

REVIEW FOR ACCREDITATION
OF THE
COLLEGE OF PUBLIC HEALTH
AT
EAST TENNESSEE STATE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the College of Public Health (COPH) at East Tennessee State University. The report assesses the college's compliance with the *Accreditation Criteria for Schools of Public Health, amended June 2011*. This accreditation review included the conduct of a self-study process by college constituents, the preparation of a document describing the college and its features in relation to the criteria for accreditation, and a visit in November 2014 by a team of external peer reviewers. During the visit, the team had an opportunity to interview college and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the college and verify the self-study document.

Founded in 1911, East Tennessee State University is a member of the Tennessee Board of Regents (TBR) system. Serving more than 15,000 students, the university offers nearly 200 undergraduate, graduate and medical programs of study. The university is organized into 11 colleges and schools, including the College of Arts and Sciences, the College of Business and Technology and the School of Continuing Studies and Academic Outreach. The College of Clinical and Rehabilitative Health Sciences, the James H. Quillen College of Medicine, the Bill Gatton College of Pharmacy, the College of Nursing and the College of Public Health form the Academic Health Sciences Center (AHSC).

The College of Public Health was established in 2007. The dean reports to the vice president for health affairs and oversees five departments in biostatistics and epidemiology, community and behavioral health, health services management and policy, environmental health and health sciences. The college is also home to the Tennessee Institute of Public Health (TNIPH), the Tennessee Public Health Training Center and the Center for Public Health Practice and Policy (CPHPP), among other research units.

The COPH offers five bachelor's degrees, six master's degrees and three doctoral degrees. Students in the Bachelor of Science in Health Sciences (BSHS) degree can select one of two majors: microbiology or human health. Bachelor of Science in Public Health (BSPH) students can specialize in community health or health administration. In addition to the Bachelor of Science in Environmental Health (BSEH) and Master of Science in Environmental Health (MSEH) degrees, the college offers Master of Public Health (MPH) degrees in all five core areas of public health; online options are provided in three concentrations. The Doctor of Philosophy (PhD) and Doctor of Public Health (DrPH) degrees cover three core areas. The college also offers joint degrees in collaboration with the Doctor of Medicine (MD) and Doctor of Pharmacy (PharmD) programs.

ETSU has held CEPH accreditation since 2000, initially for its public health program. The most recent review, in 2009, resulted in a term of five years. In 2010, 2011, 2013 and 2014, the Council accepted the college's interim reports.

Characteristics of a School of Public Health

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

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

The aforementioned characteristics are evident in the COPH. East Tennessee State University has been accredited by the Southern Association of Colleges and Schools (SACS) since 1927. The COPH and its faculty and students enjoy the same rights and privileges accorded to faculty and students in the other colleges and schools across campus.

The college's mission and goal statements emphasize the importance of instruction, research, service, and other core public health values. The college has also established an ongoing process of evaluation and planning to monitor and improve student performance and ensure that all internal operations continue to support its mission, goals and objectives.

Beyond the interdisciplinary nature of its organizational structure, the COPH demonstrates a commitment to fostering collaboration between its internal and external constituents. The Community Partnerships for

Health Professional Education Program, for example, joins medical, nursing and public health students in rural community-based interdisciplinary courses. The college's strong ties to the practice community also facilitate opportunities for faculty and students to engage in collaborative research and service projects.

The college has sufficient physical, human and fiscal resources to offer a range of bachelor's, master's and doctoral degrees in four core knowledge areas. The biostatistics faculty complement, however, falls short of the minimum requirement established in Criterion 1.7.

1.0 THE SCHOOL OF PUBLIC HEALTH.

1.1 Mission.

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

This criterion is met. The college has a clear and concise mission statement and supporting goals, objectives and value statements that reflect a collective commitment to advancing instruction, research and service.

The college's mission is to 1) provide students with a high quality educational experience focused on excellent teaching, research training and practical skills to prepare them for a diverse and inter-professional workforce, 2) advance science through research focused on identifying causes of and practical solutions to important health challenges, 3) create an environment that is personally and professionally rewarding for faculty, staff and students and 4) use its expertise to improve the health status of all people, including those in underserved communities, through education, evidence-based advocacy, collaborative research and partnerships. The college values altruism, community service, dignity, diversity, education, excellence, integrity, research and teamwork. In support of its mission, the college identifies eight goals that relate to education, research, service, diversity, workforce development and resources. Each goal is linked to three to 14 measureable objectives with quantifiable and qualitative targets.

The process for developing and revising the college's mission and supporting values, goals and objectives was strategic, iterative and inclusive. Related discussions involved the Leadership Council, faculty, staff, students, alumni, Tennessee Department of Health commissioners and various professional and community advisory groups and were guided by input from surveys completed by graduating students, alumni, preceptors and employers. The college completed its latest strategic planning process in spring 2014 and is scheduled to develop a new strategic plan every five years. To ensure relevance, the college also revisits its objectives annually and conducts comprehensive midterm reviews.

The mission, vision and value statements are presented on the CPH website and other recruitment materials, posted in the student lounge and displayed on the walls of each department and common area. The goals and objectives are outlined in the strategic plan that is uploaded to the college website.

1.2 Evaluation and Planning.

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

This criterion is met. The college has established protocols for monitoring and evaluating its progress toward achieving its mission and goals.

The self-study describes the processes used to measure the college's progress, including the data sources, responsible parties and the frequency with which these procedures are conducted, as well as the monitoring and feedback loops for each outcome measure. The associate dean for research, for example, monitors faculty research productivity through annual faculty evaluations. The associate dean for quality and planning tracks job placement rates reported in the annual alumni survey. The associate dean for quality and planning and the Assessment and Evaluation Committee compile these data and share the results with the Leadership Council. The dean presents an overall progress report to the entire faculty and staff and follows up with relevant department chairs and program coordinators on an as needed basis.

The self-study presents measurement data for the last three academic years. Although historical data is not available for several new objectives that were established in spring 2014, documentation provided on site clarified the current status of related activities. The college meets and/or exceeds the majority of its targets despite the fact that the timeline associated with most objectives extends through 2019.

The college responded to a number of issues that emerged from the data to ensure goal attainment and support continuous quality improvement. The Leadership Council, for example, identified the need for real-time student data and the college subsequently hired a data services manager. On-site discussions confirmed that the new staff member has significantly strengthened the college's data systems. The Leadership Council also identified the need to enhance the college's research portfolio and, as a result, hired an associate dean for research and a research services manager to revamp the college's research activities.

The Assessment and Evaluation Committee, which includes the associate dean for quality and planning and faculty, staff and student representation, took the lead in developing the self-study document. Designated lead authors drafted and submitted specific sections to the committee. The preliminary self-study was circulated to all college faculty and staff and to key university leaders for in-depth review and

comment. The final version of the self-study was posted to the COPH website, along with a public invitation to submit third-party comments. The invitation was disseminated via several social media platforms and printed copies were distributed at a college-wide meeting and hung at the main entrance, outside each department and in various other locations throughout the building.

1.3 Institutional Environment.

The school shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional schools in that institution.

This criterion is met. East Tennessee State University has been accredited by the Southern Association of Colleges and Schools since 1927; the most recent review for reaccreditation occurred in 2013 and resulted in a ten-year term. The university responds to over 20 specialized accrediting agencies in fields such as art, public affairs, psychology, social work, business, nursing and engineering.

The university is organized into 11 colleges and schools, including the College of Arts and Sciences, the College of Business and Technology and the School of Continuing Studies and Academic Outreach. The colleges of clinical and rehabilitative health sciences, medicine, pharmacy, nursing and public health comprise the Academic Health Sciences Center. All AHSC deans report to the vice president for health affairs. The vice president reports to the university president, who in turn reports to the chancellor. Ultimately, the Board of Regents is the highest authority in the chain of governance.

The COPH enjoys the same level of autonomy and authority accorded to the other colleges and schools on campus. The dean exercises ultimate budgetary authority over the college and supervises decisions related to the allocation of resources to its various departments. Within the general human resources guidelines of the university and the Board of Regents, the college also assumes responsibility for all personnel recruitment, selection and advancement decisions. The School of Graduate Studies oversees all graduate degrees in the AHSC and new degree programs and substantial revisions to existing curricula must be approved by the Academic Council, the university president and the Board of Regents. Final authority over admission, academic advancement and curricular issues, however, rests with each college. Conversations with the university president and the vice president for health affairs confirmed that college is viewed as an integral and valued part of the university.

1.4 Organization and Administration.

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

This criterion is met. The college maintains an organizational structure with clear lines of authority and responsibility.

As chief executive officer, the dean oversees all of the college's academic, fiscal and administrative activities. He represents the faculty and serves as spokesperson for the college at meetings and events.

The COPH is home to five departments in biostatistics and epidemiology, community and behavioral health, health services management and policy, environmental health and health sciences. Each department chair reports to the dean and supervises his or her unit's research and service activities, resource allocation and administration and delivery of educational programs. Each degree program coordinator reports to the associate dean for academic affairs, coordinates activities related to his or her program and facilitates coordination and collaboration among participating departments.

The college also includes the Tennessee Institute of Public Health, the Tennessee Public Health Training Center and the Center for Public Health Practice and Policy, among other research units. Reporting lines vary by unit. The director of the Tennessee Institute of Public Health, for example, reports to the dean and the Tennessee Public Health Training Center director reports to the associate dean for academic affairs.

The associate dean for academic affairs reports to the dean and interprets policies and procedures, coordinates academic activities, oversees program coordinators and provides leadership, direction and administrative oversight for program delivery and all other academic affairs.

The associate dean for research, who also reports to the dean, is responsible for the development and implementation of a Research Strategic Plan, for coordinating the mentoring of junior faculty in research and for ensuring representation of the college on issues related to research. He also oversees the Research Academy and other research personnel in the college.

The associate dean for quality and planning reports to the dean and is responsible for the assessment of learning outcomes, evaluation processes and data systems. She also guides the use of evaluation results for quality improvement and provides leadership for strategic planning.

The assistant dean for student services reports to the dean and coordinates and implements plans for student recruitment and retention, alumni relations, career and professional development activities, marketing and outreach and support of student organizations.

The assistant dean for finance and administration reports to the dean on fiscal matters and ensures compliance with college, university, TBR and federal policies.

The assistant dean for public health practice assumes primary responsibility for coordinating students' practical experiences, conducting preceptor surveys and incorporating findings into the college's strategic planning process. The field internship coordinators serve in lieu of the assistant dean position, which was vacant at the time of the site visit, and report to the dean in this capacity.

Beyond the interdisciplinary nature of its organizational structure, the COPH demonstrates a commitment to fostering collaboration between its internal and external constituents. The college has been at the forefront of several interprofessional education programs. The Community Partnerships for Health Professional Education Program, for example, joins medical, nursing and public health students in rural community-based interdisciplinary courses. As with other health sciences faculty, COPH faculty serve as guest lecturers and co-teach classes with their colleagues in other colleges. Faculty from the colleges of public health, nursing and business and technology, for example, design and teach courses in the Health Care Management Graduate Certificate. In partnership with the College of Medicine and the College of Pharmacy, the COPH offers two joint degree programs that expose students to various public health perspectives and promote students' cross-disciplinary understanding of the field.

The Interprofessional Education and Research Committee and other university-level committees on which faculty participate provide a forum for interdisciplinary collaboration, strategic planning and decision-making. The AHSC deans also meet with each other and the vice president for health affairs several times per month.

The college's strong ties to the practice community facilitate opportunities for faculty and students to engage in collaborative research and service projects. As described in Criteria 3.1 and 3.2, faculty participate in research and service activities with their colleagues in other colleges and departments.

1.5 Governance.

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

This criterion is met. The COPH exhibits a clear governance structure, with broad representation and defined roles and responsibilities, and allows for the involvement of faculty, staff, students, alumni and community partners in the daily operation of the college. Nearly 20 standing committees participate in policy development and decision-making, planning and evaluation, budget and resource allocation, student recruitment and admissions and/or curriculum development, among other functions.

The Faculty Council assures that the faculty have an independent legislative voice for interactions with the dean and/or the Leadership Council and submits recommendations to the dean for faculty-related policy

that transcends department-specific faculty concerns. CPH faculty elected to the university Faculty Senate serve as ex officio members.

The Leadership Council provides an avenue for formal communication among college administrators and advises the dean on budget- and general policy-related issues. The Council also presents policy proposals to faculty for discussion and approval at college-wide meetings. Membership includes the dean and his office coordinator, the department chairs, the assistant dean for finance and administration, the associate dean for academic affairs, the associate dean for research, the associate dean for quality and planning and the assistant dean for student services.

The Staff Council represents the needs and interests of CPH staff. The Council assures that staff have an independent legislative voice for interactions with the dean and/or the Leadership Council and submits recommendations for staff-related matters to the dean. Membership includes the dean's executive aide and a staff representative from each department and operational unit.

The Student Council serves as the voice of the student body and submits student-related recommendations to the dean. Members include undergraduate and graduate representatives from each department and representatives from public health student organizations.

The Assessment and Evaluation Committee reviews the results of alumni and employer surveys, monitors the college's outcome measures, guides the use of assessment and evaluation data and shares the data with college administrators and faculty. The committee consists of the associate dean for quality and planning and one or more representatives from each of the following constituents: faculty, the Public Health Student Association (PHSA), the research office, the academic office and the dean's office.

The Curriculum Committee reviews curricular proposals and related policies. Membership includes one tenured or tenure-track faculty member from each department, the associate dean for academic affairs and one student.

The Diversity and Social Justice Committee advises the dean and the Leadership Council on the development and implementation of the college's strategic diversity plan, monitors progress toward related goals and objectives and recommends recruitment activities, lectures and seminars that focus on diversity, cultural awareness and social justice. Membership includes a representative from the ETSU Office of Equity and Diversity and at least two faculty, two staff and two students.

The MPH and DrPH Admissions Committees review admissions materials and recommend candidates for admission. Supported by the data services manager, the DrPH Admissions Committee consists of the

respective program coordinator and two tenured or tenure-track faculty from each relevant department. Similarly, each departmental MPH Admissions Committee is composed of three faculty members and supported by the data services manager.

The Faculty Development Committee schedules the annual Faculty Development Day and includes one faculty member from each department.

The Faculty and Staff Awards Committee reviews nominations for and selects recipients of annual faculty and staff awards and assembles materials for university-wide distinguished awards. Membership includes one full-time faculty member from each department, a staff representative and an award recipient.

The Recruitment and Retention Committee develops and implements plans for student recruitment and retention and monitors its success in these areas. Membership includes one student, the assistant dean for student services and faculty and staff from each department.

The Research Development Committee is charged with developing, implementing and overseeing a plan to increase the amount and quality of externally-funded research. The committee comprises the associate dean for research, one tenured or tenure-track faculty member from each department and one graduate student. The research services manager may attend as well.

The Student Scholarship Awards Committee reviews nominations for and selects recipients of all student awards. One faculty member from each department serves on the committee.

The MPH and DrPH Operations Committees oversee the policies and procedures of their respective degree programs, and each consists of the program coordinator, a faculty member from each relevant department, the associate dean for academic affairs and/or his executive aide, the data services manager and at least one student.

The Public Health Practice Advisory Committee advises the college on matters pertaining to the interface between academic public health programs and the needs of practitioners in the field. Practicing public health professionals and community leaders serve on the committee. At the time of the site visit, two members were also COPH alumni.

The Career Development Advisory Group is comprised of four students, two alumni, one staff member and a representative of the University Career Services office. The workgroup is responsible for identifying issues essential for career development and suggesting ways in which the college can better prepare its students for the workforce.

In addition to supporting the governance of the college, the dean and several other faculty and staff members hold appointments on university-level committees, through which they contribute to the activities of the university. Such committees include the Academic Council, the Deans' Council, the Faculty Senate, the Graduate Council, the Interprofessional Education and Research Committee, the University Continuing Health Professions Education Steering Committee and the Academic Advisement Council.

Students serve as voting members on the Assessment and Evaluation Committee, the Curriculum Committee, the Diversity and Social Justice Committee, the Recruitment and Retention Committee, the Research Development Committee, the MPH and DrPH Operations Committees and the Career Development Advisory Group. In addition to several discipline-specific organizations, two college-wide student organizations represent all students in the college. Each student representative is appointed by either the Student Council or the Public Health Student Association. The Student Council provides an avenue for formal communication among students and communicates the needs and interests of the students to the dean and/or the Leadership Council. PHSA is the largest membership organization in the college, representing students at all levels and from all departments. The group organizes community service activities and social networking events. Such activities include participating in the annual Tennessee Public Health Association conference, the annual Well-a-Palooza health fair and World AIDS Week events.

1.6 Fiscal Resources.

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

This criterion is met. The COPH's fiscal resources, which have expanded overall since the last accreditation review, adequately support the college's mission, goals and objectives.

In consultation with the Leadership Council, the dean exercises ultimate budgetary authority over the college and supervises decisions related to the allocation of resources to its various departments. The assistant dean for finance and administration is responsible for managing the budget. Departmental expenditures are under the direction of the chair.

Table 1 presents the COPH budget for the last five fiscal years. The college's budget is based on five sources: university and state funds, extramural awards from grants and contracts, indirect cost recovery, credit hour fees and gifts. The university currently provides state budgetary support to the college in excess of \$5.0 million per year to support salaries, benefits and operating costs. Nearly half of the total indirect costs generated each year are returned to the college. These funds are designated primarily to support the college's research infrastructure. Indirect cost returns have been minimally affected by fluctuations in total research funds.

| Table 1. Sources of Funds and Expenditures by Major Category, FY 2010 to FY 2014 | | | | | |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
| Source of Funds | | | | | |
| University and State Funds | \$5,654,680 | \$4,912,660 | \$5,102,328 | \$5,284,270 | \$5,482,980 |
| Grants and Contracts | \$1,393,809 | \$2,010,664 | \$2,007,682 | \$1,965,828 | \$1,422,411 |
| Indirect Cost Recovery | \$40,180 | \$38,860 | \$48,680 | \$104,420 | \$99,620 |
| Endowment Income | \$1,475 | \$1,645 | \$3,745 | \$34,761 | \$2,665 |
| Annual Gifts | \$15,767 | \$9,549 | \$79,522 | \$26,600 | \$53,205 |
| Investment Income | (\$5,573) | \$7,462 | \$6,553 | \$11,737 | \$5,480 |
| Other (Entrepreneurial) | \$108,420 | \$411,570 | \$520,320 | \$322,050 | \$285,090 |
| Credit Hour Revenue | -- | -- | -- | -- | \$748,000 |
| Total | \$7,208,758 | \$7,392,410 | \$7,768,830 | \$7,749,666 | \$8,099,451 |
| Expenditures | | | | | |
| Faculty Salaries and Benefits | \$4,622,629 | \$5,029,198 | \$5,300,503 | \$5,131,572 | \$5,768,242 |
| Staff Salaries and Benefits | \$890,296 | \$1,145,620 | \$1,086,826 | \$1,163,263 | \$1,111,008 |
| Operations | \$548,222 | \$529,662 | \$627,036 | \$590,409 | \$445,154 |
| Travel | \$133,111 | \$163,887 | \$169,011 | \$191,856 | \$155,144 |
| Student Support | \$380,689 | \$433,132 | \$342,399 | \$392,500 | \$350,202 |
| Capital Expenditures | \$325,742 | \$9,000 | \$60,072 | -- | -- |
| Total | \$6,900,689 | \$7,310,499 | \$7,585,847 | \$7,469,600 | \$7,829,750 |

In 2013-2014, the Board of Regents approved a \$40 credit hour student fee for coursework offered by the health sciences colleges. Income generated through this mechanism is used to support faculty and staff salaries and benefits and lab costs. The “entrepreneurial” line item represents revenue generated from online programs and summer and winter term courses; returned revenue for these mechanisms varies but does not exceed 50% of tuition. Capital expenditures include purchases of scientific lab equipment and technology upgrades, and costs associated with building renovations.

Excess university and state funds remaining at the end of the fiscal year are returned to the university for redistribution. All other excess funds are carried over to the following year. Uncertainties about state budgets, enrollment fluctuations and the impact of the decentralized budgeting process make it difficult to accurately project budgetary resources from year to year. Nevertheless, on-site discussions with the university president and the vice president for health affairs reaffirmed the university’s strong support for the COPH and their intent to continue to make the college an institutional priority should future state budget cuts occur.

1.7 Faculty and Other Resources.

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

This criterion is met. The college has sufficient human resources and facilities to offer a range of bachelor’s, master’s and doctoral degrees in four core knowledge areas. The biostatistics faculty complement, however, falls short of the minimum requirement.

At the time of the site visit, the college employed a total of 43 primary faculty and 29 secondary faculty. Each of the five core public health knowledge areas is supported by four to nine full-time faculty. The health sciences concentration is supported by 13 full-time faculty. Twenty-eight of these individuals teach undergraduate courses. The community and behavioral health, environmental health, epidemiology and health services management and policy concentrations surpass the minimum expectation for the size of the primary faculty complement. Graduate student-faculty ratios, which range from 1.2:1 to 7.4:1, remain below the 10:1 threshold. Undergraduate student-faculty ratios range from 6.5:1 to 28.5:1. Students who met with the site visit team were satisfied with their class sizes and the accessibility and availability of their professors.

The college is supported by 20 full-time staff members, including a data specialist, a research services manager, a data services manager and an assessment specialist position. The COPH also shares a media relations coordinator, an information technology specialist and other staff with the other AHSC colleges.

The COPH is housed in Lamb Hall and is allocated additional research space in Hutcheson Hall, Yoakley Hall and the ETSU Valleybrook campus. The college controls access to 21 classrooms and teaching labs in Lamb Hall and Hutcheson Hall. In addition, the university has a system that allows the scheduling of courses in almost any room on campus, as space is needed and available. Lamb Hall houses the dean's conference room, a student lounge and six departmental meeting rooms. When larger venues are needed for college-wide meetings or special events, the college utilizes meeting rooms in the Culp Student Center or the Millennium Convention Centre. Additional laboratory, office and storage space is located on the Valleybrook campus. The departments of environmental health and health sciences utilize the Environmental Health Sciences Lab and additional biomedical research equipment are available in the Department of Biological Sciences and core facilities in the College of Medicine. As noted in the self-study and confirmed in on-site discussions, lab and faculty office space in the Department of Health Sciences is nearing capacity. The dean has initiated a comprehensive evaluation of space allocation and utilization in Lamb Hall, and the university president confirmed his support of this endeavor.

The college maintains three computer labs: an open lab for all students, a lab for biostatistics students and a lab for doctoral students. The open lab, which contains 19 workstations, is often used as a classroom. The biostatistics lab contains 10 computer stations and private workrooms. The doctoral student lab houses three private offices and a collaborative workspace. In fall 2014, the college opened a new computer lab at its Valleybrook facility. Students also have access to a wide array of computing resources and three open computer labs overseen by the Office of Information Technology.

The COPH relies primarily on the central Sherrod Library on the main campus, with additional resources at a branch library on the ETSU-at-Kingsport campus and on the College of Medicine campus. Sherrod Library provides a 24-hour study room, computer labs, media practice rooms, network connections and laptops for checkout. Each department assigns a library coordinator who recommends book and electronic resources for library purchase. Library instruction is delivered through online courses, class sessions and web pages. Interlibrary loan and document delivery services are also available. Library databases provide access to a broad range of journal literature across disciplines. The library provides access to approximately 500,000 print volumes, 80,000 eBooks and nearly 35,000 eJournals, including over 1,100 public health-related journal titles in both print and electronic formats.

The site visit team identified concerns with the adequacy of the biostatistics faculty complement. At the time of the site visit, this core area is supported by four full-time faculty members and one secondary faculty member. The total of 4.25 FTE did not meet the standards of this criterion. At the time of the site visit, the department of biostatistics and epidemiology was searching to fill a biostatistics faculty position. According to the college's response to the site visit team's report, this position has been filled. The department of health services management and policy was also recruiting two additional full-time faculty.

1.8 Diversity.

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

This criterion is met. Since the last accreditation review, the college has made significant strides in cultivating diversity and cultural competence among its faculty, staff and students.

In alignment with the demographic profile of the northeast Tennessee region, the college identifies African Americans and Hispanics as the most underrepresented among its faculty, staff and student populations. The proportions of female faculty and Appalachian students, in particular, are also lower than desired. Historically, Appalachians are more economically disadvantaged, demonstrate lower rates of educational achievement and exhibit worse health outcomes than most other Americans. Consistent with the university's strategic plan, the college seeks to foster a culture and environment that celebrate diversity and encourage cultural awareness and social justice. The 2014-2019 Diversity Plan, which was developed by a diverse and representative cross-section of faculty, staff and students, outlines specific action items to achieve this goal. In consultation with the associate dean for quality and planning, the Diversity and Social Justice Committee oversees the implementation of the Diversity Plan, monitors the college's progress toward this goal and 14 related objectives and reviews these statements on an annual basis to ensure their continued relevance.

Over 60% of incoming graduate students in fall 2014 were Appalachian and 16% were members of racial or ethnic minority groups. A designated student liaison raises awareness about the university's diversity programs and upcoming events. Discover ETSU invites high school students from underrepresented and socioeconomically disadvantaged groups on a campus tour and provides them with an opportunity to meet faculty, staff and students and learn about admissions, financial aid, scholarships, housing and campus life. The QUEST for Success program is designed to help underrepresented students transition to campus life and build a network of friends, faculty and staff to assist them through their college journey. Similarly, the Bucs Empowering the Students of Tomorrow (BEST) program pairs first-year underrepresented students with mentors, role models, motivators and peers. The Black Affairs Association and the Hispanic American Student Community Alliance are among several student organizations that represent and/or advocate for issues concerning student diversity. At the college level, the COPH website features the Diversity Plan, diversity-related grants and related student resources. The college offers competitive scholarships that support students pursuing fieldwork in diverse and disadvantaged communities in Appalachia and around the world. Other recruitment activities target historically black colleges and universities across the region.

All of the faculty hired in fall 2014 were women. At the time of the site visit, approximately 28% of primary faculty identified themselves as non-white and 80% of staff were female and/or non-white. Open faculty and staff positions are published in relevant minority and women's journals and professional organizations. Job announcements must include the college and university diversity statements. Start-up packages serve as additional recruitment tools. ETSU's Office of Equity and Diversity develops affirmative action procedures and guidelines, reviews faculty and staff recruitment plans, certifies candidates for interviews and approves the language and placement of each advertisement and the composition of all search committees, which must include women and minorities. To encourage retention, the mentoring program connects new female and minority faculty with their senior counterparts.

The college complies with university policies that prohibit discrimination and sexual harassment, promote equal employment opportunity and provide reasonable accommodations for individuals with disabilities. The college also follows the university's procedures for reporting violations and responding to related complaints. Information about these policies is posted on the university website and presented in course syllabi. Online workshops train faculty and staff to recognize and avoid sexual harassment, employment discrimination and associated legal issues. The SafeZone training program addresses lesbian, gay, bisexual and transgender (LGBT) populations. Per university policy, all employees must be trained on the policies and procedures concerning diversity in the workplace and the classroom.

As outlined in the Diversity Plan, the college aims to build competency in cultural awareness and social justice. The associate dean for academic affairs is responsible for ensuring that diversity-related content is integrated into the fabric of the curricula. At the time of the site visit, all of the college's degree programs

incorporated one or more competencies related to diversity, culture and/or social justice. The COBH 2000 Essentials course, which is required of all BSPH students, provides an overview of global health issues and strategies. MPH students discuss social, cultural, economic and environmental risk factors in the core COBH 5200 Social and Behavioral Foundations of Public Health course. All DrPH students take COBH 6110 Social and Behavioral Determinants of Health and Disease, which presents an in-depth analysis of factors contributing to health and disease, including lifestyle, cultural standards, socioeconomic status, age, race and gender. During each of the last three years, the college hosted two diversity-related seminars. According to the most recent exit survey, 95% of students reported that the curricula encouraged them to embrace diversity and treat everyone with dignity and respect.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Degree Offerings.

The school shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master’s degree in at least the five areas of knowledge basic to public health. The school may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.

This criterion is met. As illustrated in Table 2, the COPH offers five bachelor’s degrees, six master’s degrees and three doctoral degrees. BSHS students can select one of two majors: microbiology or human health. BSPH students can specialize in community health or health administration. In addition to the BSEH and MSEH degrees, the college offers MPH degrees in all five core areas of public health; online options are provided in three concentrations. The PhD and DrPH degrees cover three core areas. The college also offers joint degrees in medicine and pharmacy.

| Table 2. Instructional Matrix | | |
|--------------------------------------|-----------------|---------------------|
| | Academic | Professional |
| Bachelor’s Degrees | | |
| Health Sciences | | |
| Microbiology | | BSHS |
| Human Health | | BSHS |
| Environmental Health | | BSEH |
| Public Health | | |
| Community Health | | BSPH |
| Health Administration | | BSPH |
| Master’s Degrees | | |
| Environmental Health | MSEH | MPH |
| Biostatistics | | MPH |
| Community Health | | MPH* |
| Epidemiology | | MPH* |
| Health Services Administration | | MPH* |
| Doctoral Degrees | | |
| Community Health | | DrPH |

| Table 2. Instructional Matrix | | |
|--------------------------------------|-----------------|---------------------|
| | Academic | Professional |
| Epidemiology | | DrPH |
| Environmental Health Sciences | PhD | |
| Joint Degrees | | |
| Medicine | | |
| Biostatistics | | MD/MPH |
| Community Health | | MD/MPH* |
| Epidemiology | | MD/MPH* |
| Health Services Administration | | MD/MPH* |
| Pharmacy | | |
| Biostatistics | | PharmD/MPH |
| Community Health | | PharmD/MPH* |
| Epidemiology | | PharmD/MPH* |
| Environmental Health | | PharmD/MPH |
| Health Services Administration | | PharmD/MPH* |

*Distance-based option

At the time of the site visit, the college planned to develop an MPH program in global health and infectious disease.

2.2 Program Length.

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

This criterion is met. The MPH degree requires a minimum of 43 semester-credit hours, and one semester credit is defined as 15 hours of classroom instruction.

In addition to coursework in the five core public health knowledge areas (15 credits), all MPH students must complete a one-credit Philosophy of Public Health course, fieldwork, a culminating experience, 12 to 17 credits of concentration-specific coursework and six to nine credits of appropriate electives, depending on the concentration. Over the last three years, the college has not awarded an MPH degree to a student with fewer than 42 credits.

2.3 Public Health Core Knowledge.

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

This criterion is met. All MPH and DrPH students must complete coursework that allows them to attain knowledge about the five core areas of public health. This expectation is achieved through the successful completion of the courses identified in Tables 3 and 4.

In addition to completing the courses listed above, DrPH students must obtain an MPH or equivalent graduate degree before admission into the program. All of the syllabi associated with the core MPH and DrPH courses explicitly list the competencies and learning objectives associated with each course and

reflect an appropriate level of breadth and depth to expose students to the five core knowledge areas. Site visitors paid particular attention to the Public Health Law course and verified that it covers some of the same environmental health competencies as the Environmental Risk Assessment course.

| Core Knowledge Area | Course Number and Title | Credits |
|--------------------------------|---|----------------|
| Biostatistics | BSTA 5310: Biostatistics I | 3 |
| Epidemiology | EPID 5400: Epidemiology I | 3 |
| Environmental Health Sciences | ENVH 5100: Environmental Health Practice | 3 |
| Social and Behavioral Sciences | COBH 5200: Social and Behavioral Foundations of Public Health | 3 |
| Health Services Administration | HSMP 5500: Health Services Administration | 3 |

| Core Knowledge Area | Course Number and Title | Credits |
|--------------------------------|---|----------------|
| Biostatistics | BSTA 5350: Biostatistics II | 3 |
| Epidemiology | EPID 5405: Epidemiology II | 3 |
| Environmental Health Sciences | ENVH 5640: Environmental Risk Assessment | 4 |
| | OR | |
| | ENVH 5870: Public Health Law | 3 |
| Social and Behavioral Sciences | COBH 6110: Social and Behavioral Determinants of Health and Disease | 3 |
| Health Services Administration | HSMP 6130: Public Health Leadership, Policy Development and Ethics | 3 |

2.4 Practical Skills.

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

This criterion is met. All MPH students are required to complete 200 to 300 hours of fieldwork, depending on their concentration, as part of an integrated culminating experience. All DrPH students, no matter their chosen concentration, complete 340 hours of fieldwork. All field experiences are planned, organized, supervised and strategically designed to provide an opportunity for students to practice and apply their acquired knowledge and skills to a specific public health project. Such activities also extend students' learning experiences beyond the classroom and into a professional environment.

The framework for the MPH field experience is equivalent to that of the DrPH program. The primary difference is the amount of prerequisite coursework. MPH fieldwork can only be conducted after the completion of all core and concentration coursework—typically during a student's final semester. Participation requires advance approval from the student's faculty advisor. DrPH students, on the other hand, typically complete their field experience toward the end of their first year.

Students select their placement sites and preceptors in consultation with their faculty advisors. Among other criteria, faculty advisors approve placement sites that 1) align with each student's career goals and curricular competencies and 2) demonstrate the capacity to provide adequate guidance, supervision and resources. Preceptors are typically practicing public health professionals in leadership positions. Preferred preceptor qualifications include three or more years of public health work experience; the college has not established a minimum degree requirement. Each student consults his or her preceptor and faculty advisor to outline the specific competency-based learning objectives that the field experience is expected to reinforce. Working students may fulfill the fieldwork requirement at their current place of employment, though such students must work on a project that extends above and beyond the scope of their current job description.

Preceptors and faculty advisors maintain ongoing communication with students throughout the experience. The faculty advisor periodically performs site visits during the student's field experience in order to maintain a relationship with the preceptor, identify any concerns, assess the appropriateness of the field placement and explore the possibility of using the site for future internship opportunities. Students and preceptors complete midterm evaluation forms, which serve as progress reports and provide preceptors with an opportunity to reflect on the student's progress toward competency attainment. In response to students' desire for additional support during the field experience, as revealed in alumni and student exit survey data, the college created a Field Experience website, revamped fieldwork procedures and guidelines, established the Public Health Advisory Committee and is currently recruiting an assistant dean for public health practice.

Deliverables submitted after the conclusion of the field experience include a time sheet and a final evaluation form, through which students rate their satisfaction with the preceptor and placement site. Similar evaluation forms provide preceptors with an opportunity to evaluate each student's overall performance and demonstration of each applicable competency. Preceptors who met with the site visit team were more than pleased with students' level and scope of knowledge and skills, and the fact that they require very little oversight. One preceptor, in particular, asserted that he has hired almost all of the COPH interns that his organization has hosted.

Full waivers are not permitted. Students with at least four years of full-time public health practice experience may be eligible to fulfill the fieldwork requirement with half of the standard contact hours (150 hours for MPH students and 170 for DrPH students), during which such students conduct an integrative independent study that builds on their past public health experience. Students interested in this option must submit an application for consideration and review by their faculty advisor and the relevant Program Operations Committee. Among other items, the application must include an analytical self-assessment paper that describes how the student's work experience relates to the programmatic competencies. Faculty who met

with site visitors indicated that such requests are considered on a case-by-case basis and go through a stringent review process prior to approval.

2.5 Culminating Experience.

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

This criterion is met. All professional degree students complete a culminating experience during their final year. Each culminating experience is designed to assess and ensure students' ability to integrate and synthesize the full scope of knowledge and skills they acquired throughout their coursework.

The MPH culminating experience consists of a final written report and a corresponding oral presentation. Students are expected to discuss the purpose and design of their projects; the methodology, including data analyses and interpretation; the outcomes; their recommendations for future public health practice; and the strengths, weaknesses and limitations of their field experience. Students prepare a corresponding oral defense in which they present their achievements. Students undergo an oral question and answer session following each presentation. Faculty members in the audience assess students' understanding of the theoretical basis for the applied work and their ability to synthesize knowledge applicable to the solution of public health problems.

DrPH students must pass a comprehensive examination, which includes written and oral components, and successfully write and defend a dissertation suitable for publication. The comprehensive exam assesses the student's full scope of knowledge in his or her area of study. The exam must be completed in a satisfactory manner prior to the preparation of a proposal for the dissertation. Students conduct their research and prepare a dissertation under the supervision of a doctoral dissertation committee. The dissertation includes a thorough literature review and a description of the research problem, the methods and results, the student's interpretation of the findings and his or her recommendations for future research. Once the paper is finalized, students prepare and present a corresponding oral defense to their dissertation committee in a public forum. The question and answer period provides committee members with an opportunity to assess students' mastery of the competencies.

As validated by site visitors' review of the guidelines and sample reports and dissertations, the culminating experience in all forms is truly integrative and provides an adequate level of rigor to evaluate each student's knowledge and abilities.

2.6 Required Competencies.

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

This criterion is met. The BSPH, MPH and DrPH programs subscribe to 30, 14 and 29 core competencies, respectively. The BSHS program subscribes to six core competencies. The number of competencies assigned to each MPH concentration ranges from seven to 13. The number of competencies assigned to each DrPH concentration ranges from six to nine. Twelve competencies frame the BSEH, MSEH and PhD curricula. Each BSHS and BSPH concentration subscribes to nine to 12 competencies.

Workgroups consisting of faculty, students and the relevant program coordinator derived and adapted the core competencies from those recommended by the Association of Schools and Programs of Public Health (ASPPH). Course instructors developed concentration-specific competencies based on student, preceptor, alumni and employer survey data and guidelines established by the National Environmental Health Science and Protection Accreditation Council (EHAC) and the ASPPH Framing the Future Task Force, for example. As indicated in the self-study and confirmed in on-site discussions, workforce needs assessment results also shaped the development of the competencies. Drafts of revised competencies were circulated for review and adopted by the Curriculum Committee in the last four years.

The competencies are published on the COPH website and in student handbooks. Course syllabi also outline the relevant competencies and learning objectives that are highlighted in each course.

2.7 Assessment Procedures.

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

This criterion is met. Aside from general course assignments, grades and grade point averages (GPAs), the college monitors and evaluates student progress in achieving the expected competencies through post-course assessments, comprehensive exams, field and culminating experiences, graduation rates, job placement data, alumni surveys and feedback from graduating students and employers.

At the end of each course, students complete a Student Assessment of Instruction (SAI). Two of the questions on the SAI address whether the course objectives were clear and whether the student increased their knowledge and skills in the subject matter. The dean reviews the SAIs with each department chair at the conclusion of the semester.

Upon completion of their core coursework, all MPH students are required to pass a comprehensive examination that covers the core competencies. The exam also tests each student's ability to synthesize their knowledge about the five core areas of public health. Students who pass all sections of the exam advance to candidacy status and qualify to participate in the culminating experience after completing all of their required coursework. BSPH, MSEH and PhD students complete similar exams.

Field and culminating experiences are both designed to assess each student's proficiency in the competencies. Evaluation forms provide preceptors with multiple opportunities to evaluate students' demonstration of the competencies in the field placement. Final written reports and doctoral dissertations demonstrate the full scope of knowledge and skills that MPH and DrPH students attain through the curriculum. During each oral defense presentation, faculty advisors assess students' proficiency and ability to integrate the competencies.

Bachelor's and master's degree students are allowed up to six years to graduate, and doctoral students have seven. Although the 2008-2009 BSPH cohort fell below the 70% benchmark, the following two cohorts achieved graduation rates of 77% and 72% within five and four years, respectively. The 2008-2009 cohorts of the BSHS and MPH programs achieved graduation rates of 71% and 92%, respectively. No MSEH students entered in 2008-2009 and the one student who enrolled in 2009-2010 graduated in three years. Based on the seven-year maximum allowable time to graduate, the 2007-2008 DrPH cohort achieved a graduation rate of only 50%; members of the 2009-2010 cohort, however, all graduated within four years. Although the PhD program was launched in 2006, the first student did not enroll until 2009-2010; as the only member of this cohort, he or she graduated in four years.

An annual alumni survey is the primary source of employment information. Exit survey data serves as a supplement. The 2014 survey received a response rate of 73%. Eighty percent to 93% of respondents who graduated with a bachelor's degree reported being employed or pursuing additional education within 12 months of graduation. The same is true for all respondents who graduated with an MSEH degree and 88% of those who graduated with an MPH degree. Eighty percent of DrPH graduates and all PhD graduates were employed.

Student exit surveys collect information about areas in which graduating students wish they had additional training. The most recent exit survey received a response rate of 72%. Ninety-four percent of respondents agreed that the training they received is relevant to their professional goals. All of the specific skills that were referenced in the survey received ratings above 88%.

The alumni survey assesses the extent to which its graduates felt prepared to enter the workforce. Between 83% and 100% of respondents to the 2014 survey, depending on the degree with which they graduated,

were satisfied with their overall educational experience. Eighty-two percent to 100% of graduates from most degree programs reported the overall relevance and applicability of the competencies to their current jobs, though many specific competencies received average scores of 2.0 to 3.0 on a four-point scale. Sixty-seven percent and 70% of BSPH and BSHS graduates agreed. Most average ratings of competence in each area range from 3.0 to 4.0. Alumni who met with the site visit team confirmed their satisfaction with the competence and skills they developed as public health students. Their recommendations include enhancing student exposure to microbiology and data analysis.

Biannual surveys collect information on employer perceptions of graduates' academic preparation and abilities to perform competencies in the workplace. Fifty-four employers responded to the 2013 survey and all rated graduates as competent in their field of practice. Ninety-two percent highly ranked graduates' level of preparation to meet community needs. Average ratings of specific skills are all above 4.0 on a five-point scale. On-site discussions with employers reflected a similarly high level of satisfaction. Employers asserted that COPH graduates enter the workforce with an unprecedented level of knowledge and skill.

At the time of the site visit, reviewers identified a concern related to low graduation rates exhibited by the BSEH program. Based on the six-year maximum allowable time to graduate, the 2008-2009 BSEH cohort achieved a graduation rate of only 36%. Site visitors noted that the poor graduation rates can be attributed to the relatively small size of the cohort (14), such that slight variations in the total number of graduates resulted in dramatic shifts in the cumulative graduation rate. In recent years, the university identified student retention as a major priority and implemented several initiatives to enhance graduation rates, including investment in specialized advising software programs and an Academic Alert system, which has been implemented since the site visit. The college's response to the site visit team's report documents that this degree program's graduation rates have shown improvement.

2.8 Other Graduate Professional Degrees.

If the school offers curricula for graduate professional degrees other than the MPH or equivalent public health degrees, students pursuing them must be grounded in basic public health knowledge.

This criterion is not applicable.

2.9 Bachelor's Degrees in Public Health.

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

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

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

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

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

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

This criterion is met. The BSPH and BSEH programs provide comprehensive baccalaureate-level training in public health.

BSPH students must complete 33 credits of core coursework, 13 credits of concentration-specific coursework, a 12-credit field experience and 12 credits of appropriate electives. Basic coursework in the five core areas of public health includes one three-credit epidemiology course and four three-credit courses that address the other core knowledge areas: COBH 4030: Community Health, BSTA 3000: Biostatistics, HSMP 3200: Health Services Administration and ENVH 3040: Environmental Sanitation.

BSEH students complete 30 credits of core coursework, 46 credits of concentration-specific coursework and a three-credit culminating experience. Basic coursework in the five core areas of public health includes one three-credit epidemiology course and five three-credit courses that address the other core knowledge areas: BSTA 3000: Introduction to Biostatistics, ENVH 3010: Human Ecology, ENVH 4000: Public Health Law, ENVH 4400: Administration and Planning and ENVH 4397: Environmental Analysis. Although the curriculum does not include elective coursework, students are required to take additional courses in environmental health, biology, chemistry, physics, anatomy and physiology.

BSPH students are required to complete a field experience in their final semester and under the joint supervision of a faculty advisor and an approved field preceptor. A minimum of 400 service learning hours is required. This experience is designed to provide practice-based learning experiences that validate a student's ability to integrate essential public health competencies. Deliverables include progress reports, midterm and final evaluations, an integrative concentration paper, a final oral presentation, a field experience portfolio and a comprehensive examination that covers the core competencies.

BSEH students dedicate 180 hours to a three-credit internship or cooperative experience. Students are assigned to a local, state or federal environmental health protection agency, nonprofit organization or private sector company, as well as a designated preceptor within the host organization. Deliverables include bi-weekly progress, a daily log, a final integrative paper and an optional presentation.

Undergraduate courses are taught by qualified faculty members drawn from the pool of faculty that support the college's graduate programs. Each program coordinator oversees curricular matters and student services and orientation. The BSPH program is also supported by a graduate assistant and a professional advisor. The BSEH coordinator is supported by another senior faculty member, who advises students.

2.10 Other Bachelor's Degrees.

If the school offers baccalaureate degrees in fields other than public health, students pursuing them must be grounded in basic public health knowledge.

This criterion is met. The college offers two BSHS degrees in fields other than public health: microbiology and human health.

The BSHS is designed as a pre-professional degree program. Graduates pursue professional degrees in medical, dental, physician assistant, pharmacy and public health schools, or graduate programs in microbiology and related fields. Others enter the workforce as biotechnology or microbiology research technicians.

All BSHS students must complete a three-credit Introduction to Public Health course prior to graduation. This course provides an overview of the history, organization and operations of the field. Students develop an awareness and understanding of the vast diversity of public health challenges and opportunities across local, state, national and international levels. The curriculum also includes two three-credit epidemiology courses and a biostatistics elective. Human health students have the option to take several environmental health electives as well.

2.11 Academic Degrees.

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

This criterion is partially met. The college offers MS and PhD degrees in environmental health. MSEH students acquire a broad orientation to public health through a three-credit epidemiology course and additional coursework in environmental health practice, risk assessment, environmental health administration, environmental health planning and biostatistics. PhD students take the same three-credit epidemiology course and additional coursework in environmental health practice, biostatistics and experimental design. MSEH and PhD students take the majority of these courses with MPH students.

Students are also encouraged to attend seminars, colloquia and symposia sponsored by the college and department.

The concern relates to the fact that students in these degree programs do not receive an adequately broad introduction to public health. While students do complete coursework in some key aspects of public health, there is no exposure to the social and behavioral sciences or to health services administration.

Each academic degree program concludes with culminating experience. MSEH students must pass a comprehensive examination and either prepare and defend a thesis or complete a course-related research project. Similarly, PhD students take a comprehensive examination and defend a doctoral dissertation. Such requirements are consistent with current standards in the field and demonstrate each student's ability to successfully conduct original research.

2.12 Doctoral Degrees.

The school shall offer at least three doctoral degree programs that are relevant to three of the five areas of basic public health knowledge.

This criterion is met. In addition to the PhD in environmental health sciences, the college offers DrPH degrees in community health and epidemiology.

The DrPH program prepares students for leadership roles in public health practice and research. The PhD program prepares students for scholarly careers, particularly in academia and other research settings. All doctoral students must prepare a written dissertation and corresponding oral defense. The site visit team reviewed the curricula and verified that each demonstrated an appropriate level of in-depth doctoral-level coursework.

Doctoral students receive tuition waivers, dissertation grants and funding from graduate teaching and research assistantships. Writing workshops guide students in the development of their dissertations, and research-active junior faculty mentor students in pursuing post-doctoral fellowships or tenure-earning positions at research-intensive universities.

In 2013-2014, seven DrPH students and no PhD students advanced to candidacy. At the time of the site visit, two to four students were enrolled in each program. Most graduates secure faculty appointments, advanced practice positions or post-doctoral fellowships. In fact, several faculty members who met with the site visit team are also COPH graduates.

2.13 Joint Degrees.

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

This criterion is met. MD/MPH students may specialize in biostatistics, community health, epidemiology or health services administration. PharmD/MPH students may enroll in any of the MPH concentrations.

MD/MPH students complete largely the same curriculum, including the core coursework and the field and culminating experiences, as standalone MPH students. Efficiency for community health students is achieved with a total of 22 credit hours, including 15 credits of medical coursework, that are shared and applied toward both degree programs. Two of the shared MD courses (IDMD 1940 and IDMD 2950) are cross-listed with required MPH courses (COBH 5125 Rural Health Research and Practice and COBH 5135 Rural Community Based Health Projects), and include identical content. Instead of taking the COBH 5130 Consulting and Implementation of Health Programs and Services course, however, students complete a Rural Primary Care Clerkship. Similarly, the COBH 5377 Health Communications course is substituted by the College of Medicine's CSHP 1321 Communication Skills for Health Professionals course. Up to three elective credits, subject to approval by the MPH coordinator and the student's faculty advisor, may be taken in the College of Medicine.

Efficiency for MD/MPH students in all other concentrations is achieved with up to 13 credit hours, including six credits of medical coursework, that are shared and applied toward both degree programs. Subject to approval by the MPH coordinator and the student's faculty advisor, those six credit hours may count for elective credit on the MPH side of the curriculum.

PharmD/MPH students also complete largely the same curriculum, including the core coursework and the field and culminating experiences, as standalone MPH students. Efficiency is achieved with up to 22 credit hours, including six credits of pharmacy coursework, that are shared and applied toward both degree programs. Subject to approval by the MPH coordinator and the student's faculty advisor, those six credit hours may count for elective credit on the MPH side of the curriculum.

Site visitors reviewed and compared the syllabi of shared courses and verified that equivalent or comparable public health content is addressed.

2.14 Distance Education or Executive Degree Programs.

If the school offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these programs must a) be consistent with the mission of the school and within the school's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the school and university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive

to the characteristics and needs of adult learners. If the school offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The school must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The school must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course and degree and receives academic credit.

This criterion is met. The MPH programs in community health, epidemiology and health services administration are offered in distance-based formats. Online programs are specifically designed to accommodate working professionals seeking to develop or enhance their training in public health. This mode of delivery helps the college overcome any geographic and time constraints.

The university invests in a distance education infrastructure that includes classrooms with digital video processing capability, multiple cameras, microphones, software and readily available tech support. Other resources incentivize faculty to develop and maintain online courses and establish an infrastructure that supports quality control.

Online MPH programs are offered synchronously via a hybrid format, where the course instructor meets with on-ground students in the classroom setting and the content is streamed to online students. Such offerings allow for real-time participation of online students, either through voice or typed communication with the instructor and class. Students have the flexibility of participating live or asynchronously. Archived recordings are also available. Desire 2 Learn (D2L) software allows for the production of written course content, hypertext links to outside content, voice-over PowerPoint lectures, podcasts, online chat interactivity and asynchronous message boards.

The MPH Operations Committee oversees the online programs. The Office of eLearning assists with online course delivery, program planning and systematic review. Program administration rests with the MPH coordinator and the associate dean for academic affairs. The dean's office and a graduate administrative assistant provide additional staff support. The Faculty Development Committee offers training opportunities that address topics related to teaching and communicating in the online environment. The Office of eLearning offers similar workshops and tools that address common challenges and best practices in designing online courses and improving instructional effectiveness. Faculty advisors are accessible via e-mail, telephone and Skype and maintain frequent communication with students. As a supplement, the university offers an online help desk.

Admission to the online programs requires the same application process and committee review as the campus-based programs. Online courses also share the same learning objectives, syllabi and student

assessment methods, and are taught by the same graduate faculty. The only difference between the online and campus-based curricula is the mode of delivery.

The university requires that distance education programs have processes in place to ensure that the student registering for a course is the same student who participates in the course and receives course credit. Each student is assigned a unique student identification number that authenticates each user. To preserve the educational quality and integrity of such programs, online students also sit for a proctored exam at an official testing center that is approved by the MPH coordinator.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

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

This criterion is met with commentary. ETSU is transitioning from serving as a primarily instructional institution to one with a stronger research agenda. Research development in the college parallels this transition, with the college implementing higher expectations of research productivity for new faculty recruits.

ETSU's Office of Research and Sponsored Programs Administration (ORSPA) communicates funding opportunities, assures compliance for grant proposals and grant awards and offers grant development courses and research workshops. Post award accounting and reporting activities are the responsibility of the Grant Accounting Office. The Research Development Committee provides internal funding for faculty research. Interdisciplinary grants encourage collaborative research involving multiple colleges and/or departments with strong potential for external funding. Presidential Grants-in-Aid Awards support faculty research development with up to \$5,000 per individual. Distinguished Faculty Awards recognize outstanding faculty achievements.

The college offers a number of resources that incentivize faculty research and enhance their competitiveness for grants and contracts. The Research Development Committee was established to support research activities and promote the growth of the college's research portfolio. Distinguished Faculty Awards recognize outstanding faculty achievement. The college also inducts one faculty member into the Delta Omega Honorary Society in Public Health every year. Inductees must have demonstrated exceptional scholarship and dedication to public health. Displaced salary is negotiated on a percentage basis with new faculty hires to encourage research productivity. Where appropriate, bridge funding can be provided to cover lapses in funding and to address extraordinary events impacting research agenda. Research startup packages are negotiated with new tenure-track faculty hires to support activities that stimulate their

externally funded research agenda. New tenure-track faculty are also assigned one or more graduate research assistants to support their research activities during the first two years of employment. Departments support travel expenses for faculty to disseminate their research findings at professional meetings.

Many research projects are undertaken in collaboration with local, state and national health agencies and community-based organizations. Approximately 64% of all externally-funded research projects conducted in 2013-2014 were community-based. Partnering agencies include the University of Tennessee at Knoxville, the Robert Wood Johnson Foundation and the National Institutes of Health.

The university incentivizes student participation in research through various graduate assistantships, travel stipends, distinguished dissertation awards and other research grants. Over the last three years, 76% of all externally-funded faculty-led research projects involved students. In 2013, 67% of faculty research presentations and 40% of faculty publications included one or more student authors. Graduate students have received National Cancer Institute funding and published first author articles in top-rated journals. Doctoral students are expected to prepare and submit their dissertation research for publication within one year of completion. At the time of the site visit, all doctoral students were supported by research assistantships and 40% by research and training grants.

The commentary relates to the level of research productivity across the faculty complement. Extramural research funding has remained relatively consistent over the last three years, averaging \$1.2 million per year. Primary faculty published an average of one to three peer-reviewed papers during each of the last three years, and 79% to 100% presented their research at one or more professional conferences. At the time of the site visit, a large proportion of faculty were newly hired and in need of more time to develop their research portfolios. Many senior faculty who were hired at the time the college was still teaching-intensive were appointed without research expectations. As a result, the college appears to be overly dependent on a small number of research-active faculty. Conversations with the university president revealed that ETSU recently approved a research incentive plan that allows colleges to return a portion of salary savings dollars to the principal investigators generating them. The dean and the associate dean for research are committed to developing a culture of research and scholarship and making research expectations more explicit.

3.2 Service.

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

This criterion is met. The college encourages faculty and student participation in professional and community service, as reflected in its mission and goal statements.

In addition to the university's award for service, the Foundation Award for Excellence in Service recognizes outstanding service contributions and affirms the commitment of the college to supporting faculty engagement in service. Five public health faculty received this award in the last four years. The college's commitment to serving the community is evident in its extensive documentation of faculty participation in various funded and unfunded service projects. Over the last three years, service-related awards total over \$450,000. Faculty participation in community service has steadily increased over the last three years, with 80% of all faculty reporting one or more community service activities in each of the last two years, and with many faculty engaged in multiple activities. Faculty serve on regional and state boards and health councils and provide consultation and technical expertise to community-based organizations.

Students are also encouraged to engage in service, over and above their activities associated with the required field experience. To recognize student achievements, the college inducts several graduate students into the Delta Omega Honorary Society in Public Health. The college also offers a range of courses that involve community-based service-learning activities and other hands-on service projects. Over the last three years, 73% of all externally-funded faculty-led service projects involved students. Eleven student-led community service activities were reported in 2013-2014. The Public Health Student Association, a major driving force behind student participation in extracurricular community service, organizes and engages students in volunteer activities such as the Susan G. Komen Race for the Cure, American Cancer Society relay races, the annual Well-a-Palooza health fair and World AIDS Week events.

3.3 Workforce Development.

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

This criterion is met. The college is actively engaged in workforce development through a variety of continuing education programs.

LIFEPATH, Long-Distance Internet Facilitated Educational Program for Applied Training in Health, serves as the continuing education and workforce development hub for the college, providing an infrastructure for workforce training, needs assessment and continuing education offerings. LIFEPATH cultivates statewide partnerships to provide competency-based training for Tennessee's public health workforce—particularly professionals in governmental organizations that serve medically underserved populations. Academic partnerships include those with the Meharry College of Medicine, the University of Memphis and the University of Tennessee. Non-academic partnerships include those with the Tennessee Department of Health, the Tennessee Public Health Association and the National Association of City and County Health Officials (NACCHO). The college is also home to the Tennessee Institute of Public Health (TNIPH), which supports the college's long-term goal of strengthening the technical, scientific, managerial and leadership competence of the public health workforce.

The college employs several data collection methods to determine the continuing education needs and priorities of the workforce. Primary data sources include a state-wide needs assessment survey to identify the training needs of the public health workforce. The 2012 survey received a response rate of 60% and highlighted the need to develop financial, leadership, policy, systems thinking and analytical skills. As a supplement to survey data, the dean conducts focus groups with the Tennessee Department of Health to gather additional feedback on the college's role in continuing education, the usefulness of its offerings and suggestions for improvement. Community representatives who met with site visitors appreciate the COPH's continuing education offerings and agree that the college is responsive to their needs, interests and recommendations.

During each of the last three years, the college offered between 17 and 64 continuing education programs. Offerings include online training sessions, lectures, courses, workshops and conferences. Training topics are based on the aforementioned needs assessment results. Since 2010, LIFEPAH has provided 150 unduplicated training programs serving 15,379 public health professionals. TNIPH provided training to over 1,400 individuals throughout the state and in the central Appalachian region. NACCHO's Survive and Thrive grant supports the college in training newly hired local health officials in 12 southern states. The college partnered with the Ohio Valley Appalachia Regional Geriatric Education Center to conduct training in disaster response for emergency medical technologists, emergency preparedness workers and other disaster response personnel in northeast Tennessee. Another series of workshops demonstrated how community-based organizations can incorporate geographic information systems to examine different health zones in their areas.

Faculty have protected time for service activities that can be allocated to workforce development, and several faculty have developed training modules for the workforce as part of their service effort. Other faculty serve as public speakers, continuing educators and trainers on important health topics throughout the region, across the state and around the nation.

The college offers five graduate certificates in biostatistics, epidemiology, gerontology, health care management and rural health. The Certificate in Epidemiology is offered in both campus-based and distance-based formats. The Health Care Management Certificate is only offered online and enhances students' leadership and strategic management skills. The biostatistics, gerontology and rural health certificates are only offered on campus. The certificates are well-established and have successfully enrolled and graduated working professionals. Thirty-nine students were enrolled in one or more certificate programs in fall 2014.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

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

This criterion is met. The college's faculty complement is robust in public health expertise. Faculty members are individually well-qualified and collectively offer a wealth of experience in relevant sub-disciplines of the field. These qualifications are augmented by an extensive array of peer-reviewed publications, research grants and presentations and professional and community service activities.

Nearly all primary faculty have doctoral degrees and some public health training. Many faculty received degrees from CEPH-accredited institutions and/or worked as practitioners prior to their faculty appointment. At the time of the site visit, 52% were tenured. Eleven secondary faculty received MPH or DrPH degrees, and others hold terminal degrees in disciplines such as law, statistics, microbiology, business administration and environmental health. Adjunct faculty, who also hold leadership positions in local non-governmental organizations, serve as guest lecturers and incorporate their public health practice experience into the classroom. Many preceptors also serve as adjunct faculty.

4.2 Faculty Policies and Procedures.

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

This criterion is met. The college observes the university's policies for faculty recruitment, appointment, promotion and tenure. Faculty are governed by institutional faculty rights and responsibilities, as stated in the faculty handbook and in COPH bylaws.

The college evaluates faculty competence and performance during annual reviews for promotion and tenure. Recommendations for initial faculty appointment are made at the department level. Recommendations for faculty promotion are made by the relevant department chair and subject to review and approval by the Promotion and Tenure Committee, the dean and the vice president for health affairs. Final authority over all faculty appointments and promotions rests with the university president and the Board of Regents.

Within university guidelines, each department defines its faculty's research and service expectations and policies in its workload policies and tenure and promotion criteria. Every department promotes excellence in teaching, research and service, though service to the university is accepted in fulfillment of this

requirement. All three elements are taken into consideration during reviews for promotion and tenure. The weight given to service is typically 10% to 15%, and no more than 20%.

Faculty development is supported through a variety of resources and incentives, including a mentoring program, research start-up packages, summer fellowships, travel funds, protected time for research and reduced teaching loads. Junior faculty may be paired with more senior faculty members for guidance. Outside experts are invited to campus to provide lectures to faculty and discuss cutting-edge research topics. The School of Graduate Studies also offers several instructional development courses designed specifically for faculty; topics addressed include the use of technology for online and campus-based instruction, mentoring student research and teaching pedagogy. In 2013-2014, 92% of faculty participated in one or more of these professional development activities.

The quality and effectiveness of faculty instruction is evaluated through student course evaluations and peer reviews. Students complete course evaluations at the end of each semester. As of 2013-2014, the average student rating exceeded 3.6 on a four-point scale, where one indicates “poor” instruction and four indicates “excellent” instruction. Faculty may participate in the peer-review process via classroom observation. Summary results become a component of annual faculty evaluations and are considered in decisions regarding promotion and tenure.

4.3 Student Recruitment and Admissions.

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

This criterion is met. The college employs a variety of methods to identify and attract highly-qualified student applicants.

College-wide recruitment materials include the COPH website, Facebook, YouTube, brochures, flyers and other promotional materials. The Recruitment and Retention Committee and the assistant dean for student services assume primary responsibility for student recruitment. The committee represents the college at key recruitment and career fairs, high school and community college visits, professional conferences, open houses and campus tours. Scholarships, fellowships and graduate and teaching assistantships serve as additional recruitment tools.

Admissions criteria for each instructional program are clearly stated and easily accessible on the COPH website. General master’s degree requirements include a bachelor’s degree from an accredited institution and a minimum GPA of 2.75. Doctoral degree requirements include the successful completion of an MPH or other master’s degree in a related field from a regionally accredited institution. Applicants are asked to submit a personal statement, official transcripts, scores from a recent Graduate Record Examination (GRE)

and letters of recommendation, among other items. Prospective bachelor's degree students may declare the public health, health sciences or environmental health major upon admission to ETSU, but they cannot enter into their respective programs until they are within eight credit hours of completing the general education core curriculum. Applicants must also have obtained a minimum overall GPA of 2.75 or a minimum 3.0 GPA in their last 30 credit hours of coursework.

Each instructional program engages in a competitive admissions process to identify students who are well-qualified and motivated to succeed. Relevant admissions committees assess their qualifications and recommend academically and/or experientially qualified candidates for admission. Admissions decisions must be approved and signed by the School of Graduate Studies.

As a result of the college's comprehensive approach to student recruitment, 23% of applicants who applied to either of the doctoral programs in fall 2014 qualified for admission; all of those who were accepted followed through with enrollment. Seventy-four percent of those who applied to one or more of the master's degree programs qualified for admission; half of those who were accepted enrolled. Nearly 150 bachelor's degree students entered in fall 2014. At the time of the site visit, only three students were enrolled in the MPH programs in environmental health and biostatistics, as well as the PhD in environmental health sciences. Only one student was enrolled in the MSEH program and none were enrolled in the MD/MPH program in biostatistics. The student headcount for all other degree programs ranged from five to 155. Faculty who met with site visitors noted that even when enrollment rates have been low, they do not sacrifice the quality of the students they admit.

4.4 Advising and Career Counseling.

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

This criterion is met with commentary. A variety of academic advising and career counseling services are accessible to students, from the time of enrollment to graduation.

The New Student Orientation provides an opportunity for incoming students to interact with each other, meet staff members, register for classes, become familiar with the campus and learn about student services and extracurricular opportunities. Program-specific orientations are also held at the beginning of the academic year. Students are assigned a faculty advisor prior to enrollment; he or she provides guidance on curricular requirements and course registration, monitors student progress toward degree completion and addresses any questions students may have. Degree Works, an academic advising and degree audit tool designed to assist students in the timely completion of their academic work, is also available. As a supplement, first-year doctoral students are paired with senior student mentors.

Faculty advisors are also available for career advice and consultation. In addition to sending frequent emails about job opportunities, students told site visitors that faculty are approachable and caring, and provide an intimate support system. The University Career Services office hosts job fairs, assists with career planning and job searches, facilitates mock interviews and offers support for resume and cover letter writing. The CPH Careers website features additional career planning resources and fellowship sites. The dean's office maintains two bulletin boards that advertise career and internship opportunities. Students stated that the Monday Dose professional development newsletter and monthly special lecture seminars are also helpful. The Breakfast with the Experts lecture series, for example, offers professional networking opportunities and connects students with public health and health care leaders who discuss emerging issues in the field and career development. The Leading Voices in Public Health lecture series exposes students to various professions in public health. The Public Health Student Association organized a series of seminars on career preparation and business etiquette. The Student Council invited alumni to a career panel to speak to students about their career paths and recommendations for success in the job market. Such presentations are well attended by students and archived for future reference.

Graduating students and alumni have the opportunity to provide feedback on academic advising and career counseling. Approximately 87% of respondents to the most recent student exit survey reported satisfaction with academic advising. Consistent with these results, the 2014 alumni survey suggests that 80% to 100% of alumni from most degree programs were also satisfied with academic advising. Although only 50% and 67% of MSEH and DrPH graduates reported satisfaction, the number of respondents was so few (two to six) that slight variations in responses resulted in a dramatic shift in the satisfaction rate.

The university enforces a clear set of procedures that govern student grievances and are articulated on the university website and in the student handbook. The Office of Student Affairs assumes primary responsibility for reviewing and resolving student complaints. Students are also encouraged to voice their concerns to their professors, faculty advisors, department chairs, department counselors and/or the Student Council, as appropriate. Any of these parties may refer the student to higher authorities, depending on the nature of the complaint and the level of inquiry or appeal. Site visitors learned that the college plans to establish its own Grievance Committee in the near future.

The college received ten formal complaints over the last three years. The content of the complaints varies from grade and dismissal appeals to a racially-motivated verbal assault by a faculty member. All complaints were handled through appropriate channels.

The commentary relates to the level of student satisfaction with career counseling. Only 56% of respondents to the most recent exit survey reported satisfaction with career counseling, and the rates have been relatively consistent over the last three years. Although on-site discussions with students confirmed

their satisfaction with academic advising and the responsiveness of their faculty advisors, student and alumni perceptions about career counseling varied by degree. Graduates of the master's and doctoral degree programs, in particular, identified the need for more opportunities to develop their interviewing, public speaking and resume writing skills. Faculty also acknowledged that the current level of student satisfaction with career counseling is still below desirable. In response to this deficit, the dean established the Career Development Advisory Group to identify issues essential for career development and suggest ways in which the college can better prepare its students for the workforce. At the time of the site visit, the Advisory Group was planning for the development of a three-prong mentorship program to better connect incoming students with faculty advisors, senior students and alumni.

Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH ACCREDITATION SITE VISIT

East Tennessee State University College of Public Health

November 3-5, 2014

Monday, November 3, 2014

- 8:30 am Request for Additional Documents
Amal Khoury, PhD, Associate Dean for Quality and Planning
- 9:30 am Meeting with Core Leadership Team
Randy Wykoff, MD, MPH & TM, Dean, College of Public Health
Ranjan Chakraborty, PhD, Chair, Department of Health Sciences
Karen Ervin, MAcc, Assistant Dean for Finance and Administration
Joel Hillhouse, PhD, Associate Dean for Research
Amal Khoury, PhD, Associate Dean for Quality and Planning; Chair, Department of Health Services Management and Policy
Claudia Kozinetz, PhD, Chair, Department of Biostatistics and Epidemiology
Kurt Maier, PhD, Chair, Department of Environmental Health
Paula Masters, MPH, Assistant Dean for Student Services
Gina Osborne, Office Coordinator, Office of the Dean
Rob Pack, PhD, Associate Dean for Academic Affairs
Deborah Slawson, PhD, Chair, Department of Community & Behavioral Health
- 10:45 am Break
- 11:00 am Meeting with Self-Study Committee
Amal Khoury, PhD, Associate Dean for Quality and Planning (Chair of committee)
Arsham Alamian, PhD, Faculty Representative
Olivia Egen, MPH, Assessment Specialist
Karen Ervin, MAcc, Assistant Dean for Finance and Administration
Rebecca Fee, Research Services Manager
J. Sean Hoyle, MBA, Data Services Manager
Gina Osborne, Office Coordinator, Office of the Dean
Robert Pack, PhD, MPH, Associate Dean for Academic Affairs
Janet Stork, Executive Aide, Office of the Dean
- 11:45 am Break
- 12:15 pm Lunch with Community Stakeholders
Tony Benton, MBA, (Preceptor) Vice President, Washington County Hospitals, Mountain States Health Alliance
Tim Bailey, BS, (Preceptor) Health Educator, Carter County Health Department
Larry Calhoun, PharmD, Dean and Professor, Bill Gatton College of Pharmacy, ETSU
Rusty Crowe, JD, (Preceptor) Senator, District 3, State of Tennessee; Chair, State Health and Welfare Committee
Nancy Dishner, EdD, Executive Vice President, Niswonger Foundation
John Dreyzehner, MD, MPH, Commissioner of Health, State of Tennessee
Rebekah English, RN, MPH, (Preceptor) Director, Northeast Regional Health Office, Tennessee Department of Health
Margaret Feierabend, MEd, Councilwoman, City of Bristol, Tennessee
Mark Houser, BS, Field Office Manager, Division of General Environmental Health, Upper Cumberland Region, Tennessee Department of Health
David Kirschke, MD, MPH (Preceptor) Medical Director, Northeast Regional Health Office, Tennessee Department of Health
Stephen Loyd, MD, (Preceptor) Acting Chief of Medicine, Mountain Home Veteran Affairs Medical Center, Chair, Board of Directors, High Point Clinic
Gary Mabrey, MCM, President/CEO, Johnson City/Jonesborough/Washington County Chamber
Gary Mayes, (Preceptor) Regional Director, Sullivan County Regional Health Department, Sullivan County EMS Director
Jerry Miller, MD, Founder, Holston Medical Group
Ann Rehm, BA, (Preceptor), Development Director, Second Harvest Food Bank of Northeast Tennessee
Doug Taylor, Assistant Dean of Student Affairs, Admissions and Records, Quillen College of Medicine, ETSU
Lisa Tipton, (Preceptor) Executive Director, Families Free
Kathy Whitaker, Director, First Tennessee Area Agency on Aging and Disability

- 1:45 pm Break
- 2:15 pm Meeting with Instructional Programs: Group 1
 Arsham Alamian, PhD, Assistant Professor, Department of Biostatistics and Epidemiology
 Katie Baker, DrPH, Assistant Professor, Department of Community and Behavioral Health
 Kate Beatty, PhD, Assistant Professor, Department of Health Services Management and Policy
 Joel Hillhouse, PhD, Professor, Department of Community and Behavioral Health
 Amal Khoury, PhD, Professor, Department of Health Services Management and Policy
 Claudia Kozinetz, PhD, Professor, Department of Biostatistics and Epidemiology
 MaryAnn Littleton, PhD, Associate Professor, Department of Community and Behavioral Health
 Xuefeng Liu, PhD, Associate Professor, Department of Biostatistics and Epidemiology
 Kurt Maier, PhD, Professor and Graduate Coordinator, Department of Environmental Health
 Hadii Mamudu, PhD, Assistant Professor, Department of Health Services Management and Policy
 Rob Pack, PhD, Professor, Department of Community and Behavioral Health
 Megan Quinn, DrPH, Assistant Professor, Department of Biostatistics and Epidemiology
 Michelle Reece, DrPH, Instructor and MPH Coordinator, Department of Health Services Management and Policy
 Ken Silver, D.Sc., Associate Professor, Department of Environmental Health
 Deborah Slawson, PhD, Associate Professor and DrPH Coordinator, Department of Community and Behavioral Health
- 3:30 pm Break
- 3:45 pm Executive Session
- 5:15 pm Adjourn

Tuesday, November 4, 2014

- 8:30 am Breakfast with Alumni
 Ima Chinedozi, BSHS/2012, Medical Student, Quillen College of Medicine, ETSU
 Jan Compton, BSEH/1989, MSEH/2007, Director, Office of Sustainable Practices, Tennessee Department of Environment and Conservation
 Jennifer Hunt, BSPH/2008, MPH/2010, Core Team Member II, Johnson City Medical Center, Mountain States Health Alliance Value Optimization System (VOS)
 Adam Jarvis, BSPH/2014, Customer Engagement Coordinator, Office of Performance Management, Division of Policy, Planning, & Assessment, Tennessee Department of Health
 Sarakay Johnson, BSPH/2013, MRC (Medical Reserve Corps) Coordinator, Sullivan County Regional Health Department
 Wyeth Lawson, BSPH/2006, Medical Student, Quillen College of Medicine, ETSU
 Christen Minnick, BSPH/2004, MPH Online/2013, Health Promotion Coordinator, Northeast Regional Health Office, Tennessee Department of Health
 Melissa Neal, DrPH/2009, Criminal Justice Planning Manager, Mecklenburg County Criminal Justice Services
 Katie Neel, MPH/2011, Infection Prevention Coordinator, Franklin Woods Community Hospital
 Cynthia Saylor, MPH Online/2014, Assistant Regional Director, Northeast Tennessee Regional Health Office
 Silas Tolan, BSPH/2008, MPH/2013, Executive Director, Johnson City Community Health Center
 Phani Veeranki, DrPH/2012, Assistant Professor, University of Texas, Medical Branch in Galveston
- 9:00 am Break
- 9:30 am Meeting with Faculty Related to Research, Service and Workforce Development
 Arsham Alamian, PhD, Assistant Professor, Department of Biostatistics and Epidemiology
 Katie Baker, DrPH, Assistant Professor, Department of Community and Behavioral Health
 Joel Hillhouse, PhD, Professor, Department of Community and Behavioral Health
 Amal Khoury, PhD, Professor, Department of Health Services Management and Policy
 MaryAnn Littleton, PhD, Associate Professor, Department of Community and Behavioral Health
 Mildred Maisonet, PhD, Assistant Professor, Department of Biostatistics and Epidemiology
 Hadii Mamudu, PhD, Assistant Professor, Department of Health Services Management and Policy
 Paula Masters, MPH, Instructor and LIFEPAATH Director, Department of Health Services Management and Policy
 Edward Onyango, PhD, Associate Professor, Department of Health Sciences
 Robert Pack, PhD, Professor, Department of Community and Behavioral Health
 Megan Quinn, DrPH, Assistant Professor, Department of Biostatistics and Epidemiology
 Phil Scheuerman, PhD, Professor, Department of Environmental Health
 Deborah Slawson, PhD, Associate Professor, Department of Community and Behavioral Health
 Mike Stoots, EdD, Associate Professor, Department of Community and Behavioral Health
 Shimin Zheng, PhD, Assistant Professor, Department of Biostatistics and Epidemiology
- 10:30 am Break

11:00 am Meeting with Faculty and Staff Related to Faculty Issues, Student Recruitment and Advising
 Katie Baker, DrPH, Assistant Professor, Department of Community and Behavioral Health
 Patrick JP Brown, PhD, Assistant Professor, Department of Health Sciences
 Colin Chesley, MBA, Instructor and Field Internship Coordinator, Department of Health Services Management and Policy
 Taylor Dula, MPH, BSPH Academic Advisor, Office of the Dean
 J. Sean Hoyle, MBA, Data Services Manager
 Mikki Johnson-Maczka, MPH, Instructor and Field Internship Coordinator, Department of Community and Behavioral Health
 MaryAnn Littleton, PhD, Associate Professor, Department of Community and Behavioral Health
 Hadii Mamudu, PhD, Assistant Professor and Chair of MPH Admissions Committee, Department of Health Services Management and Policy
 Paula Masters, MPH, Instructor and Assistant Dean for Student Services, Department of Health Services Management and Policy
 Edward Onyango, PhD, Associate Professor, Department of Health Sciences
 Megan Quinn, DrPH, Assistant Professor, Department of Biostatistics and Epidemiology
 Michelle Reece, DrPH, Instructor and MPH Coordinator, Department of Health Services Management and Policy
 Phil Scheuerman, PhD, Professor and BSEH Coordinator, Department of Environmental Health
 Mike Stoots, EdD, Associate Professor and BSPH Coordinator, Department of Community and Behavioral Health
 Dara Young, MEd, Health Sciences Academic Advisor, Office of the Dean

12:00 pm Break

12:15 pm Lunch with Students
 Brittany Bolton, Master of Public Health-Health Services Administration
 John Botts, Master of Public Health-Environmental Health
 Tyler Carpenter, Master of Public Health-Health Services Administration
 Rachel Dean, Master of Public Health-Community Health
 Sarah Fagley, Bachelor of Science in Environmental Health
 Logan Grant, Online Master of Public Health-Health Services Administration
 Chris Green, PhD in Environmental Health Sciences
 Tessa Johnson, Bachelor of Science in Health Sciences-Human Health
 Emily Miller, Master of Public Health-Epidemiology
 Eunice Mogusu, Master of Public Health-Biostatistics
 Phillip Peters, Bachelor of Science in Public Health-Health Administration
 Crystal Robertson, Online Master of Public Health-Epidemiology
 Jessica Sester, Online Master of Public Health- Health Services Administration
 Marc Stevens, Doctor of Public Health-Epidemiology
 Natalie Walker, Doctor of Public Health-Community Health
 Rachel Ward, Doctor of Public Health-Community Health
 Joni Watson, Bachelor of Science in Health Sciences-Microbiology
 Jacy Weems, Bachelor of Science in Public Health-Health Administration
 Henna Yakoob, Bachelor of Science in Health Sciences-Microbiology

1:45 pm Break

2:15 pm Meeting with Leadership of University
 Brian Noland, PhD, President, East Tennessee State University
 Wilsie Bishop, PhD, Vice President of Health Affairs and Chief Operating Officer, East Tennessee State University

2:45 pm Break

3:15 pm Meeting with Instructional Programs: Group 2
 Patrick JP Brown, PhD, Assistant Professor, Department of Health Sciences
 Ranjan Chakraborty, PhD, Professor, Department of Health Sciences
 Colin Chesley, MBA, Instructor and Field Internship Coordinator, Department of Health Services Management and Policy
 Karen Ervin, MAcc, Instructor, Department of Health Services Management and Policy
 Mikki Johnson-Maczka, MPH, Instructor and Field Internship Coordinator, Department of Community and Behavioral Health
 Amal Khoury, PhD, Professor, Department of Health Services Management and Policy
 Kurt Maier, PhD, Professor and MSEH/PhD Coordinator, Department of Environmental Health
 Paula Masters, MPH, Instructor, Department of Health Services Management and Policy
 Mike McKamey, MEd, MPH, Instructor, Department of Biostatistics and Epidemiology
 Tricia Metts, PhD, Associate Professor, Department of Environmental Health
 Effiong Otukonyong, PhD, Assistant Professor, Department of Health Sciences
 Michelle Reece, DrPH, Instructor, Department of Health Services Management and Policy
 Aimee Rowe, MPH, Instructor, Department of Community and Behavioral Health
 Phil Scheuerman, PhD, Professor and BSEH Coordinator, Department of Environmental Health
 Mike Stoots, EdD, Associate Professor and BSPH Coordinator, Department of Community and Behavioral Health

4:15 pm Break

4:30 pm Executive Session

5:30 pm Adjourn

Wednesday, November 5, 2014

9:00 am Executive Session and Report Preparation

11:30 am Working Lunch

12:30 pm Exit Interview