

**Council on Education for Public Health
Adopted on June 9, 2023**

REVIEW FOR ACCREDITATION
OF THE
COLLEGE OF PUBLIC HEALTH
AT
TEMPLE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

November 30-December 2, 2022

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CRITERIA:

Accreditation Criteria for Schools of Public Health & Public
Health Programs, amended August 2021

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INTRODUCTION

Temple University was founded in 1884. It is a public university with 17 schools and colleges including the College of Engineering, School of Law, School of Dentistry, College of Public Health, School of Pharmacy, and the College of Liberal Arts. Temple University is located in Philadelphia, Pennsylvania, and it is the largest university in the city. The university offers two associate degrees; 176 bachelor's degrees; 182 master's degrees; 13 doctoral-professional degrees; and 54 doctoral-scholarship/research degrees. The university also has campuses in Tokyo and Rome and study abroad opportunities across six continents. The university is accredited by the Middle States Commission on Higher Education. Temple University also has specialized accreditation through organizations such as the Accreditation Council for Pharmacy Education, Accrediting Council on Education in Journalism and Mass Communications, and Commission on Collegiate Nursing Education.

Temple University employs 2,286 full-time faculty; 1,484 part-time faculty; and 3,796 staff and administrators. The university enrolls 26,081 undergraduate students and 9,819 graduate/professional students.

Temple University's College of Public Health was accredited as a school of public health in 2017, after initially being accredited as a program in 1985. The college comprises eight departments representing a variety of health-related areas: communication sciences and disorders; epidemiology and biostatistics; health and rehabilitation sciences; health services administration and policy; kinesiology; nursing; social and behavioral sciences; and social work. The college has 2,726 bachelor's students, 939 master's students, and 342 doctoral students. Among these enrolled students, 311 (11%) bachelor's students are enrolled in offerings classified as public health, 281 (30%) master's students are enrolled in offerings classified as public health, and 21 (6%) doctoral students are earning degrees categorized as public health.

The last CEPH accreditation review was the 2017 initial accreditation in the SPH category. Since its last review, the college has submitted three interim reports on topics including assessment of foundational knowledge and foundational competencies, employer perceptions data, and workforce development data. The Council accepted these reports as evidence of compliance.

Instructional Matrix - Degrees and Concentrations					
Bachelor's Degrees		Categorized as public health	Place-based	Distance-based	
Public Health	BS	X	BS		
Exercise and Sport Science	BS		BS		
Health Information Management	BS		BS		
Health Professions	BS		BS		
Health Studies	BS		BS		
Kinesiology	BS		BS		
Nursing	BSN		BSN		
Recreational Therapy	BS		BS		
Speech, Language, and Hearing Science	BA		BA		
Social Work	BSW		BSW		BSW
Master's Degrees	Academic	Professional			
Applied Biostatistics		MPH	X	MPH	
Environmental Health		MPH	X	MPH	
Epidemiology	MS	MPH	X	MS, MPH	MPH
Health Policy and Management		MPH	X	MPH	MPH
Nutrition		MPH	X	MPH	
Social and Behavioral Sciences		MPH	X	MPH	MPH
Public Health Data Science	MS		X	MS	
Athletic Training		MSAT		MSAT	
Health Informatics		MSHI		MSHI	MSHI
Neuromotor Science	MS			MS	
Recreational Therapy		MS			MS
Speech, Language, and Hearing Science		MA		MA	
Social Work		MSW		MSW	MSW
Doctoral Degrees	Academic	Professional			
Epidemiology	PhD		X	PhD	
Health Policy and Health Service Research	PhD		X	PhD	

Social and Behavioral Sciences		PhD		X	PhD	
Athletic Training			DAT			DAT
Communication Sciences and Disorders		PhD			PhD	
Kinesiology		PhD			PhD	
Neuromotor Science		PhD			PhD	
Nursing			DNP		DNP	
Occupational Therapy			OTD		OTD	
Physical Therapy			DPT		DPY	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		Academic	Professional			
2nd Degree Area	Public Health Concentration					
Social Work	Social and Behavioral Sciences; Health Policy and Management		MPH-MSW	X	MPH	MPH
Health Informatics	Social and Behavioral Sciences; Health Policy and Management; Epidemiology		MPH-MSHI	X	MPH	MPH
Law	Social and Behavioral Sciences; Health Policy and Management;		MPH-JD	X	MPH	MPH
Public Policy	Social and Behavioral Sciences; Health Policy and Management		MPH-MPP	X	MPH	MPH
Medicine	Social and Behavioral Sciences; Health Policy and Management; Epidemiology		MPH-MD	X	MPH	MPH
4+1 Accelerated	BS in Public Health; MPH in Applied Biostatistics, Epidemiology, Health Policy and Management, Social and Behavioral Sciences		BS-MPH	X	BS-MPH	
3+3 Accelerated	BS in Kinesiology; Doctor of Physical Therapy		BS-DPT		BS-DPT	
4+1	BS in Health Professions; Master of Science in Athletic Training		BS-MSAT		BS-MSAT	

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		Significant college governance bodies include the Executive Committee, Graduate Council, Undergraduate Council, Tenure and Promotion Committee, Non-tenure Promotion Committee, Sabbatical Committee, Merit Advisory Committee, Student Appeal and Grievance Committee, Faculty Responsibility Committee, Interdisciplinary Education Committee, and Diversity Committee. The college also has a Collegial Assembly that allows for broad input.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 		Degree requirements are handled by Academic Affairs as well as the department(s) housing the degree program. Departments may have their own internal committees or governance groups. Academic Affairs handles curriculum design as well, following departmental review and in conjunction with the Graduate or Undergraduate Council.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The associate director of assessment and accreditation and associate deans for undergraduate or graduate studies oversee student assessment, in conjunction with the Graduate or Undergraduate Council. The interim associate deans for undergraduate/graduate studies ensure that university policies are followed, while individual departments and degree programs make graduate admissions decisions; undergraduate admissions are overseen by undergraduate administration.		

		<p>The associate dean for faculty affairs supervises recruitment and promotion, which involves The Merit Committee and the Promotion and Tenure Committee.</p> <p>The associate dean for research and the Office of Research Administration oversees research, while the associate dean for faculty affairs oversees service activities.</p> <p>The Collegial Assembly offers a forum for faculty input on decision making. All college faculty can be a part of the Collegial Assembly, and it holds an annual election for faculty leadership. The Collegial Assembly has contributed to discussions about work-life balance, COVID-19, and student health concerns. The college has broad representation on the university's Faculty Senate as well.</p> <p>The Interprofessional Education Committee is particularly active in contributing to shared governance and activities. Examples of projects include shared training between nursing and athletic training on inserting IVs and community clinics between public health and other units.</p> <p>During the site visit, the team confirmed there are many opportunities for part-time faculty to interact with full-time colleagues, including the Collegial Assembly. Departments also invite part-time faculty to participate in relevant meetings, but due to the contract with adjunct faculty, participation cannot be required.</p>		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		<p>Students are represented on the Undergraduate and Graduate Councils, Grievance Committee, and the CommonHealth Journal Committee, Student organizations also offer input into important decisions such as the provision of gender-neutral restrooms.</p> <p>Student organizations involved in governance include department-specific organizations (e.g., Epidemiology and Biostatistics Student Association). Students may also participate in the Graduate Student Council and Eta Sigma Gamma.</p> <p>During the site visit, the team asked students to comment on their engagement in decision making. One student has been asked to sit in on lunches for discussions with new professors; they also serve as the vice president of Eta Sigma Gamma. Another student participates in the CommonHealth online journal, which is almost entirely student-run. One student mentioned that the students are very involved in student organizations.</p>	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate				

A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		The dean of the college is the chief executive of the unit. The dean reports to the provost, who reports to the president. The president reports to the Board of Trustees. This is the same structure for other colleges at Temple.	Click here to enter text.	

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master's degree in at least three distinct concentrations		The college offers six MPH degrees and three public health academic doctoral degrees (epidemiology, health policy, and social and behavioral sciences), as outlined in the introduction to this report.	Click here to enter text.	
Offers public health doctoral degree programs in at least two distinct concentrations				

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The college's mission is to embrace the challenges of interprofessional education, practice, and research to	Click here to enter text.	

Taken as a whole, guiding statements address instruction, scholarship, service		create healthy populations and individuals. This work is approached with cultural humility in collaboration with the community. They believe their efforts will empower their students to be the leaders of tomorrow.		
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success		The college's vision is "solving health's complexities for a better tomorrow." The college also articulates the following values to guide its efforts:		
Guiding statements reflect aspirations & respond to needs of intended service area(s)		<ul style="list-style-type: none"> • interdisciplinary thinking • innovative solutions 		
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		<ul style="list-style-type: none"> • community engagement to identify important problems and actionable solutions • evidence • translational research • compassionate care and service to the community • engagement of students in the pursuit of knowledge • advocate for the transformation of our community's well-being for the community • social justice • respect for diversity and inclusion of all people • the production of new knowledge that provides public health and healthcare solutions that advances health equity <p>The college defines four goals that clearly address instruction, scholarship, and service:</p> <ul style="list-style-type: none"> • to increase diversity within our health professions through access to high-quality education. • to increase interdisciplinary educational efforts within our didactic coursework, co-curricular initiatives, and practice. • to increase the breadth of perspectives in research and scholarship; and, 		

		<ul style="list-style-type: none"> to expand community collaborations and co-create new opportunities for research and service learning. <p>Together, the vision, mission, values, and goals illustrate how the college plans to advance the field of public health and promote student success. The guiding statements are sufficiently specific and describe the college's unique identity and current aspirations.</p>		
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B2. EVALUATION AND QUALITY IMPROVEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects & reviews all measures in Appendix 1		<p>The college's evaluation practices are guided by an evaluation plan organized by the four goals. For example, to measure its goal to "increase diversity within our health professions through access to high-quality education," the college uses measures such as the number of scholarships awarded to under-represented student populations, the number of pre-college offerings, and the number of skill-building seminars and workshops. The college also tracks diversity by examining applicants, acceptances, and matriculants.</p> <p>The college defines data sources and responsible parties for each measure. Program directors, associate deans, and department chairs primarily evaluate the data collected for the evaluation plan. For example, to increase diversity and interprofessional perspectives in courses, a curriculum audit is performed by faculty, and program directors, chairs, the associate director of assessment and accreditation, and the interim associate deans of</p>	Click here to enter text.	
Measures mission & goals & addresses unit's unique context				
Reviews & discusses data				
Makes data-driven quality improvements				
Consistently implements evaluation plan(s) over time				

		<p>undergraduate/graduate studies review the results. The evaluation plan ensures that the college collects data on all measures required by the accreditation criteria, as well as on college-specific areas of interest.</p> <p>The college assesses student success using graduation rates, graduation reports, doctoral student progress data, and post-graduation outcomes. These data are reviewed by the associate director for assessment and accreditation and program directors.</p> <p>The college assesses its efforts to advance public health primarily through the indicators aligned with goal four, "to expand community collaborations and co-create new opportunities for research and service learning."</p> <p>The self-study provided three examples of how evaluation findings were translated into programmatic plans and changes. The first example relates to the goal of increasing diversity and interprofessional perspectives in courses. The college conducted a curriculum audit to determine if courses needed to be revised. Faculty revised courses based on these reviews. Another example relates to the goal of increasing the number of faculty with service-learning components in a course. The college hired a new staff person to support the development of service-learning in courses.</p>		
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B3. GRADUATION RATES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The college reports graduation rates that exceed or are on target to meet or exceed this criterion’s thresholds. BSPH students have a maximum time to graduate of three years once they have enrolled in a class typically taken by full-time students in their second year of enrollment at Temple. MPH and MS students have a maximum of four years to complete the degrees, and PhD students have a maximum of seven years to complete the degree.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor’s & master’s degrees, 60% for doctoral degrees		<p>The cohort of BSPH students that entered in 2019 reports a 94% graduation rate. The 2020 cohort has reached a graduation rate of 96% after two years, and the 2021 cohort has reached 38% after one year. Of the 2021 cohort, only one student has withdrawn, which indicates that attrition is sufficiently low. The starting cohorts from 2019 to 2021 have been 100, 103, and 119 students.</p> <p>The cohort of MPH students that entered in 2018 reports an 89% graduation rate. The subsequent cohorts report graduation rates of 63% and 28% after two years and one year. These rates represent starting cohorts between 70 and 167 students.</p> <p>For the MS degree, one student enrolled in 2018. The self-study suggests that the student has reached their maximum time to graduation, but the college reports the student received an extension and is on track to graduate in spring 2023. The second cohort enrolled two students in</p>		

		<p>2019, who both graduated after two years. No students enrolled in the MS program in 2021 or 2022.</p> <p>The cohort of PhD students that entered in 2015 reports a 50% graduation rate. The next two cohorts have not yet reached the maximum time to graduation, but also have graduation rates of 50% with additional students progressing toward graduation. These rates represent starting cohorts between four and six students. The self-study reports that the doctoral programs are small by design, and the college values doctoral students' work experiences and encourages pursuit of advanced degrees while maintaining employment. Future PhD cohorts are on track to meet the threshold based on withdrawals to date.</p> <p>The commentary relates to the doctoral graduation rates not meeting the criteria's threshold, though discussions with faculty during the visit provided appropriate context to document minimum compliance with this criterion. Staff noted that, out of the six PhD students who entered in 2015, one student left the program to pursue an excellent job opportunity and may return, and the other two students who did not graduate had major medical and health-related issues that prevented them from progressing. College leaders noted that they work with advisors to support doctoral students' individual progress; faculty also plan to discuss the challenges of working while pursuing a doctoral degree with incoming PhD students to better prepare them.</p>		
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B4. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates’ employment or enrollment in further education post-graduation for each public health degree offered		The college reports post-graduation outcomes that meet the criterion’s threshold for the BSPH, MPH, MS, and PhD degrees. The college uses a survey to collect post-graduation data. The survey is distributed to alumni immediately after graduation every term. The college supplements these data with methods such as searches on LinkedIn, Facebook, Twitter, and Instagram to reach recent graduates. The college also relies on the Temple Career Center as a means of connecting with graduates. Currently, the Career Center is employing a text messaging strategy to increase response rates.	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		<p>The college presents three years of post-graduation outcome data. For the BSPH degree, the college reports the following positive post-graduation outcome rates: 97% (2019), 92% (2020), and 95% (2021). The number of unknowns ranges from 14 to 21 students (12-20%) over the three years.</p> <p>For the MPH degree, the college reports positive post-graduation outcomes of 96%, 97%, and 95% from 2019 to 2021 with the number of unknowns ranging from seven to eight students (10-21%).</p> <p>The college provides two years of data for the MS degree, with 100% of graduates employed post-graduation. The college reports zero MS unknowns over the two years. Similarly, for PhD graduates in 2019 and 2020, 100% were</p>		

		<p>employed. In 2021, 67% were continuing education or training and 33% were not seeking employment or further education. The self-study reports zero PhD unknowns over the last three years.</p> <p>The self-study reports that the college is pleased with its post-graduation outcomes, attributing its success to individual advising with professional advisors and faculty advisors who prepare students for the workforce. The self-study notes that most students graduate with a job or acceptance into graduate school or an advanced degree.</p>		
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B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		<p>The college collects data regarding alumni perceptions of their preparation on competencies depending on the degree they graduated with. The college uses an alumni survey to collect data on how satisfied graduates were with their curricula and the overall public health education. The first alumni survey was sent in spring 2022 for all graduates between 2016 and 2021. Moving forward, the survey will be distributed annually. The survey was distributed via email and posted on Facebook and LinkedIn.</p> <p>Site visitors reviewed the survey results. The survey asks alumni to rate their proficiency for each of the 22 MPH foundational competencies, PhD domains, and BSPH cross-cutting concepts. The survey also asks alumni to</p>	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation				

		<p>reflect on the effectiveness of the curriculum in preparing for post-graduation placements.</p> <p>Fifty-three percent of BSPH alumni stated that the curriculum was very effective at preparing them for post-graduation placements. Twenty-seven percent of BSPH alumni stated that the curriculum was moderately effective. Forty percent of MPH alumni reported that the curriculum was very effective, and 50% reported that it was moderately effective. Fifty percent of doctoral students reported that the curriculum was very effective and 50% reported that it was moderately effective.</p> <p>BSPH graduates rated the highest level of proficiency in communicating public health-specific information, as well as project implementation. BSPH alumni reported feeling less prepared in their ability to locate, use, evaluate and synthesize public health information.</p> <p>MPH alumni reported feeling most prepared in interpreting the results of data analyses and selecting quantitative and qualitative data collection methods. Alumni reported feeling less prepared in explaining basic principles and tools of budget and resource management.</p> <p>For the PhD program, there were only four responses, and only one alumna who responded completed the questions about competency and skill attainment. The one respondent reported that they did not feel proficient in any of the areas asked about. During the site visit, faculty stated that the student had a hard time matriculating through the program due to personal reasons.</p>		
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		<p>In the future, the college plans to hold focus groups with alumni to obtain additional information. During the site visit, college faculty reported that alumni focus groups will be held in spring 2023.</p> <p>During the site visit, faculty stated that the data collection methods provide useful information, but the college would like to revise those methods to get more accurate data and increase response rates.</p>		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The college has adequate financial resources to support its mission, goals, and degree offerings. The college has a stable budget that has slightly increased by about 3.5% over the five-year reporting period. During the same five years, tuition and fees collected have increased by almost 8%.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		<p>The college is funded through a responsibility centered management (RCM) model. Within this model all academic programs cover both their direct and indirect costs of operations with revenues generated at the college level. The RCM model is reviewed and adjusted every five years.</p> <p>Tuition and fees are received directly by the college. The college is assessed 18.4 % of undergraduate tuition and 1.9% of graduate tuition for financial aid and 4.9 % of all tuition for the physical plant fund. In addition, the college</p>		

		<p>returns to the university approximately \$131 per student credit hour; \$0.2180 per net direct expense for general costs; and \$22.75 per assigned square foot for allocated space.</p> <p>Within the college, budget decisions primarily involve the dean, the dean's finance staff, and the department chairs. New recommendations for funding must include a statement of fiscal impact. Site visitors learned that every department has its own budget and has flexibility to make changes within existing funds. Departments hold monthly meetings to discuss departmental needs and budget concerns.</p> <p>All faculty salaries are covered within the college operating budget. Faculty involved in externally funded projects have a portion of their salaries charged to the external funding source equivalent to their effort on the sponsored project. New faculty positions are funded through generated operating funds. These funds may derive from a new or expanded program or cost savings generated by grant income. All requests for additional faculty in recent years have been supported.</p> <p>Operational expenses are defined as those "necessary for instruction and field education services like faculty salaries, teaching assistant stipends, tuition for teaching assistants, and general supplies and equipment." Under RCM, the college pays an assessment to Temple University for library, technology, security, maintenance, and central administrative support.</p> <p>Temple provides need- and merit-based student aid. Student conference travel is available within departmental</p>		
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		<p>operating budgets and in AY 22-23, eight students received travel grants. Graduate students receive stipends and tuition remission through teaching and research assistantships which are covered by operating and grant funds. In addition, the Graduate School has provided the college with \$20,000 to \$60,000 in scholarship support to address gaps in financial need.</p> <p>Indirect cost recovery associated with grants and contracts is returned to the college. The college then provides 10% to primary investigators who accumulate more than \$20,000 in total indirect costs each year. PIs who generate less than \$20,000 do not receive this allocation, and these funds are retained within the college.</p> <p>Faculty development for tenured and tenure-track members is funded through start-up funds, indirect cost recovery accounts, grant funding, and department budgets. Faculty development for non-tenured faculty is provided through the operating budgets within departments.</p> <p>The Graduate School provides incentive funding for schools and colleges that offer new programs that increase enrollment. New master's degree programs that generate at least 125 tuition credits in the first year receive \$30,000. The college encourages departments to explore opportunities that increase the amount of tuition generated.</p> <p>The provost also issues an annual call for strategic funds at the beginning of each new academic year. The college has received funding from this source to establish a</p>		
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		community-based clinic initiative to address the health needs of immigrant populations in North Philadelphia.		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
College employs at least 21 PIF; or program employs at least 3 PIF		<p>The college has adequate faculty resources to support its degree offerings. The college has 41 primary instructional faculty (PIF) for its BSPH degree, six MPH degrees, and three PhD degrees, which surpasses this criterion's minimum requirements. The college has the appropriate number of faculty per concentration and degree level.</p> <p>All primary instructional faculty are allocated at 1.0 FTE. The college does not rely on any non-PIFs. College faculty reported that the college has not had a need for non-PIFs based on the breadth of experience in the PIF complement.</p> <p>For general advising and career counseling, BSPH faculty advise an average of 29 students, with a maximum of 38 and a minimum of 22. For master's degrees, faculty advise an average of six, with a maximum of 11 and minimum of two. Finally, for the PhD program, faculty advise an average of two students, with a maximum of four and minimum of one.</p> <p>For the MPH integrative learning experience (ILE), faculty advise an average of 13 students, with a maximum of 19 and minimum of seven. For the BSPH cumulative or experiential activity, faculty advise an average of 18, with</p>	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable				
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable				
Students' perceptions of class size & its relation to quality of learning				

<p>are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)</p>		<p>a maximum of 22 and minimum of 15. Faculty advise an average of two, with a maximum of three and minimum of one PhD students for their dissertations.</p>		
<p>Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)</p>		<p>The largest program areas according to faculty count are social and behavioral sciences and general public health (the bachelor’s degree), each with 14 primary instructional faculty, and epidemiology with 13 faculty. There are seven primary instructional faculty in health policy and management, six in applied biostatistics, five in nutrition, five in health policy, and three in environmental health.</p> <p>The college collects student satisfaction with class size and availability of faculty for MPH students through the MPH class format and scheduling survey, which is distributed via email. The survey is distributed every three years and was last distributed in fall of 2021. The survey covers topics such as satisfaction with class size; course activities; class strength; availability of courses; and credit and workload. The response rate was 39 percent. Overall, students were satisfied with the size of core courses and faculty availability, with percentages ranging from 79%-100% across concentrations.</p> <p>The college also distributes the Temple University Student Questionnaire for undergraduate students to rate satisfaction with class size and faculty availability. The survey is distributed every three years with the latest survey administered in spring 2022. The response rate was 30%. Forty-six percent of students were very satisfied with quality of courses and faculty availability, and 42% were somewhat satisfied.</p>		

		<p>Data for MS and PhD students on class size and faculty availability is gathered from the Graduate Student Survey, which is distributed every two years. It was last distributed in spring 2022 via email. Forty-four percent of PhD students were satisfied with class size and faculty availability, and 34% percent were somewhat satisfied. In spring 2022, there was one master’s student enrolled in the college and rated high satisfaction with class size and faculty availability.</p> <p>Students who met with site visitors praised faculty stating that faculty are “extremely responsive” and “more than available.”</p>		
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C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The college has staff supporting academic affairs, admissions, enrollment management, student recruitment, clinical affairs, communications and marketing, community engaged research and practice, alumni relations, faculty affairs, information technology, and research administration.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable		The college conducts an annual review of the organizational structure and staffing needs. Leaders from all departments are invited to share their concerns. In addition, the Executive Team meets with each department chair each spring to discuss staffing and support concerns.		

		<p>The college also employs professional staff to serve as advisors for some undergraduate and master’s programs. Each undergraduate department has a dedicated academic advisor and ensures that advising ratios do not exceed one advisor to a maximum of 200 students. At the graduate level, the MPH and MSW degrees also have dedicated academic advisors.</p> <p>During the site visit, faculty and staff were asked to discuss staff turnover concerns, which were mentioned in the self-study document, and solutions being considered to address these concerns. Site visitors were told that most of the turnover occurred during the recent pandemic and issues related to compensation, promotion, and flexible work schedules are being addressed. For example, staff now have the option to work remotely for two days each week.</p> <p>Faculty that met with site visitors spoke very highly of staff support. One faculty member stated that “staff are the backbone of the college.”</p>		
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C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The college has appropriate physical resources to meet the current needs of students, faculty, and staff. The space is spread over 12 buildings with a suite for the dean, a suite for each of eight departments, classrooms, research space, and lab rooms. The departments also have over 2,800 square feet of shared space. All offices have wired	Click here to enter text.	
Physical resources appear sufficiently stable				

		<p>networks and Wi-Fi available. The ASTAR building was completed in 2017 and offers modern classrooms for the college while serving as a host site for the college's physical therapy and occupational therapy programs.</p> <p>All full-time faculty have a private office, and adjunct faculty have shared office space in each department. Staff have dedicated office space in each department and access to community spaces.</p> <p>The college controls 16 smart classrooms, and an additional 14 classrooms are available for scheduling as needed. The college also controls teaching laboratories for occupational therapy, nursing, exercise science, athletic training, and anatomy and physiology. Finally, the college controls five gyms used for physical activity classes.</p> <p>The college has over 11,000 square feet of research laboratories. Environmental health has a wet lab used to research the health impacts of environmental toxins in the water.</p> <p>There are shared student spaces in nine buildings that allow students to work in groups or study alone. Each department has a space for students to eat, socialize, and meet in small groups.</p> <p>In 2025, the college will be moving into a newly renovated building in the center of campus. All eight departments will be co-located in this new building. There will be a state-of-the-art teaching kitchen, a clinical space, and a large community space. During the site visit, faculty showed site visitors the new building and expressed their belief that</p>		
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		co-locating all departments will enhance opportunities for collaboration.		
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C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		IT resources are sufficient to meet the needs of students, faculty, and staff. Software and technology relevant to coursework is readily available to both students and faculty.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty		Temple University has libraries on all five campuses. The collections contain more than four million physical and digital titles, over 275,000 print and electronic journal subscriptions, and more than 700 research databases. The main campus library has a one-stop assistance desk where students and faculty can connect with a subject librarian. Librarians are available via chat service 24/7.		
Library & IT resources appear sufficiently stable		The college has a dedicated librarian available for individual consultations. All students and faculty have access to hardware and software specific to their instructional needs. The TECH Center is located on the main campus and is equipped with 600 Mac and PC workstations with 150 software applications. Laptops are made available free of charge for short-term borrowing via automated kiosks in 11 locations. Longer-term borrowing and discounted refurbished laptops are available through OWLtech. Temple University also provides access to tools, apps, and communications		

		<p>through TUportal. Through this portal, students can also access class schedules and coursework and set up appointments with advisors. Through Canvas, students can view course content, grades, announcements, and participate in on-line discussions. Students and faculty also have ability to download up to 150 software applications on up to five devices.</p> <p>The college implemented a laptop requirement in the fall of 2020. Students are provided access to long-term loaner laptops and information on scholarships that will cover the cost of a laptop. Over 55 iPads equipped with special apps are made available for students to use in anatomy, occupational therapy, athletic training, and physical therapy classes and labs. SAS is provided to MPH students and Visio to health information management students.</p> <p>All full-time faculty receive a computer with a camera, microphone, and standard software. Specialized equipment and software are provided where needed. The college has a dedicated recording studio for faculty to create, edit, and develop high-quality online videos and other media.</p> <p>TUhelp for faculty and students is available through the university Help Desk on Monday through Thursday from 8:00 a.m. to 8:30 p.m., with more limited weekend hours. One student noted that these hours are not “friendly” to students who work full-time and only have weeknights and weekends to devote time to school assignments. From July 2020 to June 2022, results of a survey distributed to students in the college provided an average satisfactory score of 3.92 out of a possible 4.0.</p>		
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		During the site visit, faculty and staff who met with site visitors expressed a high level of satisfaction with their in-house IT services and the availability of technical assistance from TUhelp. Students told site visitors that tech support was helpful in downloading class-required software.		
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>The college maps the 12 foundational knowledge areas to eight courses: SBS 5001: Fundamentals of Public Health; SBS 5002: Program Planning, Theory, and Practice; HRPR 5001: Current and Emerging Issues in Public Health and Health Professions; EPBI 5006: Biostatistics and Applied Analysis of Health; EPBI 5101: Fundamentals of Epidemiology; and EPBI 5201: Epidemiologic Research Methods I; and HMP 5006: Political and Economic Aspects of Health. Students in MPH joint degrees also take these eight courses.</p> <p>MPH students take these courses at the beginning of the program. As shown in the D1 worksheet, the team was able to verify didactic coverage of all learning objectives through review of the course syllabus and discussion with faculty during the site visit.</p>	Click here to enter text.	

D1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The college ensures coverage and assessment of the 22 foundational competencies in 10 required courses. The courses include seven of the eight courses listed in Criterion D1 plus EPBI 5006: Biostatistics and Applied Analysis of Health and the two MPH fieldwork classes, which have sessions and requirements separate from individual students' placement hours. Students in the MPH joint degree programs also take these courses.</p> <p>Students receive didactic preparation through lectures and readings. The assessment opportunities are varied and include final projects and papers as well as homework</p>	Click here to enter text.	

		<p>assignments, discussion posts, and exams. For example, to assess foundational competency 10, students must complete a fact sheet project and midterm exam questions.</p> <p>Reviewers' findings are shown in the D2 worksheet.</p>		
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D2 Worksheet

MPH Foundational Competencies	Yes/CNV
1. Apply epidemiological methods to settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy, or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & systemic levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design, implementation, or critique of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply leadership and/or management principles to address a relevant issue	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Integrate perspectives from other sectors and/or professions to promote & advance population health	Yes
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The college defines at least five competencies for each of its six MPH concentrations. The team's assessment of each competency statement and students' opportunity to learn and demonstrate each competency is presented in the D4 worksheet.	Since the site visit occurred, Health Policy and Management faculty have worked collaboratively to revise the Health Policy and Management concentration competencies. The following corrections have been made: Concentration Competency 1 was removed. To address the overlap identified between foundational competency 15 and concentration competency 3, the concentration competency was revised and is now: <i>Develop evidence-based policy recommendations to address adverse public health outcomes and assure health equity.</i> To address the overlap between foundational competency 16 and concentration competency 5, the concentration competency was revised and is now:	The Council reviewed the team's report and the college's response. Based on the college's revisions to the competency statements and mapped assessment opportunities, the Council found that the college does demonstrate compliance with this criterion. Therefore, the Council changed the team's finding of partially met to a finding of met.
Assesses all students at least once on their ability to demonstrate each concentration competency		The program ensures didactic coverage and assessment through two courses for the MPH in environmental health; three classes for the MPH in health policy and management and MPH in epidemiology; four courses for the MPH in social and behavioral science; and five courses for the MPH in nutrition and the MPH in applied biostatistics. Environmental health students take another concentration course that is not mapped to any of the concentration competencies.		
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	N/A	The concern relates to the health policy and management concentration not defining five distinct competencies, due to overlap with foundational knowledge areas and foundational competencies. Specifically, reviewers found that concentration competency 1 overlaps with		

		foundational competency 12, and concentration competency 3 overlaps with foundational competency 15. In addition, concentration competency 5 is a lower skill level and overlaps with foundational competency 16.	<i>Analyze the different structures and functions of public health and not-for-profit healthcare organizations to identify strategies that foster effective leadership within the organization. See Attachment A: Assessment of Competencies for MPH in HPM Concentration revision for submission. Attachments B and C are updated syllabi.</i>	
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D4 Worksheet

MPH in Social and Behavioral Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe (a) social and behavioral determinants of public health problems across levels of influence (i.e., individual, family, network, organizational, community, policy, physical environment, and culture), and (b) targets of intervention at each level of influence.	Yes	Yes
2. Identify and apply social and behavioral theories, evidence-based methods, and ethical principles in public health interventions, programs and research.	Yes	Yes
3. Identify and critically evaluate contemporary and emerging methods and technology that can advance public health research and practice.	Yes	Yes
4. Create or adapt public health interventions to diverse communities based on principles of inclusivity and cultural competencies (e.g., describing how socio-cultural factors shape health outcomes).	Yes	Yes
5. Apply principles of risk perception and cognition to the development of health communication messages, interventions, and campaigns to address public health issues in diverse populations.	Yes	Yes

MPH in Health Policy and Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe how laws are implemented by public agencies at the local, state, or federal levels, including their legal authority to act.	Yes	Yes
2. Develop evidence-based policy recommendations to address adverse public health outcomes and assure health equity.	Yes	Yes
3. Apply economic models relevant healthcare-seeking, access, use, quality, costs, and healthcare decision-making.	Yes	Yes
4. Analyze the different structures and functions of public health and not-for-profit healthcare organizations to identify strategies that foster effective leadership within the organization.	Yes	Yes
5. Apply key concepts of strategic management and marketing.	Yes	Yes

MPH in Nutrition Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply knowledge of social, psychological, and environmental aspects of eating and food.	Yes	Yes
2. Utilize the nutrition care process with individuals, groups, or populations in a variety of practice settings.	Yes	Yes
3. Integrate knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle.	Yes	Yes
4. Apply knowledge of nutritional health and disease prevention for individuals, groups, and populations.	Yes	Yes
5. Select and implement nutritional screening tool for individuals, groups, or populations.	Yes	Yes

MPH in Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify specific examples of selection and information bias and explain how myriad biases could be addressed in the study design and/or analysis.	Yes	Yes
2. Explain effect modification and confounding and be able to differentiate each and appropriately employ statistical methods to address each.	Yes	Yes
3. Select the most appropriate study designs in epidemiologic (e.g., ecological studies, randomized trials, cohort, case-control, time series, difference-in-difference) such that bias is minimized and efficiency is maximized.	Yes	Yes
4. Estimate and interpret measures of frequency and measures of association.	Yes	Yes
5. Apply appropriate statistical methods to analyze epidemiologic.	Yes	Yes
6. Write a clear description of the rationale, methods, results and interpretation of an epidemiologic investigation.	Yes	Yes

7. Engage in scientific writing and discourse (manuscripts, peer review of manuscripts, article critiques).	Yes	Yes
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MPH in Environmental Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify specific examples of selection and information bias and explain how myriad biases could be addressed in the study design and/or Analysis.	Yes	Yes
2. Explain effect modification and confounding and be able to differentiate each and appropriately employ statistical methods to address each.	Yes	Yes
3. Use exposure assessment techniques to evaluate risks to human health associated with environmental hazards and explain the potential health consequences of exposure to hazardous agents.	Yes	Yes
4. Identify and describe risk management and risk communication approaches for preventing or reducing environmental health risks in working, residential, and community environments.	Yes	Yes
5. Identify potentially vulnerable populations and apply principles of environmental justice to identify appropriate courses of action for health protection and advocacy.	Yes	Yes

MPH in Applied Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify specific examples of selection and information bias and explain how myriad biases could be addressed in the study design and/or Analysis.	Yes	Yes
2. Explain effect modification and confounding and be able to differentiate each and appropriately employ statistical methods to address each.	Yes	Yes
3. Apply advanced statistical methods appropriate for research needs (e.g., hierarchical modeling, mixed-effect models, categorical data analysis, analytical techniques for evaluating spatial data).	Yes	Yes
4. Manage complex data including importing and merging data sets; documenting and recoding variables; and converting data across different analysis software applications.	Yes	Yes
5. Transform a research question or research goal into a statistically testable hypothesis.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		The fieldwork I and II experiences completed by all MPH students meet this criterion's requirements for work products and qualified instruction. In addition, the fieldwork experience requires all students to demonstrate at least five competencies. Joint-degree students also take both fieldwork courses.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		In preparation for the APE, students have a series of group meetings with the MPH fieldwork program coordinator, tailored one-on-one meetings, and complete assignments related to the proposed fieldwork experience. Students also attend a fieldwork orientation with a fieldwork instructor from each MPH department. Students then spend a semester identifying and applying for fieldwork opportunities. Once a fieldwork site and preceptor are confirmed, the student prepares a fieldwork proposal that outlines how the APE will meet the course requirements.		
All students demonstrate at least five competencies, at least three of which are foundational		<p>In the first month of fieldwork, students work with their preceptors to identify the five required competencies (at least three foundational and two concentration-specific). Students submit their five competencies to their fieldwork instructor. Instructors submit approved competencies in a shared spreadsheet.</p> <p>Students complete three self-reflections discussing their status on each of the five competencies. One is a baseline, another at mid-year (between fieldwork I and II) and a final</p>		

		<p>assignment at the end of fieldwork II. Instructors assess competency-aligned work products as part of the student's Dissemination Plan and Results.</p> <p>The college provided a fieldwork proposal rubric that includes the criteria and a rating schedule for determining the acceptance of a fieldwork proposal. The ERF also included a syllabus for MPH Fieldwork I and the Master of Public Health Program Fieldwork Student Manual.</p> <p>All students are required to complete an experience of 250 hours, at least 225 of which must be in the field. Students complete their 225-hour fieldwork at one site during one semester.</p> <p>Each student submits at least two work products. The APE and ILE are integrated experiences, and the work products that satisfy this criterion are submitted as appendices to the final report that students submit to satisfy the ILE requirement. At the conclusion of a fieldwork experience, the student also completes a fieldwork survey.</p> <p>The college provided a list of over 100 fieldwork sites. Sites were in Maryland, New Jersey, New York, Pennsylvania, Tennessee, and Washington, DC and include health departments, non-profit organizations, and other public health-related facilities.</p> <p>The college provided sample work products from five concentrations. Five student samples were provided for each concentration except environmental health, which has only had two students complete the experience in recent years. All work products met this criterion's requirements. During the site visit, faculty discussed how</p>		
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		<p>a student created a cookbook for her nutrition internship. Another student created an assessment that the health department still revises and uses.</p> <p>Preceptor feedback is not used to assess the work products but is factored into the overall grade for the course.</p> <p>Students told site visitors that their field experiences gave them the opportunity to apply skills learned in the classroom; that field work was been a valuable learning experience; and the faculty and staff were extremely helpful in identifying practice sites and ensuring the value of practice experiences.</p> <p>The commentary relates to the opportunity to strengthen competency assessment practices. Instructors do not assess the degree to which a student has met a specific competency. Instead, the instructor provides feedback on and scores each work product; the work products are mapped to competencies in the student's proposal. The college has identified this weakness and plans to develop a formal mechanism for assessment.</p>		
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D6. DRPH APPLIED PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		The college builds on the APE, requiring students to develop a more extensive project that will benefit the practice site and meet this criterion's requirements. Work products include a final report and presentation, a poster presentation in a professional forum, and a final oral presentation.	Click here to enter text.	
Project occurs at or near end of program of study				
Students produce a high-quality written product		Projects are expected to meet four objectives:		
Faculty reviews student project & validates demonstration & synthesis of specific competencies		<ol style="list-style-type: none"> 1) Use data and empirical evidence to identify a public health problem. 2) Use social science and public health models to develop and then implement a feasible solution to a public health problem. 3) Use quantitative or qualitative data and methods to evaluate a public health program, and 4) Disseminate program findings to relevant community stakeholders and via public health research presentations. <p>The fieldwork paper and presentations are assessed for demonstration and integration of competencies by the fieldwork course instructor and another faculty member using a rubric. Students self-identify the top five (at least three foundational) competencies that align with the project. Competencies are discussed and approved by a preceptor, then discussed and approved by the fieldwork instructor. These are the same competencies selected in the APE.</p>		

		<p>The products reviewed by the site visit team are of high quality. Examples include a project that examined the association of fine particulate matter with asthma and general health among adults in southeastern Pennsylvania; an analysis of Philadelphia neighborhood climate and an analysis of opioid treatment engagement for patients with opioid use disorder; and data-driven identification of county-level social determinants of health that predict county-level COVID-19 mortality.</p> <p>During the site visit, students praised faculty for their support for the ILE stating that faculty are helpful when selecting topics and compiling data.</p>		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		A total of 19 required courses address the foundational public health domains for the bachelor's degree, with at least two courses indexed to each domain or sub-domain. Students complete courses in a variety of disciplines	Click here to enter text.	

<p>If curriculum intends to prepare students for a specific credential (e.g., CHES), curriculum addresses the areas of instruction required for credential eligibility</p>	<p>N/A</p>	<p>including population health, disease control and prevention, and health communication with public health domains introduced and covered in both lower and upper-level courses. In addition to the required courses, students complete an additional five public health elective courses. The curriculum emphasizes understanding the determinants of health and health communication.</p> <p>For the domains within math/quantitative reasoning, students complete several courses, including EPBI 2219: Biostatistics and Public Health, in which students learn concepts and applications of basic statistics.</p> <p>For the domain of science, students complete SBS 2001: Biological Foundations of Population Health which addresses the foundational elements of biological and life sciences.</p> <p>For the domains within the overview of public health category, multiple courses address the concepts, as evidenced in the provided syllabi, including HRPR 1001: Public Health: The Way We Live, Work, and Play, in which students learn about the history of public health and the 10 Essential Services, and SBS 2101: Disease Prevention and Control, in which students learn about the history of disease and the role of public health.</p> <p>For the domain related to data, EPBI 2219: Biostatistics and Public Health requires students to complete individual and group projects related to data usage and analysis. In EPBI 3101: Introduction to Epidemiology, students complete homework and lab assignments related to varying aspects of epidemiology, including data sources and disease screening.</p>		
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		<p>For the domains relating to identifying and addressing population health challenges category, students complete a two-semester course series that requires conduct of a community needs assessment and addresses program development and evaluation. This course series also addresses the project implementation domain.</p> <p>For the human health domain, students complete SBS 2101: Disease Prevention and Control, in which they complete a paper related to the prevention and control of a common human disease chosen by the student. In SBS 2103: Health Psychology and Human Behavior, students learn theories of health behaviors and present information on specific human diseases.</p> <p>For the determinants of health domain, ENVH 2102: Environmental Health requires students to complete labs and discussion boards related to the environmental factors that impact human health. In SBS 2216: Ethnicity, Culture and Health, students examine the individual and structural factors that contribute to health disparities as part of a neighborhood observation project.</p> <p>Students receive coverage of the health systems domain through HPM 2214: Politics and Payments, where students spend several weeks learning about U.S. healthcare delivery, providers, financing, and managed care systems. During the site visit, faculty discussed details of HPM 2214 content, describing how students are introduced to comparisons with different healthcare systems in other countries and how those systems compare to the United States.</p>		
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		<p>The same course addresses elements of the health policy, law, ethics, and economics domain. Also, in SBS 2216: Ethnicity, Culture and Health, students discuss the ethical dimensions of health care and public policy through topics such as provider bias, medical mistrust, and social justice.</p> <p>For the final domain, health communications, students complete SBS 2201: Health Communication, which requires students to complete an advocacy statement and a health communication intervention and plan, including mock communication materials. In HIM 1055: IT Applications for Health, students learn website design and data visualization techniques.</p> <p>Reviewers' findings are summarized in the D9 worksheet</p>		
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D9 Worksheet

Public Health Domains	Yes/CNV
1. Concepts and applications of basic statistics	Yes
2. Foundations of biological and life sciences	Yes
3. History & philosophy of public health as well as its core values, concepts & functions across the globe & in society	Yes
4. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes
5. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes
6. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	Yes
7. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes
8. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	Yes
9. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries	Yes
10. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government	Yes
11. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	Yes

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		Bachelor of Public Health students receive coverage of the public health communication competencies across multiple required courses. Students complete oral presentations as part of teach back activities in SBS 3105: Fundamentals of Health Education. A major written report is completed as part of SBS 3596: Community Based Program Planning II, the second course in the two-course series on program planning concepts. In SBS 2201: Health Communication, students complete a creative brief that requires the design of a health communication intervention that requires multiple communication approaches appropriate to the target audience. Communication through a variety of media is demonstrated in SBS 2001: Biological Foundations of Population Health, in which students develop different visual aids related to a particular disease.	Click here to enter text.	
1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences				
2. ability to locate, use, evaluate & synthesize public health information		For the information literacy competencies, students locate information on relevant health interventions as part of SBS 3596: Community Based Program Planning II. Students use information in SBS 2001: Biological Foundations of Population Health as part of the development of their visual aid on a particular disease. Students evaluate and critique peer reviewed journal articles as part of EPBI 3102: Introduction to Research Methods. In SBS 3496: Community Based Program Planning I, students synthesize information related to a health intervention program proposal, including health or disease background		

		<p>information, population and cultural information, and the community needs assessment.</p> <p>During the site visit, faculty discussed the elements of the teach back activities in SBS 3105: Fundamentals of Health Education, in which students develop an original 60-minute health education lesson plan for a target population, then deliver a 15–20-minute lesson for their peers on the same topic, with students delivering the lesson in pairs but graded individually. Faculty also provided detail on the creative brief in SBS 2201: Health Communication: students choose a topic and design a health communication campaign that includes a variety of communication products.</p> <p>During the site visit, faculty discussed a major emphasis on improving writing across the degree program. An introduction to public health writing course has been added early in the program to better prepare students for discipline-specific writing and provide faculty with an early warning mechanism for students with writing weaknesses.</p> <p>Reviewers' findings are summarized in the D10 worksheet</p>		
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D10 Worksheet

Competency Elements	Yes/CNV
Public Health Communication	
Oral communication	Yes
Written communication	Yes
Communicate with diverse audiences	Yes
Communicate through variety of media	Yes

Information Literacy	
Locate information	Yes
Use information	Yes
Evaluation information	Yes
Synthesize information	Yes

D11. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		All Bachelor of Public Health students complete a 300-hour internship as part of SBS 4185: Public Health Internship. This six-credit course places students at external internship sites, and students are expected to complete tasks that help the organization fulfill its mission. Students are supervised by a preceptor and complete a major project as part of the internship experience. Students prepare for this activity by completing SBS 3104: Professional Seminar in the prior semester.	Click here to enter text.	
Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies		Examples of past internship projects include the development of onboarding materials for new interns working with the Bicycle Coalition of Greater Philadelphia; creation of a database of free clinics in the Health Resources and Services Administration's Office of Regional Operations for Region 3; creation of research recruitment materials for Children's Hospital of Philadelphia; and the use of Geographic Information Systems to map syphilis cases in pregnant women living in Philadelphia in collaboration with the City of Philadelphia Department of Public Health.		

		<p>In addition to the internship requirement, all students complete a capstone experience as part of the two-course series of SBS 3496 and SBS 3596: Community Based Program Planning I and II, respectively. The courses are categorized as university writing intensive experiences. The culminating project is a grant proposal that describes a mock community-based health program, including a needs assessment, program design, implementation and evaluation plans, and marketing, communication, and administration plans. The course series requires students to use information from prior coursework and synthesize and apply their knowledge in the development of the proposal.</p> <p>Student project examples include a proposal for a maternal health collaborative aiming to reduce maternal mortality in North Philadelphia and a program entitled Adolescents Against Alcohol Use Disorder, designed specifically to reduce alcohol use disorders in Native American male adolescents in North Dakota.</p> <p>During the site visit, program leaders noted that the internship coordinator assists with finding sites, but students are tasked with finding an internship position independently in the final weeks of the preceding semester. During the internship, students have a coursework component that includes submitting a work plan, artifacts for the organization, a final report, and a poster presentation. As many as 80 students per semester are completing internships at the same time. The internship coordinator meets with prospective organizations and works to ensure a strong fit for students,</p>		
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		<p>independent of the individual student projects and activities.</p> <p>In addition to these course-based experiences, site visitors learned about the Where Are They Now campaign led by the school, which highlights alumni and their career paths and professional activities, thus helping build awareness of careers and networking opportunities for current students as well as helping to identify potential internship placement sites.</p>		
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D12. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas		<p>All Bachelor of Public Health students are exposed to the 12 cross-cutting concepts and experiences through a variety of required courses. For example, SBS 3104: Professional Seminar includes discussions of ethical decision making, professionalism, teamwork and leadership, and networking, including requiring students to develop a LinkedIn profile and connect with at least 75 individuals.</p> <p>The SBS 4185: Public Health Internship requirement allows students to experience both organizational dynamics and the cultural contexts in which public health professionals work, while also demonstrating independent work and a personal work ethic. Students in SBS 2201: Health Communication complete an advocacy statement as part of the course requirements and use the socio-ecological model as part of their creative brief project. Students also</p>	Click here to enter text.	

		complete a dedicated course on research methods, EPBI3102: Introduction to Research Methods. Reviewers' findings are summarized in the D12 worksheet		
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D12 Worksheet

Cross-cutting Concepts & Experiences	Yes/CNV
1. Advocacy for protection & promotion of the public's health at all levels of society	Yes
2. Community dynamics	Yes
3. Critical thinking & creativity	Yes
4. Cultural contexts in which public health professionals work	Yes
5. Ethical decision making as related to self & society	Yes
6. Independent work & a personal work ethic	Yes
7. Networking	Yes
8. Organizational dynamics	Yes
9. Professionalism	Yes
10. Research methods	Yes
11. Systems thinking	Yes
12. Teamwork & leadership	Yes

D13. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		MPH students must successfully complete a minimum of 42 semester credit hours to earn the degree. The only MPH concentration that requires additional credits is the MPH in nutrition, which requires 48 credits to earn the degree. One credit equals one hour of faculty instruction and two hours of outside coursework for 15 weeks. Most	Click here to enter text.	

		courses in the degree program are three credits. Joint degree students do not use electives outside of the program to count toward the 42 MPH credits.		
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D14. DRPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D15. BACHELOR'S DEGREE PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Required credit hours commensurate with other similar degrees in institution		Bachelor's degree students must successfully complete at least 120 credit hours to earn the degree. The credit hour definition is the same as for the MPH degree.	Click here to enter text.	
Clear, public policies on coursework taken elsewhere, including at community colleges		Transfer credits are first evaluated by undergraduate admissions based on the major. The college makes the final determination about which transfer credits can be applied. The self-study provides two similar bachelor's degree programs that also require 120 credits, including the Bachelor of Science in health professions and the Bachelor of Social Work. Both degrees are offered by the College of Public Health.		

D16. ACADEMIC AND HIGHLY SPECIALIZED PUBLIC HEALTH MASTER’S DEGREES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		<p>Students in the two academic programs (MS in epidemiology and MS in public health data science) complete the foundational public health course HRPR 5001, which covers all 12 foundational learning objectives. The syllabus, slides, and assessments provided to reviewers document that all 12 foundational learning objectives are covered through the use of modules in an asynchronous, online format. The course has six required modules, plus an additional six elective modules. The six mandatory modules are the modules mapped to the 12 learning objectives. Each module has assessment opportunities throughout and at the end. Assessments include discussion questions and quizzes.</p> <p>Each MS program defines competencies with appropriate depth and defines learning experiences based on these competencies.</p> <p>The MS degree programs are inherently scientific and analytic, and this is reflected in the required courses, in particular, EPBI 8202/8208 and 8012. These are data analysis courses.</p> <p>Students in the MS programs complete a master’s thesis (epidemiology) or large dataset analysis (public health data science). Both experiences expect students to demonstrate competencies and produce an appropriately rigorous paper. Four examples of epidemiology MS theses</p>	<p>Click here to enter text.</p>	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Ensures curriculum is grounded in appropriate competencies				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge				
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately rigorous discovery-based paper or project at or near end of program				
Students have opportunities to engage in research at level appropriate to program’s objectives				

		<p>were provided for review; all reflect appropriate rigor and appear to include all track-specific competencies. The MS in public health data science is a new degree and enrolled its first cohort fall 2022, so faculty could not provide the site visit team with examples of theses.</p> <p>Students have numerous opportunities for research, as confirmed during the site visit.</p> <p>The commentary is related to the MS in public health data science, which is new as of fall 2022. As such, there are no examples of data science MS theses yet.</p> <p>Reviewers' findings are summarized in the D16 worksheets</p>		
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D16 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The college offers the PhD in epidemiology, health policy and health services, and social and behavioral sciences.	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		All students are required to take the three-credit-hour HRPR 5001, ensuring familiarity with the 12 foundational learning objectives. Criterion D16 describes this course, which is required for all college graduate students.		
Ensures curriculum is grounded in appropriate competencies		The competencies for each doctoral program are appropriately advanced and linked to the curriculum. For example, the epidemiology PhD program requires students to apply advanced theories of causal inference (competency 6), and this is reflected in the syllabus for EPBI 8402, which includes topics on counterfactual models, mediation analysis, and correlated data.		
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge				
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately advanced research project at or near end of program		All doctoral students take the three-credit EPBI 8212: Grantsmanship in Health Research, which provides in-depth training in applying scientific and analytic approaches to public health data.		
Students have opportunities to engage in research at appropriate level		The PhD programs require students to complete four components for their final research: an “area paper” that must be publishable, preliminary exams, dissertation proposal, and the dissertation itself. Review of a selection of the final dissertation products (epidemiology: sexual behavior and waterborne disease, social behavioral science: mindfulness-based programs in smoking		
Curriculum includes doctoral-level, advanced coursework that distinguishes program from master’s-level study				

		<p>cessation) show an appropriate depth and rigor. These products reveal training that far exceeds master's-level training in these disciplines.</p> <p>Reviewers' findings are summarized in the D17 worksheet.</p>		
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D17 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

D18. ALL REMAINING DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The college offers BA or BS degrees in exercise and sport science, health information management, health professions, health studies, kinesiology, nursing,	Click here to enter text.	

<p>Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course</p>		<p>recreational therapy, speech, language and hearing science, and social work.</p> <p>At the master’s level, the college offers degrees in athletic training, health informatics, neuromotor science, recreational therapy, speech, language and hearing science, and social work.</p> <p>Doctoral degrees include athletic training, communication sciences and disorders, kinesiology concentration in athletic training, neuromotor science, nursing, occupational therapy, and physical therapy.</p> <p>Graduate students complete HRPR 5001, which assesses the 12 learning objectives and is described in Criterion D16. Undergraduate students complete HRPR 1001, which is similar to HRPR 5001. Reviewers’ findings are summarized in the D18 worksheet.</p>		
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D18 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population’s health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population’s health	Yes
8. Explain biological & genetic factors that affect a population’s health	Yes
9. Explain behavioral & psychological factors that affect a population’s health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

D19. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		The college offers the MPH in epidemiology, health policy and management, and social and behavioral sciences in a distance-based format. Using Canvas, the online learning management system, the college offers synchronous online classes with discussions facilitated by faculty and online learning activities to supplement class meetings. The distance-based degrees are offered in response to the needs of working professional and out of state students.	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university		All faculty who teach online courses must take an online teaching course offered by the university’s Center for Advancement of Teaching. Additionally, when all courses moved online during the COVID-19 pandemic, the college created a specialized online teaching course that all faculty in the college were required to complete.		
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners		The online degrees are housed within departments, just as the place-based degrees. Each MPH program director is responsible for overseeing both the place-based and distance-based version of the degrees. Staff and faculty advisors are equally distributed across the place-based and distance-based degrees. Distance-based students have access to the same student support services as place-based students including the Temple Libraries, Student Success Center, and Disability Resources and Services.		
Provides necessary administrative, information technology & student/faculty support services		The college engages in the same quality control mechanisms across its place-based and distance-based		
Ongoing effort to evaluate academic effectiveness & make program improvements				
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification				

		<p>MPH offerings. The distance-based programs are taught by the same faculty who teach the place-based courses, follow the same curriculum, and have identical credit loads. Distance-based students complete the same feedback forms that the department chair reviews. Additionally, each semester the Dean's Office and department chairs conduct course reviews. The distance-based courses are part of these semesterly reviews. The review completion must be confirmed by the Office of Digital Education.</p> <p>The Office of Digital Education is responsible for verifying student identity. First, students upload a photo of themselves for their Temple University OWLcard identification. The photo must match their government-issued identification.</p> <p>During the site visit, faculty described additional methods that the college uses to verify student identity which include a two-step verification log in process with a username and password. Students also must change their password every six months.</p>		
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E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The college has 41 primary instructional faculty in public health disciplines, including 28 tenured/tenure-track faculty, of whom 10 are associate professors and nine are professors. The remaining public health faculty include non-tenure track faculty at the assistant and associate	Click here to enter text.	

<p>Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)</p>		<p>professor ranks. Ten additional adjunct instructors round out the individuals contributing significantly to the school's public health instruction.</p> <p>PIF are qualified through education and/or experience in their affiliated areas of public health. Nearly all PIF hold PhD degrees, with one faculty holding a ScD degree, two a JD degree, and one a DrPH degree. Three PIF hold master's degrees as the highest degree earned: two have an MPH, and one has an MS. Degree specializations span a range of fields including community and family health, statistics, education, clinical psychology, nutrition, epidemiology, public health, health economics and policy, law, and health service research.</p> <p>The college lists an additional 10 non-primary faculty across four program areas. The adjunct instructors hold either PhD, JD or master's degrees as their terminal degrees, and many are professionals in public health or other organizations in the community. The non-primary faculty are qualified through education and/or experience in their affiliated areas of public health.</p> <p>During the site visit, students praised faculty on how knowledgeable they are in area instruction stating that faculty always answer questions with precision and accuracy.</p>		
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E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		<p>The college has primary and non-primary faculty with extensive experience in public health practice. Several of the full-time faculty worked in public health positions prior to entering academia and some have been employed in organizations like the American Red Cross and the Center for Injury Research and Prevention. The faculty also hold service positions in several organizations like the Delaware County Council, Society of Behavioral Medicine, and College of Physicians, as discussed in Criterion E5. In addition, three public health departments have adjunct faculty members with public health experience. One of the adjunct faculty is the president-elect of APHA and another is an environmental health administrator in a local public health department.</p> <p>The college uses public health practitioners as guest lecturers in all departments. Recently, a state senator spoke to all of the health policy classes.</p>	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		The college incorporates multiple means of ensuring faculty instructional effectiveness, including student and peer faculty evaluations and annual reviews by	Click here to enter text.	

Systems in place to document that all faculty are current in pedagogical methods		department chairs. Student feedback forms are collected for all courses anonymously and instructors are requested to complete a section of the evaluation that speaks to information about the course structure and teaching methods. Custom questions can be added to the feedback form to solicit specific information for certain courses or instructors. Instructors receive a summary of the assessments and any comments prior to the start of the next semester. Student feedback is considered as part of the merit review process.		
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction		New instructors or instructors teaching a course for the first time also receive a mid-semester student evaluation, similar to the student feedback forms collected at the end of the semester. This is intended to provide additional feedback for instructors with less experience in a particular course offering.		
Supports professional development & advancement in instructional effectiveness for all faculty		Faculty peer evaluations are a required element of assessing faculty instructional effectiveness in the school. New faculty receive a peer evaluation once per year, with more experienced faculty undergoing evaluation every other year. A peer evaluation form is used to assess content experience, organization, style, clarity, and learning environment. The instructor and evaluator meet following the observation to discuss the observations and the summary goes to the department chair. Department chairs complete an annual review with all faculty members, addressing faculty competence and performance, and a form is completed and provided to the faculty as documentation of the review and any feedback provided. These meetings are for both tenured/tenure-track and non-tenure track faculty.		

		<p>In addition to the formal review structures outlined above, other program and school officials review student feedback forms and receive informal feedback from students that can provide additional insights into an instructor's strengths or weaknesses in a course and open possibilities for professional development.</p> <p>The university's Center for the Advancement of Teaching provides support services for all faculty and instructor types, including part-time instructors, and promotes teaching excellence and inclusive learning practices. The center offers formal certificate programs in online education and teaching in higher education, as well as other programs and events. As learned during the site visit, over 20 faculty have completed these certificates and many others have participated in book groups and diversity, equity, and inclusion workshops offered by the center. In addition, the college offers all faculty an asynchronous online teaching program, with opportunities for faculty to practice skills and receive feedback. The college has a Teaching Excellence Committee that supports policies and initiatives to support teaching excellence, including the peer faculty evaluation form and an annual symposium on teaching excellence. Instructional development is also often included as part of department retreats. Finally, the campus hosts various faculty development seminars that also provide opportunities for enhancing teaching skills.</p> <p>Faculty are eligible for several teaching awards, including two at the college level, of which several faculty have been recipients.</p>		
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		<p>Promotions from assistant to associate professor and from associate to full professor (tenure and non-tenure tracks), as well as the awarding of tenure, all include an evaluation of teaching performance. Promotion dossiers include teaching records, student evaluations, peer evaluations, teaching awards, student outcomes, pedagogies, and related elements.</p> <p>The college has identified three indicators of instructional quality and described progress over the past three years. The first indicator is a measure of teaching quality, which the college defines as 80% of course sections receiving above average scores on faculty feedback forms and at least one faculty member receiving a teaching award every year. The college reports that over 97% of course sections received average or above average student feedback rating over the past three years compared to the university-wide average. Two faculty have received teaching awards during these same three years.</p> <p>The second indicator is the number of courses that are interdisciplinary and provide students with a broader perspective on health and healthcare, with the college setting a target of at least three such courses offered every year. The college reports an increase in such offerings from two to five over the past three years.</p> <p>The third indicator chosen by the college is to complete a curricular audit that addresses inclusivity, diversity, equity, and accessibility elements, as well as interprofessional perspectives for all programs. The college targets one such audit every three years and the most recent audit was completed in 2021-22. The curriculum audit is conducted using a standardized tool</p>		
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		<p>completed by instructional faculty for all courses. Examples of interprofessional education include EPBI 5002: Biostatistics for Health Professions, designed for students in clinical doctoral programs, and EPBI 8012: Grantsmanship, which is a co-taught course offered to doctoral students across the school.</p> <p>During the site visit, reviewers learned that anyone who teaches online for the college is required to complete the online teaching course developed by the school. This 14-module training program includes graded assignments and quizzes, providing practical training for various aspects of online instruction. This is managed by the college and supported by the school's Teaching Excellence Committee. A variation of the training is also completed by all online program students to ensure they are well prepared for their program courses. The college also provides one-on-one teaching consultations for faculty and has full-time instructional designers and a part-time videographer and videography studio for faculty to help them teach effectively online.</p> <p>In addition to these resources, the college has provided an in-service training opportunity for faculty interested in pursuing the scholarship of teaching and learning, and some departments have provided release time for faculty to pursue such research. Faculty expressed to site visitors that college leaders clearly emphasize teaching excellence and continued quality improvement in their courses, and provide the resources needed to accomplish those aims. Reviewers also heard from stakeholders who felt their interactions with faculty as part of research and practice projects, preceptor activities, and other collaborations allowed them to share feedback on current needs for the</p>		
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		public health workforce and thereby have a voice in degree program curricula.		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>Temple University is classified as having the highest research activity according to the Carnegie Classification of Research, and the college places a very high value on scholarly activity. All tenure-track faculty are expected to be engaged in research activity, whereas non-tenure-track faculty conduct research according to their contractual obligations. Non-tenure track faculty focus on either teaching or research. Faculty focused on teaching are encouraged to publish their work on pedagogy and evaluation of teaching practices.</p> <p>Programmatic support for research is extensive. The Office of the Vice Provost for Research (OVPR) is committed to providing the best possible research support for faculty, staff, and students. The associate dean for research provides mentoring, training, and support to faculty. Early career faculty are supported through a twice monthly meeting of the research center development group to discuss grant preparation, responsible conduct of research, and scholarly productivity. New tenure-track faculty receive a year of release time from teaching to focus on building their research programs. The support for early career faculty has resulted in six new K awards in the last several years.</p>	Click here to enter text.	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>Prior to the development of this support group, the college had no K awards.</p> <p>The self-study reports that students have multiple opportunities to work on research projects with faculty, and both faculty and students confirmed this during the site visit. Students are employed on faculty research projects, are part of university task forces to address public health problems, and are involved in large data collection efforts, such as the CDC's Youth Risk Behavior Survey.</p> <p>Faculty regularly integrate their research expertise into their instruction. For example, in the health communication course, a faculty member used examples from research to teach students how to use cluster analysis to understand psychographic differences in an audience. Then they created perceptual maps to understand potential differences in persuasive messaging for different audience segments. The faculty member also showed students how she had used concept and user testing to revise messaging or eHealth interventions based on feedback. Another faculty member used his research results of the cost-effectiveness of antihypertensive medication and policies to lower healthcare costs to teach students.</p> <p>The college lists four research outcome measures and presents data to show its progress over the last three years. Research proposals have increased by 17% over the last three years. The number of faculty submitting proposals has increased from 60% to 70%. While the total number of publications with students has remained</p>		
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		stable, the number of students involved in publications has increased by 18% over the last three years.		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		Tenured and tenure-track faculty are expected to participate in extramural service, although there are no written standards or precise expectations for service. Temple University suggests that faculty dedicate 10% of their time to service activities. College faculty are expected to be involved in their departments, in the college, Temple University, the city of Philadelphia, and the surrounding communities.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		Temple University has an Office of Community Affairs and Engagement that provides faculty, staff, and students opportunities for community engagement. In addition, the Lenfest North Philadelphia Workforce Initiative engages students and faculty in workforce development activities. The college also has an Office of Community Based Research and Practice (CERP) that works to create partnerships between the college and local organizations, maintaining ongoing relationships and assisting community groups and projects with surveys, evaluations, and needs assessments. CERP connects faculty and students with the Philadelphia-wide Community-Driven Research Day, a one-day event matching community partners with faculty and students who can assist with research projects. In addition, the Office of Clinical Affairs and Interprofessional Education provides oversight for		

		<p>the Vaux Interdisciplinary Community Clinic and has assisted with vaccination clinics, health education fairs, and physical therapy sessions. CERP also works to secure internal and external funding for community-engaged work within the college and for its partners.</p> <p>The self-study provides three examples of faculty who are both researchers and leaders in public health practice. One PIF has been engaged in extensive research on COVID-19 while collaborating with local and state public health authorities. Another PIF organized a student public health group known as Public Health Without Borders, which later became Public Health Beyond Borders. This student organization has established a partnership with the Otuzco Regional Health Center in Peru that resulted in the establishment nutrition intervention strategies in primary care clinics. In addition, another PIF has served as a consultant for agencies seeking to advance opportunities for persons with intellectual disabilities.</p> <p>The self-study provides several examples of faculty service activities. In one of these activities, a PIF coordinated the RapidVax Initiative at the college's Interdisciplinary Community Clinic. In another example, a panel of public health faculty conducted a series of virtual panels addressing COVID-19 to address pandemic concerns in the community. One of the faculty also serves on the Philadelphia Board of Health, and this professor shares experiences with policy making in HPM 5006 and HPM 8015.</p> <p>From 2018-19 to 2020-21, faculty reported 2,673 extramural activities as part of their Annual Report of Faculty Activity. According to the Community Engagement</p>		
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		<p>2021 Tracker Report, there were more than 100 public/private cross-sector partnerships in each of these years.</p> <p>The college developed goals and target measures for 2019-20, 2020-21, and 2021-22. Two of the goals related to intramural service. The indicators related to extramural service include the following: number of faculty with service-learning components in a course (target 3) and percent of faculty engaged in professional service outside the university (target 50%). Targets were exceeded for all three years, though data were still being collected at the time of the site visit on the number of faculty with service-learning components for 2021-22.</p> <p>Outstanding faculty service contributions are recognized by the college in the annual merit review process and through promotion standards for tenure-track and non-tenure-track faculty. The Faculty Senate also recognizes outstanding service contributions across the university.</p> <p>During the site visit, several students provided examples of their engagement in faculty service activities. One student is engaged in a project in the Dominican Republic where the professor is conducting a community assessment to determine needed community interventions. Another student volunteered that a professor invited her to be engaged in a series of community food security events. Multiple students provided examples of how their instructors use their extramural activities in classroom instruction. Faculty also provided site visitors with examples of integration of activities into instruction. One faculty member told site</p>		
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		visitors that she regularly incorporates her experiences as a board of health member into her instruction.		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The college uses its Board of Visitors (BOV) as a formal structure for constituent input. The board comprises external stakeholders from local healthcare organizations, hospitals, businesses, and community foundations. The BOV meets twice a year and addresses issues related to the college's strategic plan, curriculum, guiding statements, and community engagement.	Click here to enter text.	
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 	In addition to the BOV, the college has an active alumni association that meets regularly and an Office of Community Engaged Research and Practice (CERP), discussed in Criterion E5. The college relies on CERP for curricular feedback. For example, the college created SBS 3001: Community-Based Participatory Research as a direct result of discussion with CERP. The college offered a preliminary run of the course in fall 2022 and plans to make it part of the BSPH curriculum. The course requires students to identify community needs and assets, take action to resolve community-identified problems, and conduct projects that use community-based participatory research approaches.			
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback		The BOV is involved in assessing the vision and plan for the college as well as student engagement and professional development. For example, site visitors reviewed meeting		

		<p>minutes that showed discussion of a new building to house the college. In December 2020, the BOV met with university leaders to discuss how a new building aligns with the university's vision. Minutes also show discussion about revisions of the mission and vision as well as promotion of the guiding statements.</p> <p>The college also relies on preceptors and internship supervisors to identify what changes need to be made to the curriculum. For example, a preceptor for MPH students in nutrition noted that there was only one medical nutrition therapy course taken prior to the internship. The college moved the dietetics internship to the spring of the second year, so all students have taken both medical nutrition therapy courses prior to the internship.</p> <p>Employers of alumni are surveyed every two years to identify how well graduates are prepared in the eight domains of foundational competencies for public health professionals from well-prepared to moderately prepared or not prepared at all. The self-study includes four employer in-depth interviews about graduates from the MPH, MS, and PhD programs that indicated that graduates were either well-prepared or moderately prepared in all eight domains. Employers are also asked to list the top three strengths of graduates and areas of growth. Employers reported that graduates are well prepared in analytics skills, project management, public health knowledge, and awareness of public health issues and community engagement. Employers reported that graduates could grow in areas such as communication skills, systems thinking skills, management skills, and independent thinking.</p>		
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		Employers who met with site visitors spoke highly of graduates and their skill sets, specifically in grant writing and statistical software.		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		<p>The college encourages students to participate in community service activities through class assignments or by scheduling service opportunities at times that are convenient for students to participate, such as weekends. Students are also encouraged to participate in professional development events such as the American Public Health Association and the Pennsylvania Public Health Association. The college has supported scholarships for students to attend these conferences. Additionally, students conduct an informational interview in the fieldwork course and explore professional development and public health career avenues in SBS 1003: Public Health Careers.</p> <p>The self-study lists examples of professional and community service activities that students have participated in over the last three years. For example, MPH, BSPH, MS, and PhD students volunteered at RapidVax clinics giving COVID-19 vaccinations to community members, as well as managing the sites. Additionally, as part of National Public Health Week, the college hosts an event. In April 2022, local organizations including LiveToServePA, Esperanza Health, and the MLK</p>	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field				

		<p>Adult Center participated. Students who volunteered helped the local health departments register people for the vaccine, as well as get consent and administer the vaccine.</p> <p>The CERP is working with the City of Philadelphia’s Mayor’s Commission on African American Males to provide a public health talk series. The self-study notes that students and faculty will participate in the events and BSPH students will be responsible for program evaluation and data analysis for the series. During the site visit, college faculty noted that the event started in December 2022 and is the college’s largest event to date.</p> <p>The college also provided examples of student service activities. In one of these, hundreds of students worked in the community doing clean-up, food distribution, and painting. In another example, two students serve as editors of a newly launched effort to promote the research and scholarship of students and faculty (e-journal Commonwealth). Several undergraduate students in the college work on design and communication strategies for the journal.</p> <p>The college notes that it implemented a new student engagement platform in fall 2022. The platform is called Suitable and allows the college to promote professional development events and community service activities. Students earn points towards badges associated with different skills and knowledge areas. The platform also allows faculty to track student attendance at these events.</p>		
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F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs of the current public health workforce		<p>The college provides professional development activities for the public health workforce. The college relies on feedback from the BOV, conversations with local public health partners and researchers, and requests from community members to identify the needs.</p> <p>The self-study provides three examples of trainings. The first was a series of biostatistics workshops in 2021-22, put on by faculty in the Department of Epidemiology and Biostatistics. The workshops covered causal inference, study design, and latent variables with attendees ranging from 20-80 people, depending on the workshop.</p> <p>The college also held an hour-long training on the history of public health in Philadelphia after the city’s training coordinator for bioterrorism and public health preparedness reached out to the college. The training was conducted by the interim dean and the associate director of assessment and accreditation and focused on redlining and lead. The training looked at the history of these issues in context with current events and implications for public health policy. There were approximately 40 staff from the Philadelphia Department of Public Health Division of Disease Control who attended the training.</p> <p>The college notes that a weakness is a lack of a comprehensive, collective approach to providing professional development activities. During the site visit,</p>	Click here to enter text.	

		college faculty reported that they are doing a better job at administering the employer survey in a more systematic way.		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		<p>The college defines non-white students and faculty and first-generation students as their priority populations. The college's diversity committee identified these groups as a priority. The committee set a metric of 50% non-white student acceptances in the BSPH and MPH programs, reflecting the City of Philadelphia with 65% of the population being non-white.</p> <p>The college has identified three goals for increasing the representation and success of its priority populations:</p> <ol style="list-style-type: none"> 1) Increase the percentage of non-white students in the public health degree programs. 2) Increase the number of first-generation college students across the undergraduate degree programs. 3) Enhance efforts to recruit and retain faculty underrepresented in public health academic positions through targeted outreach and support. <p>To accomplish these goals, the college has made significant progress. For example, the college hired a faculty recruiter to focus on diverse faculty recruitment. The college has seen a 41% increase in hiring new faculty of color since</p>	Click here to enter text.	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data &				

uses data to inform & adjust strategies		2019. The college also suspended GRE requirements for student applicants to encourage more first-generation college students and students of color to apply.		
Perceptions of climate regarding diversity & cultural competence are positive		<p>The college is committed to including diversity in its curriculum to enhance cultural competence. A curriculum audit is being conducted by faculty on how diversity and inclusion topics are taught and incorporated into courses. Audit results are reviewed at the program level. Students can also provide feedback on the instructor’s ability to create an inclusive environment. Chairs and the dean’s office review student feedback each semester. The college also created a diversity faculty fellow as a leadership position in the dean’s office to provide assessments, trainings, and dialogues on diversity and inclusion.</p> <p>Overall, data demonstrate positive student, administrator, and staff perceptions of the college’s climate. The survey of faculty was less favorable than students and staff on the college’s climate. Only 47% of faculty said that the institution has effective procedures for dealing with discrimination, while 38% were neutral, and 15% answered negatively. Almost two-thirds of faculty believed that the institution places sufficient emphasis on having a diverse faculty, administration, and staff, whereas 17% disagreed with this statement. The college has invested in new positions to enhance the climate at the college to address these issues.</p> <p>During the site visit, students spoke very highly of the college’s climate. Students expressed that faculty are very culturally competent and do a good job tying diversity and inclusion to public health. Students also stated that faculty</p>		

		are very respectful with diversity regarding how they teach and engage with students.		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		<p>The program provides students with qualified, knowledgeable academic advisors. The college has a decentralized academic advising model with one team of undergraduate advisors and one team of graduate advisors.</p> <p>There are 16.5 FTE undergraduate advisors, with three positions currently vacant. For undergraduate advising, the college tries to maintain a ratio of one advisor for every 200 students. Undergraduate academic advisors assist with registering for classes, reviewing academic plans, reviewing relevant policies, and discussing deadlines for registration and tuition payments. Academic advisors advise one or two programs and are co-located with the program(s).</p> <p>MPH and MS advising is handled by both faculty advisors and staff advisors. In the MPH program there are two advising positions. These advisors also assist the PhD students in epidemiology, health policy, and social and behavioral health. Once an MPH student pays their deposit, a faculty advisor is assigned to the matriculating student. Doctoral students are assigned a faculty advisor at the time of admission.</p>	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		<p>Staff-level academic advisor candidates meet with a search committee and submit a written advising philosophy before the live interview occurs. Once an advisor is hired, the onboarding process includes a training guide, operation manual, a schedule, and several assessments that track the advisor's progress. New advisors also shadow and observe senior advisors and participate in university orientation and onboarding programs.</p> <p>The 2019-20 undergraduate student survey was delayed until fall 2020 due to the pandemic. Forty-four of 64 undergraduates responded to the survey, and 57% were extremely satisfied or somewhat satisfied. The 2021-22 undergraduate student survey was conducted in spring 2022. Students were asked to rate their satisfaction on the availability of the advisor and advisor assistance in helping understand degree requirements. The response rate was 29%, with 68% very satisfied with advisor availability and 59% very satisfied with advisor helpfulness. Less than 5% were somewhat or very dissatisfied with advisor availability and 14% were somewhat or very dissatisfied with advisor helpfulness.</p> <p>At the graduate level, students share feedback regarding advising on their exit surveys. In 2019-20, the exit survey included a question that asked students to rate their satisfaction with advising on a Likert scale (76% were extremely satisfied or somewhat satisfied). In 2020-21 and 2021-22, it was an open-ended question with responses like "helpful and knowledgeable" and "my advisor was a key player in my success".</p>		
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		<p>Graduate orientation for MPH students is led by a professional advisor with support from the program director and faculty advisors. The undergraduate orientation sessions are conducted virtually and in-person. In-person orientation sessions are group-based and virtual sessions are usually one-on-one between the student and their advisor. The site visit team verified that orientation is provided to all undergraduate and graduate students.</p> <p>During the site visit, students described academic advising as smooth, timely, and accommodating. Students also said that academic advisors are knowledgeable and responsive.</p>		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice		<p>Students receive career counseling services through staff advisors, faculty mentors, fieldwork preceptors, and alumni. There are also two Canvas sites for MPH and BSPH students to post job opportunities for graduate and undergraduate students. Job listings are frequently distributed to students via the college's undergraduate and graduate listservs. In addition, community partners and alumni are frequent guests in classes to discuss career options.</p> <p>In August 2022, the interim dean created a new position, assistant director of career and professional development. This new director is responsible for</p>	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		<p>coordinating with the university's career services office, external partners, and advisors and faculty within the individual departments.</p> <p>Temple University has a career center serving students and alumni. The career center offers drop-in sessions, scheduled appointments, and small group workshops. During their onboarding, these advisors meet with college staff to become acquainted with public health and health professions.</p> <p>Recently, the college has shifted its hiring practices for advising staff from hiring individuals with professional advising experience to hiring individuals with a background in public health or health professions. Staff and faculty advisors routinely participate in webinars and training to improve their career advising skills. Staff advisors have an orientation and formal onboarding. Faculty advisors meet annually with program directors for a refresher on advising and assisting with career exploration.</p> <p>Temple University collects career services satisfaction data from all undergraduate students every three years and from graduate students every two years. Both surveys were conducted in spring 2022. The response rate for the undergraduate survey was 29%. On the undergraduate survey, 26% of the respondents indicated that they were somewhat or very dissatisfied with availability of information on graduate school opportunities, and 29% were somewhat or very dissatisfied with the availability of information for career opportunities.</p>		
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		<p>On the graduate survey, 100% of the public health PhD students responded that they never use the university career center or college career services.</p> <p>The response rate for MPH and MS students was approximately 30%. Of the master's student respondents, 57% said that they never use the university career center and 62% never use college career services. Over 20% of the master's respondents were somewhat or very dissatisfied with the university career center and 15% were somewhat dissatisfied with college career services.</p> <p>The college recognizes the need to improve survey methods to produce data that can drive improvements in career advising services.</p> <p>During the site visit, students described the Career Center as helpful in reviewing resumes and building confidence. In addition, several students mentioned that faculty are always available and willing to help students make networking contacts.</p>		
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H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances		The Temple University Undergraduate Student Handbook and the College of Public Health academic handbook contain detailed policies and procedures governing student complaints and grievances. In addition, links to grievance policies are included in program handbooks and orientations, course Canvas sites, and in every course	Click here to enter text.	
Procedures are clearly articulated & communicated to students				

Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel		<p>syllabus. Students are requested to address their grievance concerns within the department or college (two ombuds persons).</p>		
Designated administrators are charged with reviewing & resolving formal complaints		<p>Students initiate a grievance, and it is the responsibility of the student to monitor the appeals process. Only a final grade may be appealed (through the seven-step appeals process), and the concern must be substantive in nature.</p>		
All complaints are processed & documented		<p>Students must appeal the grade within five days of the end of a semester. The student must first meet with the faculty member assigning the final grade within the five-day period. If the grading dispute is not resolved, the student may appeal to the department chair. If the dispute is not resolved at this step, the student may appeal to the appropriate departmental appeals committee. If still not resolved, the student may appeal to the dean. If there still is not a resolution, the dean may refer the grievance to the Student Appeals and Grievance Committee. The dean will then review the finding of the committee and forward a final decision to the student, instructor, department chair, and the committee. The dean's final decision may be appealed, by the student, to the provost. Academic grievances for all other matters related to graduate students are made to the Graduate Board.</p> <p>There have been three grade grievances filed in the last three academic years and no other formal complaints. One grievance resulted in a grade revision. The other two grades remained unchanged. All three grievances were decided by the Student Appeals and Grievance Committee.</p>		

		Grievance policies and procedures are referenced in every syllabus. During the site visit, students verified that they are made aware of these policies and procedures.		
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H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The college has established recruitment policies to locate and attract qualified students. All recruitment activities are planned, managed, and executed by the Office of Admissions, Enrollment Management, and Student Recruitment, which comprises four sub-units that coordinate undergraduate and graduate enrollment, operations management, and scholarships and financial aid.	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>Recruitment for undergraduates is led by the Temple University Office of Undergraduate Admissions. The college provides this office with customized materials for students interested in studying public health. The college also works with area community colleges and recognizes articulation agreements to encourage transfer student enrollment.</p> <p>Any undergraduate or transfer student meeting the university's undergraduate admissions requirement may declare as a public health major at the time of admission. Undergraduate students seeking to transfer from another college may do so if they are in good academic standing and have a minimum GPA of 2.5.</p>		

		<p>Recruitment procedures for graduate students are conducted through the college's Office of Admissions. All graduate recruitment activities are connected through three coordinated efforts involving promotion, funnel management, and enrollment. Promotion activities include advertising and content marketing. Funnel management is designed to "convert students from inquiry stage to applicant stage." Enrollment management works to make the process seamless for the newly admitted students. The college also offers a 4+1 program which allows qualified students in the BS to complete the MPH program in one year.</p> <p>MPH and MS admissions criteria require three letters of reference, official transcripts, statement of goals, test of English proficiency if applicable, and a resume. Beginning in the fall semester of 2020, the GRE became optional.</p> <p>The PhD in epidemiology; PhD in health policy and management; and PhD in Social and Behavioral Sciences admissions criteria require SOPHAS, a minimum GPA of 3.0, a GRE with a score of 50th percentile or higher, resume, statement of goals, a writing sample, certain prerequisite courses, and a master's degree in a related program. In addition, the PhD in Health Policy requires three letters of reference.</p> <p>The college chose four recruitment and admissions outcome measures for 2019-20 through 2021-22. These measures were the percentage of non-white acceptance into the BSPH program; percentage of non-white matriculates to the BSPH program; percentage of non-white acceptance to the MPH program; and percentage of non-white matriculates to the MPH program. The target</p>		
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		<p>for each measure of 50% was reached in all years for the BSPH program. However, the targets for MPH students were not achieved in the three years. The college recognizes that its difficulties in recruiting disadvantaged students are reflective of relatively high tuition costs. Site visitors learned that the college is examining ways to provide sustained levels of funding to support disadvantaged students.</p> <p>During the site visit, students discussed their reasons for choosing the college. One student related that she discovered Temple University through a public health college fair in Washington, DC. Another student said that she came to the college because the application process was easy, and the college makes it easy to apply for a dual degree. Other students who met with site visitors came to the college through a positive experience during the college's Zoom information sessions provided to prospective students. Other students said that the college's website influenced their decision to apply to and attend the college.</p>		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		All the resources used to describe the education offerings are publicly available on the Temple University and College of Public Health websites. Students can access information including the admissions policies, degree requirements, and degree costs. Academic integrity standards and grading policies are included among other policies easily	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading				

policies, academic integrity standards & degree completion requirements		accessible in the Temple University official catalog and student handbook. All resources provide accurate information.		
Advertising, promotional & recruitment materials contain accurate information		The site visit team requested and reviewed the most recent advertising and promotional recruitment materials, verifying that they are accurate. During the site visit, several students noted that the college's website is "clear and easy to understand."		

AGENDA

Tuesday, November 29

- Open **Arrival of the Site Visit Team to Hotel**
- 5:00 pm **Site Visit Team Executive Session**
- 7:00 pm **Site Visit Team Dinner**

Wednesday, November 30, 2022

- 8:45 am **Team Setup on Campus**
- 9:15 am **Guiding Statements and Evaluation**

Participants	Topics on which participants are prepared to answer team questions
<p><i>Eileen Aitken, Executive Director, Information Technology</i> <i>Jessica Boyer, MPH, MSW, Associate Director of Assessment and Accreditation</i> <i>Jennifer Ibrahim, PhD, MPH, MEd Interim Dean & Associate Professor, Department of Health Services Administration and Policy</i> <i>Anita Li, Director, Budget and Finance</i> <i>Jamie Mansell, PhD, LAT, ATC, Interim Associate Dean for Undergraduate Studies & Associate Professor & Director of Athletic Training Programs, Department of Health & Rehabilitation Sciences</i> <i>Kimberly Pachik, OTD, OTR/L, Interim Associate Dean for Graduate Studies & Associate Professor of Instruction & Occupational Therapy Program Director, Department of Health & Rehabilitation Sciences</i> <i>Sheri Ozard, Vice Dean for Finance and Administration</i> <i>David Sarwer, PhD, MA, Associate Dean for Research & Professor, Department of Social and Behavioral Sciences</i> <i>Ross Silverman, JD, MPH, Associate Dean for Faculty Affairs & Professor, Department of Health Services Administration and Policy</i> <i>Susan VonNessen-Scanlin, DNP, MSN, MBA, Associate Dean for Clinical Affairs and Interprofessional Education</i></p>	<p><i>Guiding statements – process of development and review? (Criterion B1)</i> <i>Evaluation processes – how does program collect and use input/data? (Criteria B5 & B6)</i> <i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed? (Criteria C2-C5)</i> <i>Budget – who develops and makes decisions? (Criterion C1)</i></p>
Total participants: 10	

- 10:30 am **Break**

10:45 am Curriculum 1

Participants	Topics on which participants are prepared to answer team questions
<p><i>William Aaronson, PhD, MEd, Associate Professor, MPH in Health Policy and Management Program Director, Department of Health Services Administration and Policy</i></p> <p><i>Jessica Boyer, MPH, MSW, Associate Director of Assessment and Accreditation</i></p> <p><i>Anne Frankel, PhD, Associate Professor of Instruction & MPH Social and Behavioral Sciences Program Director, Department of Social and Behavioral Sciences</i></p> <p><i>Ilene Hollin, PhD, MPH, Assistant Professor, Department of Health Services Administration and Policy</i></p> <p><i>Graciela Jaschek, PhD, MPH, Assistant Professor of Instruction, Department of Epidemiology and Biostatistics</i></p> <p><i>Erin Kulick, PhD, MPH, Assistant Professor, Department of Epidemiology and Biostatistics</i></p> <p><i>Instruction, Department of Epidemiology and Biostatistics</i></p> <p><i>Aimee Palumbo, PhD, MPH, Associate Professor of Instruction & Graduate Program Director, Department of Epidemiology and Biostatistics</i></p> <p><i>Melody Slashinski, PhD, MPH, Associate Professor of Instruction, Department of Social and Behavioral Sciences</i></p> <p><i>Alissa Smethers, PhD, MS, Assistant Professor of Instruction, Department of Kinesiology</i></p> <p><i>Recai Yucel, PhD, MA, Professor and Assistant Director of Biostatistics, Department of Epidemiology and Biostatistics</i></p>	<p>Foundational knowledge (Criterion D1)</p> <p>Foundational competencies – didactic coverage and assessment (Criteria D2 & D3)</p> <p>Concentration competencies – development, didactic coverage, and assessment (Criterion D4)</p>
Total participants: 10	

12:00 pm Break & Lunch in Executive Session

12:45 pm Curriculum 2

Participants	Topics on which participants are prepared to answer team questions
<p><i>William Aaronson, PhD, MEd, Associate Professor, MPH in Health Policy and Management Program Director, Department of Health Services Administration and Policy</i></p> <p><i>Susannah Anderson, PhD, MPH, Assistant Professor of Instruction, Department of Social and Behavioral Sciences</i></p> <p><i>Jessica Boyer, MPH, MSW, Associate Director of Assessment and Accreditation</i></p> <p><i>Alanna Butler, MPH, Fieldwork Program Coordinator</i></p> <p><i>Marina Oktapodas Feiler, PhD, MS, Research Assistant Professor, Department of Epidemiology and Biostatistics</i></p> <p><i>Anne Frankel, PhD, Associate Professor of Instruction & MPH Social and Behavioral Sciences Program Director, Department of Social and Behavioral Sciences</i></p> <p><i>Aimee Palumbo, PhD, MPH, Associate Professor of Instruction & Graduate Program Director, Department of Epidemiology and Biostatistics</i></p> <p><i>Carol Parks, PhD, MS, Associate Professor of Instruction, Department of Social and Behavioral Sciences</i></p> <p><i>Michelle Scarpulla, MPH, MCHES, Instructor, Department of Social and Behavioral Sciences</i></p> <p><i>Caite Wolak, MPH, Instructor, Department of Social and Behavioral Sciences and BSPH Program Director</i></p>	<p>Concentration competencies – development, didactic coverage, and assessment (Criterion D4)- if needed</p> <p>Applied practice experiences (Criteria D5 & D6)</p> <p>Integrative learning experiences (Criteria D7 & D8)</p> <p>Public health bachelor's degrees (Criteria D9-D13)</p>
Total participants: 10	

2:00 pm **Break**

3:00 pm **Students via Zoom**

Participants	Topics on which participants are prepared to answer team questions
<p><i>Vaishnavi Bandari, MPH in Nutrition</i> <i>Lindsay Cloud, PhD in Health Policy</i> <i>Reese Dait, MPH in Nutrition</i> <i>Jameson Dowling, MPH in Epidemiology</i> <i>Hunter Gashi, BSPH</i> <i>Meryl Gorth, MPH in Nutrition</i> <i>Courtney Gradzki, MPH in Health Policy and Management, online</i> <i>Kristen Gwaltney, MPH in Social and Behavioral Sciences, online</i> <i>Ariel Hoadley, PhD in Social and Behavioral Sciences</i> <i>Brian Hollins, MPH in Health Policy and Management, online</i> <i>Claire Elena Lasky, MPH in Health Policy and Management, MPH/MPP student</i> <i>Maggie McGinty, MPH in Social and Behavioral Sciences</i> <i>Aurora Mills, MPH in Environmental Health</i> <i>Albana Ochaeta, MPH in Social and Behavioral Sciences, online</i> <i>Amber Pomponio Davidson, PhD in Social and Behavioral Sciences</i> <i>Erin Spangler, MPH in Health Policy and Management, online</i> <i>Krystin Sinclair, MPH in Epidemiology</i> <i>Mariama Sohna, 4+1 BSPH to MPH in Social and Behavioral Sciences</i> <i>Sarah Tomlinson, PhD in Health Policy</i> <i>Lisa Yu, BSPH</i> <i>Monika Zurowski, MPH in Social and Behavioral Sciences, MPH/MSW student</i></p>	<p><i>Student engagement in school operations (Criterion A3)</i> <i>Curriculum (competencies, APE, ILE, etc.) (Criteria D1-D8)</i> <i>Resources (physical, faculty/staff, IT) (Criteria C2-C5)</i> <i>Involvement in scholarship and service (Criterion F2)</i> <i>Academic and career advising (Criteria H1 & H2)</i> <i>Diversity and cultural competence (Criterion G1)</i> <i>Complaint procedures (Criterion H3)</i></p>
Total participants: 21	

4:15 pm **Site Visit Team Executive Session 2**

5:00 pm **Adjourn**

Thursday, December 1, 2022

8:45 am **Team Setup on Campus**

9:30 am **Curriculum 3**

Participants	Topics on which participants are prepared to answer team questions
<p>William Aaronson, PhD, MEd, Associate Professor, MPH in Health Policy and Management Program Director, Department of Health Services Administration and Policy</p> <p>Eileen Aitken, Executive Director, Information Technology</p> <p>Brad Collins, PhD, MA, Professor & PhD in Social and Behavioral Sciences Program Director, Department of Social and Behavioral Sciences</p> <p>William Egan, PT, DPT, OCS, FAAOMPT, Associate Professor of Instruction and Interim Physical Therapy Program Director, Department of Health & Rehabilitation Sciences</p> <p>Anne Frankel, PhD, Associate Professor of Instruction & MPH Social and Behavioral Sciences Program Director, Department of Social and Behavioral Sciences</p> <p>Jennifer Ibrahim, PhD, MPH, MEd Interim Dean & Associate Professor, Department of Health Services Administration and Policy</p> <p>Resa Jones, PhD, MPH, Associate Professor & Chair of the Department of Epidemiology and Biostatistics</p> <p>Jamie Mansell, PhD, LAT, ATC, Interim Associate Dean for Undergraduate Studies & Associate Professor & Director of Athletic Training Programs, Department of Health & Rehabilitation Sciences</p> <p>Philip McCallion, PhD, MSW, Professor and Director of the College of Social Work</p> <p>Kimberly Pachik, OTD, OTR/L, Interim Associate Dean for Graduate Studies & Associate Professor of Instruction & Occupational Therapy Program Director, Department of Health & Rehabilitation Sciences</p> <p>Ashley Stewart, PhD, MSSW, Assistant Professor of Instruction, MSW Program Director, School of Social Work</p> <p>Recai Yucel, PhD, MA, Professor and Assistant Director of Biostatistics, Department of Epidemiology and Biostatistics</p>	<p>Academic public health degrees (Criteria D17 & D18)</p> <p>Non-public health degrees (Criterion D19)</p> <p>Distance education (Criterion D20)</p>
<p>Total participants: 12</p>	

10:45 am **Break**

11:00 am **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
<p><i>Kate Gallagher, MSW, Director of Community-Based Learning, Office of Community-Engaged Research and Practice</i> <i>Kyle Harris, MS, Instructor, Department of Kinesiology</i> <i>Jennifer Ibrahim, PhD, MPH, MEd Interim Dean & Associate Professor, Department of Health Services Administration and Policy</i> <i>Resa Jones, PhD, MPH, Associate Professor & Chair of the Department of Epidemiology and Biostatistics</i> <i>Stephen Lepore, PhD, EdM, Professor and Chair of the Department of Social and Behavioral Sciences</i> <i>Jamie Mansell, PhD, LAT, ATC, Interim Associate Dean for Undergraduate Studies & Associate Professor & Director of Athletic Training Programs, Department of Health & Rehabilitation Sciences</i> <i>David Sarwer, PhD, MA, Associate Dean for Research & Professor, Department of Social and Behavioral Sciences</i> <i>Ross Silverman, JD, MPH, Associate Dean for Faculty Affairs & Professor, Department of Health Services Administration and Policy</i> <i>Susan VonNessen-Scanlin, DNP, MSN, MBA, Associate Dean for Clinical Affairs and Interprofessional Education</i> <i>Recai Yucel, PhD, MA, Professor and Assistant Director of Biostatistics, Department of Epidemiology and Biostatistics</i></p>	<p><i>Currency in areas of instruction & pedagogical methods (Criterion E1)</i> <i>Scholarship and integration in instruction (Criteria E3 & E4)</i> <i>Extramural service and integration in instruction (Criterion E5)</i> <i>Integration of practice perspectives (Criterion E2)</i> <i>Professional development of community (Criteria F1-F4)</i></p>
Total participants: 10	

12:00 pm **Break & Lunch in Executive Session**

12:45 pm **Strategies & Operations**

Participants	Topics on which participants are prepared to answer team questions
<p><i>Natasha Benoit, MPH, CHES, Senior Academic Advisor, Graduate Public Health Programs in Epidemiology and Biostatistics and Health Policy and Management</i> <i>Jessica Boyer, MPH, MSW, Associate Director of Assessment and Accreditation</i> <i>Wendy Cheesman, DPT, MPH, Assistant Professor of Instruction, Department of Health & Rehabilitation Sciences</i> <i>Jamie Mansell, PhD, LAT, ATC, Interim Associate Dean for Undergraduate Studies & Associate Professor & Director of Athletic Training Programs, Department of Health & Rehabilitation Sciences</i> <i>Jennifer Ibrahim, PhD, MPH, MEd Interim Dean & Associate Professor, Department of Health Services Administration and Policy</i> <i>Shannon Johnson, EdD, MSW, Senior Academic Advisor, Graduate Public Health Programs in Social and Behavioral Sciences and Nutrition</i> <i>Darvin Martin, Assistant Director, Career and Professional Development</i> <i>Sheri Ozard, Vice Dean for Finance and Administration</i> <i>Amanda Puchon, Associate Director for Administration and Staff Affairs</i> <i>Lindsay Raab, Director of Advising</i> <i>Michael Usino, MLA, Assistant Dean, Admissions, Enrollment Management and Student Recruitment</i></p>	<p><i>Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data? (Criterion G1)</i> <i>Recruiting and admissions, including who chose the measures and why did they choose them (Criterion H4)</i> <i>Advising and career counseling, including who collects and reviews the data (Criteria H1 & H2)</i> <i>Staff operations (Criterion C3)</i> <i>Complaint procedures (Criterion H3)</i></p>
Total participants: 11	

1:45 pm **Break**

2:00 pm **Transport to Hotel**

3:00 pm **Stakeholder/ Alumni Feedback & Input via Zoom**

Participants	Topics on which participants are prepared to answer team questions
<p><i>Clydelle Agyei, MPH in Health Policy and Management, 2022</i> <i>Tammy Bartlet, BSPH, 2017</i> <i>Mason Buccilla, MPH in Health Policy and Management, 2020</i> <i>Paul D’Avanzo, PhD in Social and Behavioral Sciences, 2021</i> <i>Veronica Ellis, BSPH, 2021</i> <i>Hayden Karlheim, MS, Training Coordinator, Bioterrorism & Public Health Preparedness Program</i> <i>Patrick Kelly, MPH in Social and Behavioral Sciences, 2020</i> <i>David Koren, MPH in Health Policy and Management, 2021</i> <i>Maureen W. Krouse, MPH, MCHES, Manager, Community Health and Outreach, Deaver Health Education Center & Wellness Farm, Lankenau Medical Center</i> <i>Amy Lavery, PhD in Social and Behavioral Sciences, 2016</i> <i>Timmy Lin, MPH in Applied Biostatistics, 2020</i> <i>Alexandra Miller, MPH in Social and Behavioral Sciences, 2021 (dual degree MPH-MSW)</i> <i>Niki Patel, MPH in Social and Behavioral Sciences, 2022</i> <i>Palak Raval-Nelson, PhD, MPH, Deputy Health Commissioner, Philadelphia Department of Public Health</i> <i>Alexandra Ruth, MPH in Epidemiology, 2021</i> <i>Stephanie Shell, MSS, Managing Director of Strategy Development & Executive Director, Pennsylvania Public Health Association</i> <i>Samantha Smith, MPH in Epidemiology, 2021</i> <i>Hoa Vo, BSPH, 2021, MPH in Health Policy and Management, 2022 (dual degree MPH-MSHI)</i> <i>Iman Williams, MPH in Social and Behavioral Sciences, 2021</i></p>	<p><i>Involvement in school evaluation & assessment (Criterion F1)</i> <i>Perceptions of current students & college graduates</i> <i>Perceptions of curricular effectiveness (Criterion B4)</i> <i>Applied practice experiences (Criteria D5 & D6)</i> <i>Integration of practice perspectives (Criteria D7 & D8)</i> <i>School delivery of professional development opportunities (Criterion F4)</i></p>
Total participants: 19	

4:00 pm **Break & Executive Session**

5:00 pm **Adjourn**

Friday, December 2, 2022

8:30 am **University Leaders via Zoom**

Participants	Topics on which participants are prepared to answer team questions
<i>Greg Mandel, JD, Provost, Senior Vice President, Temple University</i>	<i>School's position within larger institution (Criterion A1)</i>
<i>Marylouise Esten, Deputy Provost and Chief of Staff</i>	<i>Provision of school-level resources</i>
<i>Jodi Levine-Laufgraben, Vice Provost for Academic Affairs, Assessment and Institutional Research</i>	<i>Institutional priorities</i>
Total participants: 3	

9:00 am **Break & Check Out of Hotel**

10:00 am **Site Visit Team Executive Session**

11:00 pm **Site Visit Team Working Lunch**

12:00 pm **Exit Briefing**