively consistent, several changes have been realized. Specifically:

   a. <u>Shift toward greater support from tuition & fees funds in lieu of state appropriations</u>. Beginning in academic year 2018-19, more program funding is derived from tuition and fees in lieu of state appropriations. In part, the shift was due to strong consistent (and growing) enrollment numbers and less of a reliance in state appropriations. The state has been financially challenged with the state employee retirement funds, and a shift here ensured consistency.

   b. <u>Budget cuts during the COVID-19 pandemic</u>: Like most/all states, South Carolina experienced substantial cost in battling the SARS-CoV-2 virus. The uncertainty of those costs and availability of federal funding to off-set them led to reduced appropriations for all state agencies, including institutions of higher education. Additionally, the University acquired agency-specific costs in modeling and protection measures and reduced student fees and other costs. In response, the University initiated income-based short-term furloughs to help offset the loss in appropriations.

c. <u>Grants and contracts funds:</u> COVID-19 also impacted the ability for faculty to conduct clinical and public-health research, which affected research expenditures and indirect cost recovery for a time.

d. <u>Gifts suffered during COVID-19</u>: Due to the uncertainty and financial constraints imposed by COVID-19 financial gifts also dropped a bit.

e. <u>Cardiovascular Imaging Leadership (CVT) concentration terminating</u>: The University made the decision to terminate and teach-out the CVT concentration, not covered under our CEPH accreditation. That decision was made by the Clemson Board of Trustees based on the withdraw of financial support by Prisma Health System. The CVT concentration is an allied health program, and the separation is viewed as a strength to our focus on public health.

Overall, the Department of Public Health Sciences has been experiencing a healthy financial foundation for years. Since accreditation, the department has experienced excess revenue each academic year which is reallocated into future out years. Interest in our undergraduate (and graduate) programs are at an all-time high which helps ensure the highest quality students. Research activity is solid and expanding, with new federal funding and faculty development awards, indicators of success.

F2. Physical Resources

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

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

The department occupies over half of the fifth floor of R.C. Edwards Hall and several offices on the fourth floor. Completed in 1977, Edwards Hall houses the offices of the Dean, administrative staff, and Associate Deans of the college of CBSHS, the School of Nursing, the Joseph F. Sullivan Center, the Clinical Learning and Center and the Learning Resource Center, the CBSHS Advising Office, and the CBSHS Advising Center. The third floor contains multiple classrooms ranging in size from 30 seats to 60 seats. The first floor of Edwards Hall holds laboratory space assigned to the department that is used for a combination of research and clinical skills training.

Every full-time faculty and staff member in the Department of Public Health Sciences has an individual office on the fourth or fifth floor of Edwards Hall. The fifth floor also houses a medium-sized conference room in which most departmental meetings and committee meetings are held. The department also has access to CBSHS conference rooms on the fourth floor of Edwards. The graduate students have a glass enclosure on the fifth-floor for meeting and study spaces. Some adjunct and visiting professors are given empty offices if space is available.   Student lounges and study desks are also available on a first-come, first-serve basis throughout the building.

The department has access to multiple classrooms, with priority to Edwards Hall and nearby Daniel Hall, though classrooms are now maintained and scheduled by the central campus rather than by the department. The Learning Resources Center, (described elsewhere) provides access to printers, laptops, etc. within Edwards Hall for student use. Gathering space for student organizations is available in the adjacent Hendrix Center as well as the Student Union. The department also makes classrooms available to student groups for evening meetings. Informal meetings can be arranged in multiple seating areas on each floor of Edwards Hall.

F3. Academic and Career Support Resources

The academic support services available to the program are sufficient to accomplish the mission and to achieve expected student outcomes. Academic support services include, at a minimum, the following:
- **computing and technology services**
- **library services**
- **distance education support, if applicable**
- **career services**
- **other student support services (e.g., writing center, disability support services), if they are particularly relevant to the public health program**

1) A description of the program's academic support resources, including each of the following areas. Focus the discussion on the resources that are intended for and/or supportive of the program and its students in particular, and indicate who is responsible for each service (e.g., the institution, the college, the program, etc.). Present the response in the format of Template F3-1.

Academic Support Resource	Responsible Party	Description
a) computing and technology services	Joel Brown, College IT Consultant Clemson Computing and Information Technology (CCIT), Clemson University http://www.clemson.edu/ccit/

Kimberly Hill RN, BSN, CCCC Learning Resource Center, College of CBSHS https://www.clemson.edu/cbshs/centers-institutes/clrc/clinical-learning-laboratory/index.html | Computers for faculty, staff, and graduate students are provided from departmental funds. However, Clemson Computing and Information Technology (CCIT) provides all services to those computers including repair of hardware and software, malware protection, upgrades to hardware and software, and other technical assistance. CCIT is the primary provider of computing and information technology resources, services, and support to Clemson University and its affiliates. CCIT exists to ensure that all faculty, staff, and students have the information technology tools, services, infrastructure, and support to carry out the university's tri-fold mission of research, education, and service. Working in conjunction with the entire university community, CCIT provides direction, planning, and deployment of reliable, capable, and scalable IT and communication services and networks. CCIT assigns an Area Consultant to each college who serves as the primary representative in their areas for IT support and direction. They are trained in essential concepts such as software licensing, campus IT policies and security, network basics, and distance education. Mr. Joel Brown serves the College of CBSHS in this capacity managing a staff of technicians. Mr. Brown is also assigned as the lead consultant for DPHS.

At the College of BSHS level, Edwards Hall (home of DPHS) houses the Learning Resource Center on its second floor. This dynamic learning environment for public health undergraduate and graduate students, faculty, and staff offers desktop computers, collaborative work, study spaces, a collection of print and journal resources, and access to printers, scanners, and other equipment. The LRC also provides training for students in topics related to research and presentation of research data, including poster preparation, etc. |

b) library services	Jenessa McElfresh Health Sciences Subject Librarian Cooper Library, Clemson University https://libraries.clemson.edu/http://www.clemson.edu/library/	Clemson Libraries' collection boasts 1.2 million print volumes complemented by over 500,000 eBooks, over 600 research databases, and 82,000+ electronic journal subscriptions. The Libraries' 27 faculty members, 55 staff people, and 60+ student assistants are dedicated to ensuring the Clemson community's success by providing the information resources and services needed to complete assignments, attain degrees, and excel in research. The Libraries consist of the R.M.Cooper Library and five additional specialized branch library locations: the Gunnin Architecture Library, the Education Media Center, Special Collections & Archives, the Clemson Design Center Library, and the Library Depot which houses offsite storage for print collections and the digitization lab. Cooper Library has 184,839 square feet with seating for 2,039 persons and also houses 4 classrooms, 14 private study rooms, the Adobe Digital Studio, the Geospatial and Information Technologies Lab, and partner services through CCIT, Starbucks, and the POD convenience store. Clemson Libraries provides access to a thorough and comprehensive collection of nursing, public health sciences, and medical information resources while non-standard materials are quickly accessed through Interlibrary Loan services. All electronic materials are accessible via Single Sign-On, campus internet connection, or VPN connection. The library employs several subject librarians, including a health sciences specialist, with the expertise to address in-depth reference questions, assist with research, purchase specialized library collections, provide orientations, and teach subject-specific information literacy sessions for any class. Jenessa McElfresh is currently assigned to the DPHS and she regularly interacts with faculty and students to foster appropriate library skills and usage. At the CBSHS level, the LRC also provides training for students in topics related to research and presentation of research data including poster preparation, etc.
c) distance education support, if applicable	Matt Briggs Director of Online Education http://www.clemson.edu/online/ Taimi Olsen, Director of the Center for Teaching Effectiveness and Innovation	Until the recent Coronavirus outbreak of Covid-19, few courses were offered online. On March 15, 2020, all courses at Clemson University transitioned from in-class to online. Courses remained in online format throughout the summer and will be offered in one of three formats for the fall of 2020. Courses will be offered online only, as a "hybrid" of both online and limited in-class interaction, or as a face-to-face in-class experience if necessary. The University provides ample resources for this approach to learning. - Clemson Online, a unit reporting directly to the Provost, works closely with leadership teams across the University to develop, market, and deliver top-quality courses and programs in blended and online formats. This office provides vision, leadership, coordination, and expertise in support of faculty design, delivery, and evaluation of technology-enhanced, blended, and fully online courses and instructional materials. The Office of Teaching Effectiveness and Innovation (OTEI) offers a series of workshops and seminars on developing course materials and teaching techniques for online courses. The courses may be taught in a traditional classroom at an off-campus site, online, or delivered through various other synchronous and asynchronous distance education technologies. All courses and programs adhere to the Principles of Good Practice as defined by the Southern Regional Electric Campus. The programs and courses offered through Clemson Online are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS); and the National Council for Accreditation of Teacher Education (NCATE) or the Commission on Collegiate Nursing Education (CCNE), as appropriate.

d) career services	College of CBSHS, Academic Advising Center Kristin Goodenow, Director and Health Science Advisor http://www.clemson.edu/cbshs/departments/academic-advising/index.html	Advising is described in detail in section 6.0 Undergraduate students in the DPHS major are advised by the CBSHS Academic Advising Center located on the third floor of Edwards Hall during their freshman and sophomore years (or first year on campus for students who transfer from other universities). The Academic Advising Center works with freshmen, sophomores, and students changing majors, and transfer students. Services that take place in this office include academic advisement, course selection, transferability of courses, and completion of various academic forms. Academic advisors are also available to meet with prospective students considering various majors within the college. A full-time advisor within the Academic Advising Center, currently Kristin Goodenow, is assigned to the department's students. This advisor is especially knowledgeable about the General Education Curriculum that is required of all Clemson students and about extra-departmental classes required by the department (science, mathematics, etc.) during the first two years of study.
e) other student support services (e.g., writing center, disability support services) if they are particularly relevant to the public health program	Chelsea J. Murdock, Ph.D., Director, The Pearce Center for Professional Communications, Clemson Writing Center http://www.clemson.edu/centers-institues/writing/++ Margaret M. Camp, M.Ed. Student Disability Services (SDS), Clemson University http://www.clemson.edu/campus-life/campus-services/sds/index.html George Clay, Executive Director http://www.clemson.edu/campus-life/student-health/medical/index.htmlhttp://www.clemson.edu/campus-life/campus-services/redfern/	Lower-division courses require or strongly encourage students to use the campus's Writing Center which is housed in the Academic Success Center a half block distance from Edwards Hall. The Clemson Writing Center's purpose is to help students gain confidence in their writing, improve as communicators, and achieve their academic goals by providing high-quality, effective services in a supportive, inclusive environment. This includes development and exploration of ideas; organization, structure, and formatting of works; integrate and/or cite sources appropriately; and stylistic choices. Writing Center conferences "address all sorts of expository writing — including drafts of class papers, resumes, reports, application essays, cover letters, seminar projects, dissertations, etc. — for classes across the curriculum at all levels." Students with disabilities can use a variety of services offered by Student Disability Services (SDS). Their professional staff "works with students with documented disabilities to develop strategies and to offer accommodations both in and out of the classroom to help enhance the Clemson experience. Students with documented disabilities have full access to Clemson through a variety of ways, sometimes using assistive technology, note-taking services, the Test Proctoring Center, or any number of other accommodations that give students an even academic playing field. Students with both invisible and visible disabilities can be eligible for services." Services available include assistive technology (electronic text, real-time captioning, note-taking service, sign language interpreters) as well as specialized transportation and housing options and a wide variety of other services customized to student needs. The department has served many students with a wide variety of disabilities who have successfully graduated to enter health careers. Redfern Student Health Center's services are available to all students. Student Health Services strengthens Clemson University by providing quality medical and mental health care, public health leadership, and initiatives that enhance the academic success of our students and promote the health, safety, and well-being of the campus community. Redfern Health Center has more than 60 health care professionals who provide medical, psychological, and wellness services to a diverse student population. Redfern Health Center is one of 17 student health centers in the U.S. accredited by The Joint Commission. Healthy Campus strives for Clemson University to be a national model of health, safety, and sustainability and for our students to experience a way of life at Clemson University that contributes to their lifelong health and well-being. Healthy Campus, the campus wellness outreach program provides leadership and advocacy for public health policies and structures

		intended to improve health, engaged learning activities, partnerships and networks of collaborators to achieve Healthy Campus objectives, and population-level interventions. Redfern also offers opportunities for students in DPHS to conduct research through Creative Inquiry classes and to complete internships.
	Oneil Burton, Executive Director of Clemson Center for Career and Professional Development, Michelin Career Center http://career.clemson.edu/michelin_career_center/	The Michelin Career Center, part of the Center for Career and Professional Development, serves both students and employers through a variety of services. In all stages of their education, they offer students career counseling and assessments, resume and cover letter reviews, information workshops, job search advice, and more. Students and employers can take advantage of our online recruiting system, ClemsonJobLink, for job postings, on-campus interviews, company information sessions, and career fairs. The Center collaborates with DPHS in its professional seminar (HLTH 4190), an introduction course (HLTH 2030), and collaborates on advising improvements based on student feedback.

G1. Academic Advising

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

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

University Advising Policy

Academic advising is an on-going educational process that connects the student to the University. Academic advising supports the University's mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution.

To ensure that students receive both personal and professional assistance in navigating through curricula and University requirements toward degree completion and graduation, each student is assigned to an academic advisor (either professional or faculty advisor). Advisors are available to assist students with issues related to degree planning, course selection, withdrawals, degree requirements, academic policies, academic difficulty, campus resources, internships/practicum opportunities, and career/graduate school planning. Students are responsible for adhering to academic policies, preparing for advising meetings, and taking ownership of their educational experience. Students receive academic advising materials from their advisors during pre-registration advising meetings. Students uncertain of their assigned advisor are encouraged to seek assistance from the departmental office/advising center for their major. For more information, visit **http://www.clemson.edu/academics/advising/**.

College of Behavioral Social and Health Sciences
The College of Behavioral Social and Health Sciences maintains an advising center that serves each department housed within the college. Academic advisors work with first-year and second year students, students changing majors, and transfer students. Services that take place include:
- Academic advisement
- Course selection
- Transferability of courses; and
- Completion of various academic forms.

Academic advisors are also available to meet with prospective students considering various majors within the colleges. All students are encouraged to make appointments with an advisor in their intended major. The Director of the Academic Advising Center is Ms. Kristin Goodenow. Students work directly with their assigned advisor for appointments and advising dates and deadlines.

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

a) assignment of advisors

Advising during the first two years in the major: Undergraduate students in the DPHS major are advised by the *CBSHS Academic Advising Center* during their freshman and sophomore years (or during the first 60 hours of credit earned on campus for students who transfer from other universities). Academic advisors are also available to meet with prospective students considering various majors within the college. All students are required to make appointments with an advisor in their intended major. A full-time advisor within the Academic Advising Center, currently Kristin Goodenow, is assigned to the department's students. Ms. Goodenow is especially knowledgeable about the General Education Curriculum that is required of all Clemson students and about extra-departmental classes required by the department (science, mathematics, etc.) during the first two

years of study. At peak times, (e.g., freshman orientation and fall registration of incoming freshmen) graduate interns or graduate students in counseling may assist the advisers.

Assignment to a faculty advisor: Upon achieving junior status, each student is assigned to a faculty member for advisement for the last two years of study. All faculty members participate in advising juniors and seniors. The typical advising load at the beginning of each academic year is less than 15 students with approximately half (continuing) seniors and half (newly assigned) juniors. During the junior and senior years, career advisement becomes more career and discipline-focused. The last two years of the curriculum contain more HLTH courses and more guided and HLTH requirements options. Departmental faculty are better able to advise about graduate and professional school decisions and application processes. Students may discuss career plans with several faculty and their assigned advisor.

b) training and responsibilities of advisors

Training of faculty advisors; Training for faculty advisors is provided through written updates, reports at departmental faculty meetings, and when necessary (as, for example when the *Degree Works* system was implemented) by mandatory training sessions. Ms. Goodenow attends multiple training and professional development opportunities to stay up to date with advising and, in turn, provides support for faculty advisors. Kristin Goodenow participates in all monthly faculty meetings and provides updates on advising issues. When a major change occurs (as with the implementation of IRoar/Banner and the implementation of Degree Works) the Advising office schedules training for faculty advisors. Newly hired faculty receive an orientation from their faculty mentor and the Advising office to help prepare them to advise. The Advising Center conducts advising workshops for faculty advisors every fall immediately before the start of the fall semester each academic year to inform them of any changes that have taken place in course requirements, availability of elective courses, or graduation requirements.

c) policies and procedures related to advising

Planning the course schedule for the student's academic career at Clemson: CBSHS Sequence Planner is given to the students during initial advising accompanied by a copy of the General Education core undergraduate curriculum requirements. In collaboration with the student, advisors plan out the four-year sequence of courses that will result in graduation and completion of the student's concentration area requirements. Each student receives a four-year class schedule that has been tailored to their particular expressed personal and career goals.

Course scheduling and planning toward graduation: *Degree Works* is the advising tool used to help students and their advisors monitor the student's progress toward degree completion. It matches the student's coursework (completed, currently enrolled, or registered for in the future) in real-time to the degree requirements in an easy-to-read worksheet. Students and advisors use it to identify any anomalies and work with the registrar's office to resolve them. All advisors utilize the *Degree Works* system and encourage students to use it to self-monitor their progress. In addition, all students have a face-to-face meeting with their advisor at least once each semester. This mandatory session is required for the student to be cleared for online registration for the next semester. Immediately prior to graduation, each advisor follows up with graduating advisees to congratulate them and to gather initial information on their commitments or plans for employment or graduate/professional education.

d) process for changing advisors

Change in an advisor: Students may change advisors by requesting a change from the Associate Dean for Undergraduate Studies in the College of Behavioral Social and Health Sciences or from the Department Chair

(juniors and seniors). This is a relatively rare occurrence (typically less than once per year). It may reflect a student's affinity for a particular faculty member or on occasion a mismatch of interests or personalities.

      e)   rules for frequency of contact with advisors

Frequency of contact with advisors: Students must meet with their advisors prior to pre-registration for each semester. Students receive advising concerning their course selections for that upcoming semester and are given their registration codes and time slot for registration. Students are also required to meet with their advisors concerning course substitutions.

G2. Faculty Involvement in Public Health Career Advising

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

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

        a) assignment of advisors

Career Advising Assignment: Career advising is not a specifically assigned duty separate from the overall role of academic advising. Career advising occurs as part of the overall academic advising process. Career advising typically takes place over the junior and senior year for each student on an informal basis as they work with their academic advisor to plan out their course sequences and prepare for employment or continued academic work at the graduate level. Typically, during the senior year, students begin to apply for employment or admission to graduate school. During this time, many academic advisors become more aware of their advisee's career plans and can offer guidance.

Assignment to a faculty advisor: Upon achieving Junior status, each student is assigned to a faculty member for advisement for the last two years of study. All faculty members participate in advising juniors and seniors. At the beginning of each academic year, the typical advising load is 15 students with approximately half (continuing) Seniors and half (newly assigned) Juniors. During the Junior and Senior year, career advisement becomes more career and discipline-focused. The last two years of the curriculum contain more HLTH courses and more guided and HLTH requirements options. Departmental faculty are better able to advise about graduate and professional school decisions and application processes. Students may discuss career plans with several faculty and their assigned Advisor.

Faculty serving as references for students applying to graduate and professional training: One aspect of career advising often involves letters of recommendation for students applying to graduate school. This requires the student to provide more detailed information on career plans and the specific programs they are interested in, thus providing the faculty advisor the basis for final input on the student's career plans and direct support of their applications for career preparation.

Career preparation through HLTH 4190: Students are required to take HLTH 4190 Health Science Internship Preparation Seminar. Within this seminar, students are taught how to present themselves professionally, how to create an effective resume', and are provided with the career skills required to complete a successful public health internship experience in an applied public health or medical services setting. These skills are part of their career development within the major.

        b) training and responsibilities of advisors

Training of faculty advisors: The College of Behavioral Social and Health Sciences Advising Center provides training in academic advising. There is no current specific formal training program to prepare faculty members for career advising.   Each faculty member is expected to maintain professional development via research, publication, teaching, and participation in professional associations. Familiarity with current employment trends within the field of public health and medical services develops among faculty members over time and is used as the basis for career advising with undergraduate students. Faculty members have access to the resources of the Center for Career and Professional Development – Michelin Career Center provided by Clemson University and can refer students to this advising center for more focused career advising if necessary.

        c) policies and procedures related to advising

Policies and procedures related to career advising:
Initial introduction to career information: CBSHS Sequence Planner is given to all students during the initial advising accompanied by a copy of the General Education core undergraduate curriculum requirements. Career planning on the part of the student begins with their selection of a concentration area

within the major. Each concentration area is designed to prepare students for careers in different aspects of public health or professional medical services. In collaboration with the student, advisors plan out the four-year sequence of courses that will result in graduation and completion of the requirements of the student's concentration area. Each student receives a four-year class schedule that has been tailored to **their particular expressed personal and career goals.**

Career Advising: Career advising and planning take place throughout the advising process and begin with Freshman and New Student Orientation sessions conducted during the summer before student enrollment in the fall semester.

Information about future employment opportunities: At their initial advising meeting, students are provided with an information sheet *Tips for Health Science Ma*jors covering the range of jobs and graduate programs that Public Health Sciences majors typically pursue after graduation. This information sheet includes key search terms the student can use for job searchers in employment databases online, a list of websites in which they can pursue applied employment experiences beyond their basic 180-hour internship to gain additional applied experience, and a list of employers within South Carolina and beyond that typically employ program graduates.

Information about professional schools: At their first orientation meeting with advisors from the CBSHS Advising Center, all incoming students and new change of majors are given two handouts (copies of these documents in the form of electronic documents are uploaded to CU Navigate that provide information on professional school entry and employment upon graduation). The two documents are entitled "Fast Facts for Professional School Entry" and "Health Science Majors post-graduation." These documents provide numerous links to information about the application process to various types of post-graduate programs in medicine, physical therapy, dentistry, occupational therapy, and several other health professions. These documents are provided in Appendix XX.

Career advising from faculty members assigned as an academic advisor: Students receive career advising from their academic advisor on an as-needed basis or for planning their course sequences for each semester. Students may also contact faculty members within the department who are not their academic advisors but who have personal or professional experience in the student's intended career.

Center for Career and Professional Development – Michelin Career Center   Students also have access to the Center for Career and Professional Development resources – Michelin Career Center provided by Clemson University. Whenever a student indicates an interest in pursuing this particular professional program, Ms. Goodenow sends the student the link to the direct program. Students also receive the direct link to the "Connect" page so they can join the Canvas group for professional health advising. It is up to the student to join the group and they are strongly advised to take the initiative in joining this professional health advising group.   The career center staff has a great relationship with the PHS department and frequently works with faculty and the advisors in the CBSHS Advising Center. Collaborations have included presentations on the O*NET Interest Profiler to junior and senior students and in-person mini mock interviews enrolled in HLTH 4190, the internship preparation course. Additionally, they have recorded workshops listed on their website and YouTube channel. The resource outlines all the different career paths a student can take with a PHS degree.

     d) process for changing advisors

Students may change advisors by requesting a change from the Associate Dean for Undergraduate Studies in the College of Behavioral Social and Health Sciences or from the Department Chair (juniors and seniors). This is a relatively rare occurrence (typically less than once per year). It may reflect a student's affinity for a particular faculty member or on occasion a mismatch of interests or personalities.

     e) rules for frequency of contact with advisors

Students are required to meet with their advisors before pre-registration for each semester for academic advising. Career advising often occurs spontaneously on an as-needed basis. Students receive advice

concerning their course selections for that upcoming semester and are given their registration codes and time slot for registration. Students are also required to meet with their advisors concerning course substitutions. It is not uncommon for students to discuss their career plans with their advisors during academic advising sessions, particularly during the senior year.

G3. Student Satisfaction with Advising

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

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

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

The following tables summarize data from Senior Exit Surveys completed by graduating seniors in the spring semesters of 2017, 2018, 2019, and 2020.

May 2017 N=80, n=39	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Academic Advising	7 50.00%	3 21.42%	3 21.42%	1 7.14%

Are you satisfied with student advisement?   Yes 69.23% 9   No 30.77% 4

May 2018 n=12	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Academic Advising	4 44.44%	3 33.33%	2 22.22%	0 7.14%

Are you satisfied with student advisement?   Yes 100% 9   No 0% 0

Student comments: There were no student comments regarding advising.

May 2019 N=60 n=28	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Academic Advising	8 29.63%	13 48.15%	5 18.52%	1 3.70%

Are you satisfied with student advisement?   Yes 62.96% 17   No 37.04% 10

Overall student satisfaction with advising: Survey results from 2017, 2018, and 2019 reveal that a large majority of the students are "very satisfied" or "somewhat satisfied" with advising. These results, however, are based on a relatively small number of respondents and are difficult to interpret.

Alumni Surveys: In addition to the yearly Senior Exit Surveys, the department has conducted periodic alumni surveys. Alumni surveys were conducted in 2017, 2018, and 2020 in the spring of the academic year. On each survey, students were asked "Please provide comments that can help us modify the baccalaureate degree program to better prepare students for careers and/or professional or graduate schools." Surveys were reviewed for any comments referring to advising. The alumni surveys for 2018 and 2020 contained student feedback concerning advising for careers and for application to professional schools.

2018 Alumni Survey: N=24. One student commented that there should be more assistance for students applying to graduate school programs or pre-professional students applying to medical school or physical therapy programs. This student stated that their advisor had given them incorrect information, and suggested that we have advisor positions focused on particular professions. Another student commented that students needed better preparation for specific careers in health services.

2020 Alumni Survey: N=46. Two different students offered similar observations about how pre-professional and career advising could be improved. Each student requested that the department develop a more specific match between students interested in a particular career or graduate experience with advisors trained specifically for that career option. One of the students also mentioned having three different advisors within the four years in the major.

2020 Revised Senior Exit Survey
Prior to 2020, Senior Exit Surveys only featured two questions about advising satisfaction, and these questions did not differentiate between advising received from the CBSHS Advising Center, the faculty advisor, or the Clemson University Career Center. In response to student feedback concerning variations in advising over the four years at Clemson and weaknesses in advising students concerning preparation for a career in health services or graduate programs, the range of questions regarding areas of advising was expanded. To more accurately gauge student satisfaction with each component of advising, a new survey was created with questions specific to each area of advising previously identified as having shortcomings in the student comments collected from Senior Exit Surveys and Alumni Surveys.

Career Advising survey questions June 2020:

How many times did you attend workshops, drop-in hours, make an appointment at the Center for Professional Development (career center)?

0	25.81%	8
1	19.35	6
2	25.81	8
3	6.45	2
4+	22.58	7
		31

What was your satisfaction with this/these interaction(s)?

June 2020 N=32, n=23	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
Center for Professional Development	**16** 69.57%	**6** 25.09%	**1** 4.35%	**0**	**0**

How many times did seek career advice from the Health Professions Advising office?

0	19.35%	5
1	12.90	4
2	25.81	8
3	9.68	3
4+	32.28	10
		31

What was your satisfaction with this/these interaction(s)?

June 2020 N=32, n=23	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
Health Professions Advcising	**16** 69.57%	**6** 25.09%	**1** 4.35%	**0**	**0**

How many times did you seek career advice from faculty?

0   25.81%   8
1   12.90   4
2   29.84   9
3   0.00   0
4+ 32.26   10
                31

What was your satisfaction with this/these interaction(s)?

June 2020 N=32, n=20	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
Career Advising from Faculty	20 86.96%	3 13.04%	0	0	0

How satisfied were you with your experience with the College of Behavioral, Social, and Health Sciences Academic Advising Center?

June 2020 N=32, n=23	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
CBSHS Advising Center	19 59.38%	9 28.13%	3 9.38%	0	1 3.13%

How satisfied were you with academic advising from faculty?

June 2020 N=32, n=23	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
Advising from Faculty	16 51.61%	7 22.58%	6 19.35%	2 6.45	0

June 2020 Senior Exit Survey Student Comments: Five students left comments concerning suggestions for improvement in advising. One student listed three specific advisors they had had trouble with, perhaps indicating they were difficult to please regardless of who advised them. Two students commented on the turnover in advising across the four years at Clemson. Two students made positive comments about the CBSHS Advising Center and about their specific faculty advisor. Negative comments tended to be canceled out with positive ones.

Career Advising survey questions December 2020:

How many times did you attend workshops, drop-in hours, make an appointment at the Center for Professional Development (career center)?

0   25.81%   3
1   19.35   0
2   25.81   3
3   6.45   3
4+ 22.58   3
                12

What was your satisfaction with this/these interaction(s)?

December 2020 N=12, n=10	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
Center for Professional Development	7 70.0%	3 30.0%	0	0	0

How many times did seek career advice from the Health Professions Advising office?

0   19.35%   4
1   12.90   3
2   25.81   2

3   9.68   1
4+   32.28   1
              11

What was your satisfaction with this/these interaction(s)?

December 2020 N=12, n=8	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
Health Professions Advcising	6 75.0%	2 25.0%	0	0	0

How many times did you seek career advice from faculty?

0   25.81%   3
1   12.90   0
2   29.84   3
3   0.00   3
4+   32.26   3
              12

What was your satisfaction with this/these interaction(s)?

December 2020 N=12, n=9	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
Career Advising from Faculty	8 88.8%	1 11.2%	0	0	0

How satisfied were you with your experience with the College of Behavioral, Social, and Health Sciences Academic Advising Center?

December 2020 N=12, n=12	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
CBSHS Advising Center	8 66.6%	1 8.3%	2 16.6%	1 8.3%	0

How satisfied were you with academic advising from faculty?

December 2020 N=12, n=12	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
Advising from Faculty	7 58.3%	3 25.0%	1 8.3%	1 8.3%	0

December 2020 Senior Exit Survey Student Comments: One student left coments concerning suggestions for improvement in advising. The student listed one specific advisor within the advising center that they had had trouble with, perhaps indicating a personality conflict with that particular advisor. The same student offered very positive comments about their departmental faculty advisor.

How satisfied were you with academic advising from faculty?

May 2021 N=60 n=40	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
Advising from Faculty	23 57.5%	8 20%	2 .05%	0 8.3%	1 .025%

May 2021 Senior Exit Survey Student Comments: Students specifically mentioned the difficulty in transitioning from their advisor in the advising center to a faculty advisor in the fall of the junior year. One student felt that advising was not a priority for their faculty advisor..

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

Senior exit surveys are administered by the departmental assessment committee immediately prior to graduation for the Spring, Summer, and Fall semesters. All graduating seniors receive a link to an online survey requesting feedback on a variety of outcome measures. Surveys conducted for 2016-2017, 2017-2018, and 2018-2019 contained the question "Please rate your satisfaction with the following response categories: Very Satisfied, Somewhat Satisfied, Somewhat Dissatisfied, Very Dissatisfied with one of the evaluated components being "Academic Advising." The matrix of outcome components was followed by a free-response question, "Please, elaborate with any concerns or comments with the aforementioned statements:" that permitted students to provide specific personal feedback on items of concern. In addition to the response item in the component matrix, a separate question was asked "Are you satisfied with student advisement?" that permitted a yes/no response.

The range of questions asked regarding advising was expanded for the 2020 Student Exit Survey to better capture student academic and career advising feedback.

In addition to the annual Senior Exit Surveys, Alumni Surveys were sent out in 2017, 2018, and 2020 to solicit alumni feedback on the degree program and request specific recommendations for ways to improve the baccalaureate program. These alumni surveys were reviewed to identify comments relevant to improving academic and career advising.

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

Limited response items for evaluating advising: For Student Exit Surveys conducted between 2016-2019, there were only two indicators of student satisfaction with advising and these two items did not differentiate between faculty advisors, advisors from the CBSHS Advising Center, or advising received from the Center for Professional Development.

Low response rates on Senior Exit Surveys and Alumni Surveys: The survey of recent graduates (the Alumni Survey) was implemented in 2014. Response rates have varied but remain relatively low given the total number of graduates the program has produced over time. The Senior Exit Surveys produce a higher rate of response but remain less than half of those graduating in a given year.

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

Limited response items covering various aspects of advising: This issue of limited information on sources of advising was addressed by expanding the response items in the 2020 Student Exit Survey to cover the three sources of advising.

Low response rates on Senior Exit Surveys and Alumni Surveys: A present there are limitations to the degree to which the Department of Public Health Sciences can compel student participation in these surveys. Follow-up e-mails requesting completion of the surveys are sent out twice after the initial distribution of the surveys. In the Spring Semester of 2021, all faculty who had graduating seniors enrolled in their classes were asked to inquire about the graduation plans of these students. Additionally, reminder e-mails sere sent out twice to each senior requesting that they complete the Senior Exit Survey. To enhance alumni feedback, the Alumni Survey was augmented by focus groups conducted with alumni by the chair of the department to solicit feedback on the quality of the major and the career development paths of alumni.

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

Turnover and inconsistency in advising: Student Exit Surveys from 2017, 2018, and 2019 all contained student complaints about having multiple advisors over the four years at Clemson and about a lack of depth of knowledge on the part of faculty advisors. The turnover in advisors within the CBSHS Advising Center was

due to staffing issues and circumstances that contributed to a series of short-term occupants of the advising position responsible for advising students within the Department of Public Health Sciences in their Freshman and Sophomore year. In 2019, Ms. Kristin Goodenow took over advising DPHS students and will remain the primary advisor from now on.

Health Professions Advising: Students complained about inconsistent or erroneous information from their advisors within the Department of Public Health Sciences concerning pre-med advising. Clemson maintains a Health Professions Advising website available to all pre-med students. Since a student may major in any discipline and still be "pre-med," the Health Professions Advising website serves as a campus-wide resource. Faculty advisors within the Department of Public Health Sciences will refer students to the following website: http://www.clemson.edu/science/departments/pre-health/

Currently, **Harolynn Williams** serves as the Director, Health Professions Advising and is available to all students who desire specific advising regarding medical/PA/PT/OT/dental school requirements and application procedures. Faculty within the DPHS refer students to Harolynn for focused pre-professional advising.

Advising Workshop: The department sponsored an Advising Workshop on October 14, 2020, hosted by Kristin Goodenow, the director of the CBSHS Advising Center, and Amelia Clinkscales, the Director of Undergraduate Studies in the Department of Public Health Sciences. Several of the issues raised by the responses to the Senior Exit Survey and Alumni Survey and within student course evaluations were discussed and advising procedures were reviewed. The process of pre-registration advising was reviewed and course offerings and course restrictions were discussed for the Spring semester of 2021. Faculty were provided with advising tips, a review of the use of Degree Works in scheduling and sequencing courses for advisees and were provided with a Q & A session with Ms. Goodenow to permit faculty to ask about specific issues or problems encountered with advising. A second faculty advising meeting training occurred in spring 2021 (a copy of slides are in G folder of ERF).

Peer-review of Advising: In response to a couple of critical comments on senior exit surveys, Ms. Goodenow requested peer-observations of her advising session via Zoom to help her improve her advising skills. Both Becky Tugman and Amelia Clinkscales sat in on sessions and had commending reviews for Ms. Goodenow's skills and expertise.

H1. Diversity and Inclusion

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

Over time, Clemson has taken several steps in recent years to expand diversity and inclusion on campus and address racist influences in its history:

2015: The Board of Trustees of Clemson established a history task force to tell the full and complete history of Clemson. The task force has taken several actions including erecting historical markers, documenting Clemson founders' biographies, and updating historical signage to better reflect the complete history.
2020: The Clemson University Board of Trustees approved changing the name of the University's Honors College to the Clemson University Honors College, effective immediately. The college has been named the Calhoun Honors College since 1982. The trustees also approved a resolution respectfully requesting authority from the South Carolina General Assembly to restore Tillman Hall to its original name of the Main Building, commonly called "Old Main". The Board also adopted a resolution respectfully requesting the South Carolina General Assembly make a one-time exception to the state's Heritage Act during the 2021 legislative session. This exception would give limited authority to the Board to restore Tillman Hall to its original name of the Main Building.
2020: Department of Public Health Sciences statement on diversity: We in Clemson's Department of Public Health Sciences are committed to eliminating health inequity through our research, teaching, and service. We recognize racism as a significant driver of social determinants of health that unfairly disadvantage some in achieving optimal health. We are also concerned about these inequities as related to COVID-19. We stand with the American Association of Public Health and other public health programs across the world in addressing this issue.

2021 Department of Public Health Sciences Statement on Diversity: We believe diversity, inclusion and equity enrich the academic experience of our students, faculty, and staff, and prepare us to thrive in a global society. Thus, we are firmly committed to an environment that respects all members of our community. We will work to eliminate barriers that any members of our community experience.

We accept personal and professional responsibility to eliminate bias and oppression wherever they are found. We understand our obligation to speak up when we see bias, whether in our teaching, study, or everyday life. We hold ourselves accountable for our actions and inactions, and for maintaining meaningful efforts to enhance diversity, inclusion and equity.

Goals

1. Achieve a more diverse and culturally representative undergraduate and graduate student body, faculty, and staff.
2. Identify and support the needs of diverse students, faculty, and staff.
 3. Recognize the contributions of those who work toward inclusive excellence in teaching, scholarship, and service.
4. Expand diversity awareness, knowledge, and competency for students, faculty, and staff in all our disciplines.
5. Foster a culture and climate of inclusivity, equity, and access for students, faculty, and staff in all our disciplines.
6. Create and sustain policies and infrastructure that effectively facilitate diversity, inclusion, and accountability.

Public Health Sciences Commitment to Health Equity and Social Justice Ad Hoc Committee:

February 8, 2021, creation of a new ad hoc committee to address health equity and social justice.
Charge: To make recommendations for how faculty could/should address health equity and social justice through their teaching, research, and service.

Invited members:
Kathleen Cartmell (Chair)
Sarah Griffin, Graduate Director
Amelia Clinkscales, Undergraduate Director
Samuel Baxter, Post-Doctoral Fellow
Ron Gimbel – (Department Chair) ad hoc

      a) assurance that students are exposed to faculty, staff, preceptors, guest lecturers, and community agencies reflective of the diversity in their communities

Students within the Public Health Sciences major are exposed to diversity and inclusion primarily in their coursework, internship experiences, guest lecturers, and applied research opportunities available during their four years at Clemson University.

Incorporating more diversity components into the core curriculum: In the Spring of 2021, our department created an Ad Hoc Health Equity Committee to incorporate recommendations from our students to increase the focus on health equity and diversity and inclusion within the department. They asked us to find ways to integrate more health equity-focused content into our classes, increase faculty recruitment from diverse backgrounds and/or focus on health equity related research, and provide students with opportunities to get involved with health equity-focused research projects.

As one of our first projects, we decided to focus on seeing where we can integrate health equity related content in four fundamental core courses, and so we are reaching out to instructors who teach Intro to Public Health (HLTH 2020), Overview of Health Care Systems (HLTH 2030), Epidemiology (HLTH 3800) and Research and Evaluation Strategies for Public Health (HLTH 4900.

Instructors in each of these four core courses are asked to include the department's Diversity Statement and ad health equity and health disparities learning objectives. Instructors are encouraged to update lectures to include diversity, health equity, and health disparities into their course content and incorporate assignments and research projects that focus on health equity.

Specific descriptions of the recommended diversity components for each of the four core courses can be found in the Electronic Resource File under the title "Changes To Core Undergrad Courses".

Faculty and student diversity: The faculty and staff of the Department of Public Health Sciences reflect the diversity found at Clemson. 23 of the 27 faculty members are white, 3 are Asian, and one is Black. Out of a total of 62 faculty and staff, 44 are White, 5 are Black, 7 are Asian, 1 is Native American, 1 is Hispanic, and 4 do not specify any racial category., This parallels the diversity found within the overall student body at Clemson, which is 85% White, 7% Black, and 3% Asian. The composition of students within the major match the diversity found in the overall student body, with 87% White, 4.7 % Black, and 3% Asian.

Student Recruitment: The Department of Public Health Sciences does not directly recruit students from among the applicants to the university or from among the class of incoming freshmen. Students self-select into their major during early registration before arriving at Clemson or via change of major or transfer after they arrive at the university. The department does benefit indirectly from some of the campus-wide initiatives aimed at recruiting a more diverse and representative student body at Clemson University.

Recruitment and retention of students of color: Clemson University has initiated a number of diversity initiatives that have resulted in Clemson earning the Higher Education Excellence in Diversity (HEED) award from INSIGHT Into Diversity magazine for three consecutive years, 2017, 2018, 2019.

University Student Excellence Programs

Call me MISTER The mission of the <u>Call Me MISTER (Mentors Instructing Students Toward Effective Role Models)</u> national initiative is to increase the pool of available teachers from diverse cultures and backgrounds to serve in economically disadvantaged and educationally at-risk communities.

Emerging Scholars The mission of Clemson's <u>Emerging Scholars Program</u> is to establish a college-going culture among students in families from South Carolina's economically disadvantaged areas by providing academic enrichment, developing students' leadership skills, and increasing students' college preparedness.

FIRST The <u>FIRST Program</u> helps first-generation college students in all academic majors at Clemson succeed in college and attain their career goals.

Minority Student Success Initiative <u>MSSI</u> is a program created to enhance the academic success and satisfaction of minority students. MSSI provides programs, activities, and events to expose students to a variety of personal and professional networks.

Tiger Alliance Clemson University is taking bold steps in the form of <u>Tiger Alliance</u> to help empower, enlighten and develop African-American, Latino, and Hispanic young men by emphasizing the importance of education and sharing best pra**ctices to increase high school and college graduation rates.**

The Harvey and Lucinda Gantt Multicultural Center Part of the Division of Inclusion and Equity committed to creating diverse learning environments that enhance the intercultural competence of our students. The center supports and advocates for the needs of all students, challenges students to think critically about themselves and their communities, provides engaging experiential learning opportunities and empowers students to be positive change agents.

Scholarships

Diversity Scholarships Clemson strives to offer outstanding academic programs to a diverse student body. The University's commitment to diversity is founded on the knowledge that intellectual, social, and cultural diversity are essential ingredients in the educational process. As part of Clemson's effort to create a diverse student body, several <u>academic scholarships</u> have been developed.

Development of furure initiatives: One way to expand minority recruitment would be for the College of Behavioral Social and Health Sciences to develop diversity initiatives similar to those employed by other colleges at Clemson that could expand the diversity of the student body within the college and its departments in the future.

Diversity exposure via coursework within the major:

Coursework: The core curriculum in the Public Health major covers the importance of diversity and inclusion in several courses within the major. The social determinants of health include race/ethnicity as a significant variable affecting overall health and well-being. In addition, the fact that the overall population is becoming more diverse will require health practitioners prepared to address this diversity in the provision of health services and will also require a more diverse workforce to provide culturally appropriate and effective healthcare. As indicated in the course list below, a number of courses, cover the importance of racial and ethnic diversity as a determinant of health. These courses address the relationship between racial and ethnic diversity and patterns of health disparities linked to structured social inequalities and patterns of institutional racism and discrimination. The curriculum is designed to inform students about the range of diversity within the population and make them more culturally aware of how this diversity influences health outcomes.
HLTH 2020 –Introduction to Public Health
HLTH 2030 –Overview of Health Care Systems
HLTH 2400 –Determinants of Health Behavior
HLTH 2980 – Health and Human Behavior
HLTH 3400 -Health Promotion Program Planning
HLTH 3800 -Epidemiology
HLTH 3959 –Honors Research Seminar
HLTH 4700 –Global Health
HLTH 4000 –Special Topics Adolescent Health
HLTH 4020 –Principles of Health Fitness

HLTH 4200 –Health Science Internship
HLTH 4780–Health Policy Ethics and Law
HLTH 4800 –Community Health Promotion
HLTH 4980 –Improving Population Health

Guest Lecturers: Several faculty members have incorporated the use of guest lecturers to expand the diversity of viewpoints on selected public health issues and provide students with the opportunity to interact with health practitioners from a wide range of health services organizations. Please see section E4 for examples.

b) research and/or community engagement

Funded Research: Several faculty members are currently engaged in research addressing health disparities and issues relating to diversity and inclusion in the field of public health. The following table provides examples of funded projects on these topics:

Title	Sponsor	Funds
Corey Kalbaugh: "Understanding and Addressing Racial Disparities in Guideline-Indicated Management of Symptomatic Peripheral Artery Disease".	National Institute of Health/National Heart Lung and Blood Institute	$679,938.
Corey Kalbaugh, "Completion and Validation of the Prisma Health Rapid Innovation Task Force Comprehensive COVID-19 Data Registry to Inform and Improve Patient Care".	Health Sciences Center at Prisma Health COVID-19 Seed Grant Program	$16,000
Windsor Westbrook Sherrill, "Healthy Greenville County: Integrated Services for Diabetes Prevention and Management."	Greenville Health Authority	$2,186,300
Rachel. Mayo, Windsor Westbrook Sherrill, "MAIN 2.0 Managing Abstinence in Neonates: Implementation and Expansion of a Palliative Approach to Treating Narcotic-Dependent Newborns"	SC Department of Health and Human Services	$951,744
Windsor Westbrook Sherrill, "SC Strong: Statewide COVID-19 Seroprevalence study." subcontract from USC)	SC Department of Health and Environmental Control	$114,375
Kathleen Buford Cartmell," Implementation of Home-Based Palliative Care in Limited Resource Settings." A randomized trial to evaluate implementation and effectiveness of utilizing community health workers to facilitate the delivery of home-based palliative care for rural cancer patients in India.	National Cancer Institute	$400,000
Kathleen Buford Cartmell, "A Multi-Level Intervention to Increase HPV Vaccination Rates in South Carolina."	MUSC Hollings Cancer Center	$90,000
Kathleen Buford Cartmell, "South Carolina Cancer Disparities Research Center" To facilitate the development of cancer research capacity and train a diverse pipeline of cancer prevention and control researchers in a historically black college and university.	National Cancer Institute	$105,000
Karen Kemper, "Monaview Magic Initiative. An afterschool initiative serving predominantly Hispanic, low-income families of Monaview Elementary School in Greenville, SC."	21st Century Community Learning Center Grant, Department of Ed.	$68,165

Research: Undergraduate majors are provided opportunities to work with faculty as undergraduate research assistants on many ongoing research projects. The department supports a Departmental Honors Program that involves honors students in applied research projects coving a variety of health topics. The Creative Inquiry program at Clemson University is also a mechanism used by select faculty within the department to engage students in ongoing research. Within all of these research opportunities, a key control and analysis variable is the racial and cultural diversity within the population under study. Students engage in applied research

experiences that demonstrate the importance of studying how diversity within the study population influences health outcomes.

Community Engagement: The major avenue for student engagement with diverse communities and populations is the departmental internship program. All students are required to complete a 180-hour applied internship experience during their four years at Clemson University. These internships typically involve placement with a variety of community health services providers. Students are exposed to a racially and culturally diverse service population within these internships as they work with public health and medical practitioners in the development and delivery of health care and health services. Students also experience working with a more diverse range of co-workers than they may encounter on campus, which provides experience in adapting and working with those who are from different backgrounds.

    c) **any other relevant elements of the program**

Poverty Simulation: Instructor Kathleen Meyer conducts the United Way poverty simulation in HLTH 4700 Global Health and HLTH 2400 Determinants of Health Behavior classes every semester (pre-COVID). This simulation illustrates to students the impact of economic disparities on overall health and life chances. The program is meant to bring awareness to the difficulties of living in a low-income situation and dispel some common myths about poverty. Students get a glimpse into what it's like to live in poverty, helping to dispel some of the stereotypes and assumptions associated with poverty.

Sullivan Center for Nursing and Wellness: The Department of Public Health Sciences manages the Joseph F. Sullivan Center for Nursing and Wellness. The department has developed a partnership with the Medical University of South Carolina to provide mobile health clinic services to poor and underserved populations throughout the state of South Carolina. Students within the major have had opportunities to complete internships and applied research experiences while working with the mobile clinic to deliver health services to underserved populations, particularly Hispanic migrant farmworkers within the Upstate of South Carolina. Plans are being developed to expand the reach of the mobile clinics to the Midlands and the Low Country areas of South Carolina, and this will provide an even greater range of experiences with diverse populations for students working with the mobile clinic.

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

Hyperlinks are embedded in the narrative for reference to some programs.
Class listing file is in ERF under section H.

H2. Cultural Competence

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

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

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

Development of Cultural Competence within the curriculum: The impact of different cultures on health outcomes and population health is a recurring theme across the four-year curriculum for students within the Public Health Sciences major. Core courses required within the major at the sophomore, junior, and senior levels all address the impact of racial/ethnic/social/cultural differences on both individual and population health. Students develop cultural competence through their coursework combined with internships, community service projects, study abroad opportunities, and other applied experiences that bring them in contact with diverse populations and those with cultural patterns and practices that differ from their own.

b) **research and/or community engagement**

Departmental research and community engagement to develop cultural competence:

Research on Cultural Diversity and Health: The Department of Public Health Sciences currently has many faculty members conducting research in the area of the impact of cultural diversity on individual and community health outcomes. Undergraduate majors are provided opportunities to work with faculty as undergraduate research assistants on a number of ongoing research projects that address the relationship between cultural diversity and health outcomes. The department supports a Departmental Honors Program that involves honors students in applied research projects coving a variety of health topics. The Creative Inquiry program at Clemson University is also a mechanism used by select faculty within the department to engage students in ongoing research. Within all of these research opportunities, a key control and analysis variable is the racial and cultural diversity within the population under study. Students engage in applied research experiences that demonstrate the importance of studying how cultural diversity within the study population influences health outcomes.

Community Engagement: The Department of Public Health Sciences has conducted community outreach activities addressing health disparities within minority and rural communities throughout its existence. Individual faculty members conduct community intervention programs in ethnically diverse communities across the state of South Carolina. An example is Dr. Griffins research in rural South Carolina on obesity prevention and nutrition education.

Clemson Rural Health: The department has established a Rural Health and Community Benefit Program to develop and pursue community health outreach research and interventions. The department has also pursued new opportunities to extend this tradition of community health intervention by collaborating with the Medical University of South Carolina (MUSC) in developing a statewide collaborative Clemson Rural Health program called Healthy Me – Healthy SC, created to improve health care access and combat health disparities across South Carolina. This program will provide opportunities for undergraduate majors in public health to complete internships and other applied experiences with culturally diverse populations. The newly announced program extends the Clemson-MUSC health sciences collaboration. After nearly two years of successful pilot programs in rural Anderson, Barnwell, and Williamsburg counties, the program will begin anticipated statewide expansion under the new title Healthy Me – Healthy SC. The program targets rural communities that typically have a high percentage of minority residents. The department also manages the

Sullivan Center for Nursing and Wellness. This center has a 30-year history of providing services to South Carolinians, including deploying mobile health clinics to reach some of the state's most underserved and culturally diverse communities, focusing on Hispanic migrant farmworkers and impoverished rural communities without access to regular medical care.   Here is a link to our website: https://www.clemson.edu/cbshs/about/building-communities/index.html

Covid-19 Screening: Students volunteer to assist the Sullivan Center in offering small at-risk-communities COVID screenings utilizing Clemson's CLIA lab and saliva testing. Students who volunteer encounter at-risk residents of culturally diverse communities with limited access to medical care. Here is a link for more information: https://www.clemson.edu/cbshs/centers-institutes/sullivan/

Study Abroad opportunities: Students are provided opportunities to participate in study abroad programs that bring them into contact with diverse cultures. Over the past five years, two courses within the curriculum have been offered abroad. Dr. Rachel Mayo offered HLTH 3800 Epidemiology as a study abroad opportunity in Central America and Dr. Cheryl Dye offered HLTH 4300 Health Promotion of the Aged as study abroad opportunities in Spain. In addition to these two courses, it is not uncommon for students to pursue other forms of study abroad experiences related to their major in public health sciences via medical mission trips abroad.

Eta Sigma Gamma, the department honor society has yearly philanthropic projects designed to help those in lower SES regions through food donations and backpack/school supplies drives.

Departmental Internship Student Community Engagement: The major avenue for student engagement with culturally diverse communities and populations is the departmental internship program. All students are required to complete a 180-hour applied internship experience during their four years at Clemson University. These internships typically involve placement with a variety of community health services providers. Students are exposed to a racially and culturally diverse service population within these internships as they work with public health and medical practitioners in the development and delivery of health care and health services. Students also experience working with a more diverse range of co-workers than they may encounter on campus, which provides experience in adapting and working with those who are from different backgrounds.

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

Dr. Griffin's presentation slides are in folder H.

I1. Program Offering

While our department does not offer a distance-based degree program, we have, due to Covid-19, transitioned instruction from in-class/face-to-face learning to both asynchronous and synchronous online teaching and a "hybrid" model that combines limited in-class interaction with online instruction. This online approach to instruction will persist while the Covid-19 pandemic requires social distancing, mask-wearing, and the limitation of contact between students and faculty.

The distance-based program offering a) is consistent with the mission of the program and within the program's established areas of expertise; b) is guided by clearly articulated competencies that are rigorously evaluated; c) is subject to the same quality control processes as other degree programs in the university; and d) provides planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of online learners.

1) Identification of all degree programs and/or majors that offer a curriculum or course of study that uses an internet-based course management system and may be combined with other modes of distance delivery including audio or web-based conferencing, video, chat, etc., whether synchronous and/or asynchronous in nature.

Not Applicable

I2. Student Interaction

Not Applicable

I3. Program Support

Not Applicable

I4. Program Effectiveness

Not Applicable

I5. Student Identity

Not Applicable

J1. Information Accuracy

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

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

Updates and revisions of material: The university catalog, which contains information on programs, departments, educational offerings, degree completion requirements, and a host of other related information, is updated yearly. The academic calendar is updated each year to match the dates of the current annual calendar. Academic grading standards, academic integrity standards, and degree completion requirements are monitored and updated on an as-needed basis.

Sources of information:

Academic calendar – set by the Office of the Registrar
Admission policies – set by the Admission's Office
Grading Policies – set by the Office of Registrar
Academic integrity standards – set by Dean of Undergraduate Studies and monitored by the Academic Integrity Committee
Degree Completion Requirements – set by the department and monitored by the Office of Registrar.

Academic Calendar: Provided by the Office of the Registrar and available online in electronic form. Students are encouraged to consult the academic calendar for each semester they are enrolled to obtain information on the beginning and end dates of each semester, the timing and sequence of deadlines for adding or dropping courses with or without a grade, the dates for any breaks in the academic calendar, and the dates of the final examination period. Faculty, staff, and students are expected to follow the deadlines listed for the reporting of grades, providing timely feedback to students regarding academic standing at mid-semester, and the deadlines for any changes in the course schedule.

Admission policies: Admission policies are presented by the Office of Admissions online in the form of admission requirements listed in the Undergraduate Catalog. The catalog lists the requirements and procedures for applying to Clemson as an entering freshman and as a transfer student. In addition to the catalog, the Admissions Office distributes applications for admission listing all criteria for admission to Clemson University and the deadlines for submitting applications.

Grading policies: Deadlines for entering final grades for each part-of-term are published in the Academic Calendar. Each semester calendar lists deadlines for Graduation Candidate Grades and a deadline for Other Non-Candidate grades. The process is repeated for entering Other Non-Candidate grades. The ranges of possible grades follow the standard A, B, C, D, F format. Some courses are offered with a Pass/Fail grade option. Each faculty member is responsible for clearly listing the grading criteria for the courses they are teaching within the course syllabus. Grading policies were modified to provide flexibility for students to mitigate the impacts of COVID-19 on their learning experience in Spring Semester 2020. These changes were intended to guide students to make informed choices that protect their interests, including scholarships, graduation, GPA, progress toward a degree, ability to gain professional certification, and ability to be accepted into graduate degree programs. After the instructor of record assigned students could choose to take a letter grade or convert the grade to a "Pass" if the grade was an A, B, or C. Grades of D could be converted to the "Special Pass" grade.

Academic Integrity Standards: Academic integrity standards and procedures are listed in the university undergraduate catalog. Faculty members are provided with an academic integrity statement for inclusion in course syllabi outlining the expectations for Clemson students in maintaining the academic integrity of the

learning process. Faculty members who identify potential violations of the academic integrity policy are instructed to contact the Associate Dean for Curriculum. The office of the Associate Dean for Curriculum reviews the evidence presented and may contact the student involved in the potential violation. The Student is allowed to request a hearing or waive the right to a hearing. A complete description of the steps and procedures for handling academic integrity violations is provided online in the academic catalog and on the homepage of Clemson University.

Academic Integrity Committee: The academic integrity committee is composed of students and faculty members recruited by the Office of the Associate Dean for Curriculum. The Academic Integrity Committee hears appeals concerning possible academic dishonesty by undergraduate students. The committee's procedures and the penalties it may impose are outlined in the current Undergraduate catalog.

Degree Completion Requirements: Degree completion requirements are listed in the undergradute catalog. To assist students in the timely completion of all degree requirements, students are provided with a web-based tool Degree Works, designed to help them and their advisors monitor progress toward the timely completion of degree requirements. Degree Works uses requirements from the undergraduate catalog and re-organizes the student's transcript categorically to produce an easy-to-read audit. The audit is divided into blocks to show all of the requirements and how courses were taken or in-progress count toward those requirements. Each block contains checkboxes to easily identify what courses and requirements are complete, almost complete, or still outstanding. The list of degree requirements varies by major and concentration area selected by the student. Within the undergraduate catalog, the Department of Public Health Sciences provides complete degree maps for each of the concentration areas of the major.

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

Academic Calendar
https://www.clemson.edu/registrar/academic-calendars/

Admission policies
http://www.clemson.edu/admissions/applying-to-clemson/freshman-students.html
https://www.clemson.edu/degrees/curriculum/55.pdf

Grading Policies
http://catalog.clemson.edu/content.php?catoid=21&navoid=625#grading-system

Academic integrity standards
http://catalog.clemson.edu/content.php?catoid=28&navoid=879#undergraduate-academic-integrity

Graduation Requirements
http://catalog.clemson.edu/content.php?catoid=28&navoid=879#graduation-requirements
https://www.clemson.edu/degrees/curriculum/55.pdf

J2. Student Complaint Processes

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

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

Policies for grievances by undergraduate students are standardized throughout Clemson University. Undergraduate students are encouraged to seek the assistance of the ombudsman to resolve complaints and conflicts informally. The Ombuds Office provides an "independent, informal, neutral and confidential resource that assists members of the University community in exploring options to resolve problems, complaints and conflicts when normal processes and procedures have not worked satisfactorily. This assistance is an alternative to formal administrative channels, supplementing them but not replacing them". http://www.clemson.edu/administration/ombudsman/   Ombuds can refer individuals to persons able to resolve problems or handle issues at the lowest possible level. Where appropriate, they can also facilitate communication between parties who find themselves in a dispute. Private confidential meetings can be arranged at the student's convenience. All communications are treated with strict confidentiality to the extent permissible by law.

For those matters that cannot be resolved informally or with the assistance of the student ombudsman, the Academic Grievance Committee may hear grievances regarding complaints of:

- discrimination in academics (excluding student employment) against a faculty or staff member based upon race, sex, religion, national origin, age, disability, sexual orientation or other legally protected status;
- complaints of a personal or professional nature involving an individual undergraduate student and a faculty member;
- claims of inequitable final grades; and claims of unfair treatment in an attendance-related issue.

Detailed rules and procedures for filing an academic grievance, including important time periods and appeal rights, are outlined in the Undergraduate Announcements. **No formal grievances have been filed by department students in the past three years.**

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

Procedures for resolution of discrimination/harassment complaints:
https://www.clemson.edu/studentaffairs/student-handbook/access-discrimination/complaints.html

Academic Grievance Board home page:
https://www.clemson.edu/faculty-staff/faculty-senate/shared-governance/boards/academic-grievance.html

The undergraduate catalog description of student's rights and responsibilities, including a detailed description of academic grievance policies and procedures.
http://catalog.clemson.edu/content.php?catoid=18&navoid=536