

# Accreditation Self-Study

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of the

**Clemson University**  
**Bachelor of Science in Health Sciences**

Concentrations in:

Health Promotion and Education  
Preprofessional Health Studies  
Health Services Administration

SUBMITTED TO THE

**COUNCIL ON EDUCATION FOR PUBLIC HEALTH**

for consideration as a

**Stand Alone Baccalaureate Program**

on behalf of the

**Department of Public Health Sciences**  
**College of Health, Education and Human Development**  
**Clemson University**



FEBRUARY 2016

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## Background and Executive Summary

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

In 1998, the Department of Health Sciences was renamed as the *Department of Public Health Sciences* to more accurately reflect the public health professional training that its undergraduate students received. The Department of Public Health Sciences has grown to approximately 400 undergraduate majors with the large majority (380) in three concentrations on the Clemson campus: *Health Promotion and Education*, *Health Services Administration* and *Preprofessional Health Studies*. These are the concentrations for which we seek accreditation.

A fourth small concentration within the Bachelor of Health Sciences degree program, *Leadership for Cardiovascular Imaging* is taught partially at the Greenville Health System campuses in Greenville, SC. That concentration, which does include a basic core of public health classes, is not included in the unit for which we seek accreditation because it is accredited by the Commission on Accreditation of Allied Health Education Programs.

Outside its degree programs, the department also offers courses for students enrolled in the Department of Languages which has a concentration in *Language and International Health* and also offers an online 9 credit hour public health certificate for students in other majors at Clemson. Neither of those offerings is part of the unit for which we seek accreditation.

The Bachelor of Health Sciences is the largest and best established component of the department and represents the bulk of faculty teaching effort. The department also offers one other degree program, a new M.S., Ph.D. program in Applied Health Research and Evaluation, and two (non-degree) certificate programs - a Graduate Certificate in Clinical and Translational Research (12 credits - designed for clinicians) and an Undergraduate Public Health Certificate (online) designed for students outside the major (9 credits). The certificate programs produce additional revenue that helps to enhance the resources available to support the undergraduate major and graduate program.

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

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

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

Current mission and vision statements are found on the department's website.

<http://www.clemson.edu/hehd/departments/public-health/about/index.html>

The designated leader of the Program is the Department Chair, Ronald Gimbel, Ph.D. Dr. Gimbel is a full-time tenured faculty member at Clemson University. His administrative authority over the program is partially delegated to the Undergraduate Coordinator, Deborah Falta, Ph.D., and MPH who is also a full-time faculty member in the Department of Public Health Sciences. As a department, the rules and regulations applying to faculty governance, promotion and tenure, etc. are those that apply to all academic departments at Clemson University.

The department currently has approximately 15 FTE faculty, 380-400 undergraduate students, and 3 graduate students. Thus the large majority of faculty effort and of the approximately 2 million dollar tuition, performance and appropriations budget supports undergraduate teaching, advising, etc. Not included in this figure is approximately \$1 million in extramural funding that is projected to be available in the current fiscal year to support faculty research.

Class sizes are relatively small with the average size of formal classes approximately 25-28 students. This average does not include a large number of smaller or individual classes such as Honors, Creative Inquiry (small interdisciplinary faculty-led research groups) Independent Study, etc. This is comparable to other departments in the college.

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

Success in placing students in graduate school, professional school or in appropriate full-time employment has been excellent. Although the department only began tracking this formally after accreditation requirements were promulgated, data for 2014 graduates show that of 76 graduates for whom data were available (83.5% of graduates) all but 3 individuals were employed or in graduate or professional training programs, (i.e., 96% of 2014 graduates for whom data were available were either employed or in graduate or professional school.).

Advising of freshmen, sophomores and recent transfer students is provided through a designated advisor within the college-wide Advising Center. Juniors and seniors receive both career and academic advising from full-time faculty.

The department has maintained a student body that is more diverse than the campus population, but less diverse than the ideal. We continue to work to diversify the student body. Cultural competence is encouraged through a wide variety of curricular and extracurricular activities.

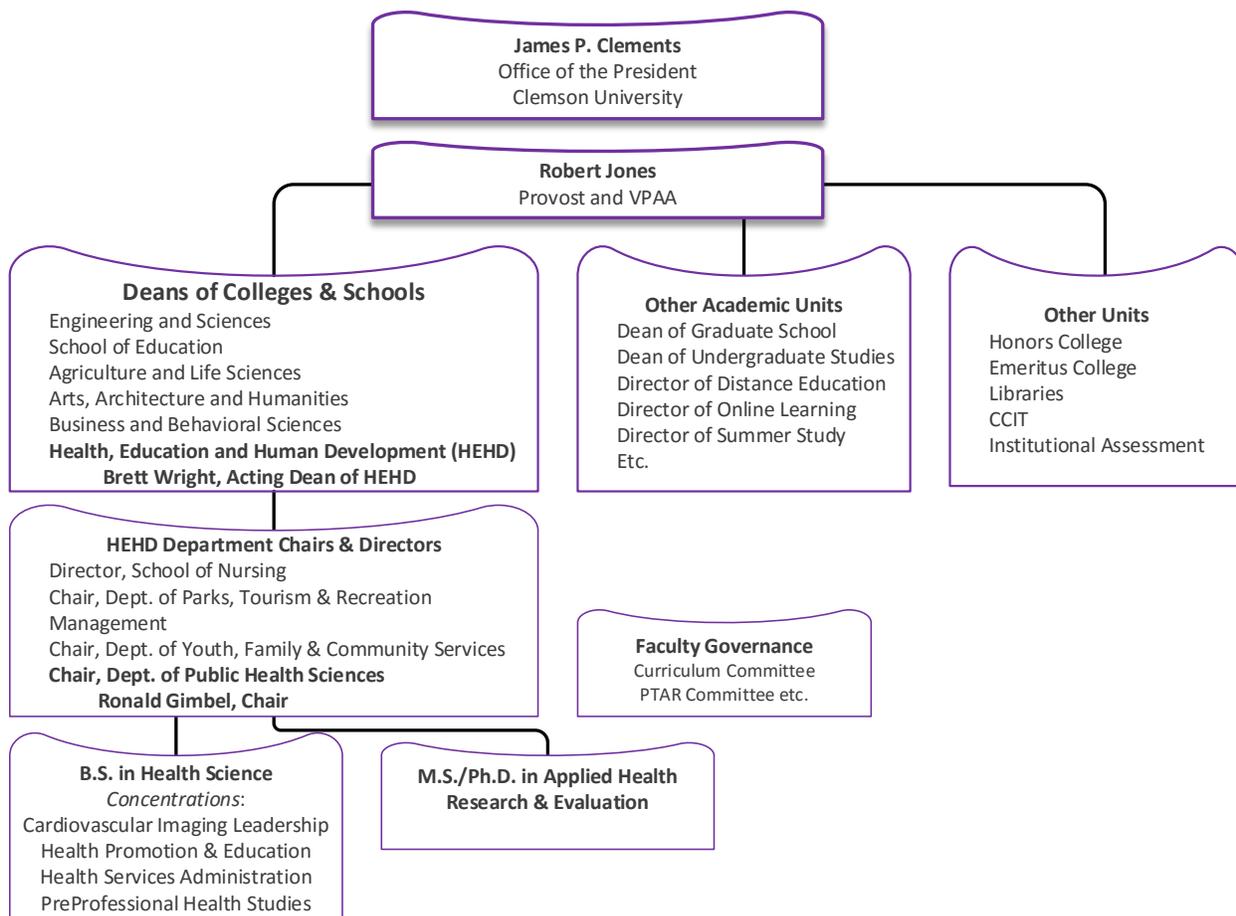
Distance learning is not incorporated into the undergraduate curriculum. All students complete their degree requirements through on-campus face-to-face instruction.

## 1.0 Leadership, Management and Governance

**Criterion 1.1** *The program maintains an organizational description and organizational chart(s) that define the program’s administrative structure and relationships to other institutional components. The organizational chart presents the program’s relationships with its department(s), school(s), college(s) and other relevant units within the institution.*

The organizational chart, showing the administrative governance of the baccalaureate degree program is shown in Figure 1. Working from the bottom of the chart to the top, the undergraduate degree program is managed on a daily basis by the department’s Undergraduate Coordinator. That position is currently held by Dr. Deborah Falta, Ph.D., M.P.H. Dr. Falta, in collaboration with the Department Chair, Ronald Gimbel, Ph.D. is responsible for scheduling classes. All curricular matters are addressed through an elected Curriculum Committee which makes recommendations to the entire faculty. Changes to the curriculum require a majority vote of the faculty and approval by college and university committees. Faculty appointments are reviewed by the Promotion, Tenure and Academic Review (PTAR) Committee.

**Figure 1: Organizational Chart – Bachelor of Science in Health Sciences Degree**



As shown in Figure 1, The Department Chair (Gimbel) reports to the Dean of the College of Health, Education and Human Development (HEHD) (Interim Dean Brett Wright). The Department of Public Health Sciences is one of four degree-granting units reporting to Dean Wright.

<http://www.clemson.edu/hehd/about/administration/>

Dean Wright is one of six Deans of academic Schools or Colleges who currently report directly to the university's Provost and Executive Vice President for Academic Affairs Robert H. (Bob) Jones Jr.

<http://www.clemson.edu/administration/provost/> Deans of Undergraduate Studies, the Graduate School and Directors of Summer School, Online education, etc. also report to the Provost and VPAA Dr. Jones. A full interactive list of all academic units, as well as other units and committees reporting to the Provost and VPAA can be found at: <http://www.clemson.edu/administration/provost/academic-units.html>

On October 15, 2015 it was announced that a campus-wide reorganization of the colleges will occur prior to the beginning of the fall semester in August 2016. The current College of HEHD will be retitled the College of Behavioral, Social and Health Sciences (BSHS) and several academic departments will be relocated administratively to the college. These include the departments of Sociology, Psychology, Political Science and Communication Studies. All financial and personnel resources (advising, staff, etc.) will transfer with these departments. Interim Dean Wright will continue as the Dean of the new college. We anticipate that this reorganization will have no adverse effect on the Department of Public Health Sciences and indeed should promote greater collaboration across the units of the college in public health research. Information on reorganization is evolving weekly. More information on planning and execution is available at: <http://www.clemson.edu/forward/reorganization/>

Provost Jones reports to Clemson University President James P. Clements whose biography is at: <http://www.clemson.edu/administration/president/biography.html> . President Clements reports to the Clemson University Board of Trustees. An organizational chart showing all units reporting to the President's office and to the Board of Trustees is shown at: <http://www.clemson.edu/oirweb1/FB/OIRWebpage/ClemsonOrgChart2015.pdf>

New academic initiatives (degree programs, departments) and major changes in programs also require approval by the South Carolina Commission on Higher Education (CHE) located in Columbia, the state capitol. A description of the CHE mission and function can be found at:

<http://www.che.sc.gov/AboutCHE.aspx> and [http://www.che.sc.gov/CHE\\_Docs/ExecutiveDirector/SCHigherEdSummary.pdf](http://www.che.sc.gov/CHE_Docs/ExecutiveDirector/SCHigherEdSummary.pdf)

The three concentrations for which we seek accreditation make up the bulk of the department's academic offerings. There is a small undergraduate concentration (approximately 15 students) in "Leadership for Cardiovascular Imaging" that includes the core courses from the department, as well as technical training provided in the Greenville Health System. There is also a new doctoral program in the department that currently enrolls three students. These are the only other degrees granted by the department. However, the department does provide courses that are required for students in *Language and International Health* and offers both an online undergraduate certificate program for non-majors (three classes) and a graduate certificate program (offered face-to-face at night in Greenville).

**Criterion 1.2** *The program demonstrates administrative autonomy that is sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation. Administrative autonomy refers to the program's ability, within the institutional context, to make decisions related to the following:*

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

**Template A** provides detailed information in response to the criteria within Criterion 1.0. The following information is provided as context for interpreting Template A.

- The allocation of state and tuition-funded **recurring resources** to the department is made by the Provost to the College and then by the Dean to the department. Requests for new resources of this type, such as additional permanent faculty positions, require a request to the Provost conveyed through the Dean. Recurring state funding is devoted almost exclusively to support of the salaries and fringe benefits of regular faculty members. In addition to these recurring resources, the department earns **non-recurring resources** (income) through formula-driven certificate programs, summer school, etc. A portion of facilities and infrastructure (indirect) costs on extramurally funded research is also returned to the department. These *non-recurring* funds are used at the discretion of the Chair for expenditures such as hiring temporary and part-time faculty positions, student and faculty travel, equipment, etc.
- Personnel policies and procedures are implemented by the Department Chair following rules and procedure specified in the Faculty Manual for faculty and state of South Carolina personnel policies for staff and graduate student employees. Regular faculty hires are made by the Department Chair with approval of the Dean after a search by a departmentally organized Search Committee. Staff hires and temporary hires are made by the Chair.
- The Department of Public Health Sciences has the same degree of autonomy as any other academic unit in implementing academic policies and procedures. Some policies (e.g. establishing a higher than minimum GPA for continued registration) can be made by the department. Others (e.g., minimum GPA for registration, expulsion from the university, etc.) are, as with all academic units, made at a higher level of administration.
- Curriculum is a faculty responsibility. While students must complete the university's General Education requirements for graduation, the balance of the curriculum for students in the department is determined by the faculty of the department through its Curriculum Committee and must then be approved at the college and university level.

**Criterion 1.3** *The program has a single individual who serves as the designated leader. The designated leader is a full-time faculty member at the institution and has immediate responsibility for developing and monitoring the program's curriculum.*

The Chair of the Department of Public Health Sciences serves as the designated leader. The current Chair is Ronald Gimbel Ph.D. Dr. Gimbel is a full-time tenured faculty member at Clemson University. His administrative authority over the program is partially delegated to the Undergraduate Coordinator Deborah Falta Ph.D., MPH, who is also a full time faculty member in the Department of Public Health Sciences.

**Criterion 1.4** *Program administrators and faculty have clearly defined rights and responsibilities concerning program governance and academic policies. Program faculty have formal opportunities for input in decisions affecting curriculum design, including program-specific degree requirements, program evaluation, student assessment and student admission to the major. Faculty have input in resource allocation to the extent possible, within the context of the institution and existing program administration.*

**Template A** provides detailed information on governance and academic policies.

The following information provides context for that Template

- The department is governed by Bylaws developed by the faculty. These Bylaws must be consistent with university and college policies and the *Faculty Manual*. A Bylaws Committee within the department regularly reviews its bylaws and recommends changes which are then voted on by all regular faculty members in the department. The Bylaws of the DPHS state the following about curriculum:
- Curriculum Committee
  - A. Membership
    1. Three (3) elected members of the Department of Public Health Sciences Faculty with at least 50% teaching responsibility for courses offered for academic credit.
      - a) The Chair of the Curriculum Committee shall be one of the Departmental representatives to the College and University Curriculum Committees.
      - b) The members shall serve a three (3) year term.
    2. One student: One (1) undergraduate senior or junior student in good academic standing may serve on this committee.
  - B. Functions
    1. Evaluate and make recommendations to the Faculty on all academic requirements, courses and curricula within the College, including honors courses. The Department of Public Health Sciences Curriculum Committee may act for the Faculty as a whole when such a proposed change has been unanimously approved by the committee and involves only one of the following: rewording of a course description, re-titling of a course, re-numbering a course
- Faculty, through the Chair's Advisory Committee have some input on resource allocation where that allocation is discretionary. The largest allocation of resources is to salaries and the large majority of those salaries are unchanged each year except for adjustments made by the legislature. In years where funds are provided for discretionary (merit, compression, etc.) adjustments those salary adjustments are the responsibility of the Chair but are based on annual "Form 3" performance evaluations and are data-driven. Beyond compensation, the Advisory Committee advises the Chair about equipment purchases and renovations, and determines the distribution of funds for unique projects to promote student learning from the Mary Lohr Endowment Fund (approximately \$10K - \$15K per year depending on market performance).
- The Honors and Awards Committee reviews and recommends several small scholarships and graduation awards and proposes these to the entire faculty for approval at a departmental meeting. Resources for faculty travel are governed by policy, but departmental interpretations of the policy and priorities for funding are discussed in general faculty meetings annually.

**Criterion 1.5** *The program ensures that all faculty (including full-time and part-time faculty) regularly interact and are engaged in ways that benefit the instructional program (e.g., instructional workshops, curriculum committee).*

All active members of the teaching and research faculty including tenured, tenure-track, visiting, (full or part-time) etc. are expected to attend and participate in the regular monthly departmental meetings and may be appointed to most departmental committees. Part-time instructors who have full-time positions elsewhere are encouraged to adjust their work schedule to attend these meetings one afternoon per month. Voting and participation in some meetings is restricted by the *Faculty Manual* (curriculum, promotion and tenure). In instances where it is not restricted, the department generally allows all members to participate and allows all full-time faculty members to vote. The department hosts several social events annually to promote fellowship and collegial relationships and to promote interaction between part-time and regular faculty. .

Peer teaching observation and evaluation is a standard part of the promotion, tenure and reappointment process. Peers observe classes and recommend opportunities to strengthen teaching. Resources for improvement are provided by the university through its Office of Teaching Effectiveness and Innovation (OTEI) provides a wide variety of online and face-to-face workshops at least weekly during the academic year. Participation is invited via email to all faculty with most workshops also archived online for asynchronous use. <http://www.clemson.edu/OTEI/services/workshops.html>

OTEI provides a resource for “all members of the Clemson University teaching community to come to discuss any issue related to teaching, career development, faculty review preparation, and teaching-related scholarship. This definition of **eligibility includes adjunct and part-time faculty**. OTEI also provides leadership in keeping Clemson on the cutting edge of teaching excellence and innovation, in fostering communication, understanding, and a sense of community between teachers and learners, in helping instructors select the most effective teaching approaches for their student learning outcomes, and in ensuring valid and reliable assessments of teaching and learning. As part of a research extensive university, OTEI also offers services to facilitate the funding activities, research, scholarly writing, publishing, and the overall career success of the faculty and graduate students.”

<http://www.clemson.edu/OTEI/>

**Criterion 1.6** *Catalogs and bulletins used by the program, whether produced by the program or the institution, to describe its educational offerings accurately describe its academic calendar, admission policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, contains accurate information.*

The undergraduate catalog, officially titled *Undergraduate Announcements* is the prime source of information about all undergraduate curricula on campus. It is revised annually and curricular changes approved through the DPHS Curriculum Committee, the HEHD Curriculum Committee and at the university level during the preceding academic year are automatically incorporated into each revision. The catalog notes that “Each curriculum shall be governed by the requirements in effect on the date of enrollment. If a student withdraws from the University and subsequently returns or does not remain continuously enrolled (summers excluded), the requirements in effect at the time of return will normally prevail.” <http://www.registrar.clemson.edu/publicat/catalog/2014/2014completeCatalog.pdf> (page 9). Students also can apply to change catalog years to take advantage of curriculum updates.

Annually, prior to publication of the revised catalog, the Department Chair and Undergraduate Coordinator review catalog text for accuracy and completeness and submit edits as necessary and appropriate.

The catalog, <http://www.registrar.clemson.edu/publicat/catalog/2015/2015.htm> , aka *Undergraduate Announcements*, includes a detailed description of the requirements for each Concentration within the undergraduate degree program on pages 120-122. The approved course description for every undergraduate course on campus also is included in this document. Courses with the HLTH rubric are found on pages 199 & 200. Descriptions of courses required outside the department (biology, chemistry, mathematics/statistics, etc. are found here as well grouped alphabetically by the rubric.)

**TEMPLATE A**

Description of how each of the functions are accomplished for the program as relevant to the program’s authority.

<p>TEMPLATE A</p> <p><b>FUNCTION</b></p>	<p><b>RESPONSIBLE PARTY OR PARTIES</b></p>	<p><b>BRIEF SUMMARY / DESCRIPTION OF PROCESS(ES)</b></p>	<p><b>RELEVANT PROGRAM OR INSTITUTIONAL POLICIES (cite supporting document(s) and page(s) including hyperlinks)</b></p>
<p><b>a. Determining the amount of resources (financial, personnel and other) that will be allocated to the program</b></p>	<p>Provost, Dean, &amp; Chair</p>	<p>Clemson University is comprised of two separate state agencies:</p> <ol style="list-style-type: none"> <li>1) a State-supported institution of higher education that receives an annual lump sum appropriation for operating purposes as authorized by the South Carolina General Assembly through the South Carolina Commission for Higher Education, and</li> <li>2) a public service agency that receives state funds supporting land-grant related activities directly from the General Assembly.</li> </ol> <p>The state appropriations for these two agencies become a part of the legal operating budget for the institution. As a state agency, the University is included in the State’s budget cycle, which operates on a fiscal year from July 1 to June 30. A large proportion of the undergraduate program budget allocation is currently based on previous budget years. Additional formula-driven budget components are generated from tuition paid for summer school and online and off-campus certificate programs. In addition, a portion of F&amp;A costs for funded grants is returned to the department. New faculty positions are allocated by the Provost and Dean based upon their assessment of departmental needs.</p>	<p><a href="http://www.clemson.edu/finance/budgets/policy_manual">http://www.clemson.edu/finance/budgets/policy_manual</a></p>
<p><b>b. Distributing resources (financial, personnel, and other)</b></p>	<p>Chair in consultation with Dean</p>	<p>The Chief Financial Officer has delegated authority for the acquisition of goods and services and the expenditure of University monies to various University officers and officials. Through delegated authority from the Division / College, department heads, or their designee, are the authorized approval authority for committing University funds.</p> <p>Annual salary changes (raises, bonuses, etc.) are recommended by the Chair to the Dean who has final authority for approval. The Chair assigns personnel to administrative and instructional loads in concordance with policies approved by the University and Faculty Senate. The normal faculty workload entails teaching and research assignments; service to the department, school, college, and the University; and/or other professional activities.</p>	<p><a href="http://www.clemson.edu/finance/procurement/policies/disb_policies/disb00pol.html">http://www.clemson.edu/finance/procurement/policies/disb_policies/disb00pol.html</a></p> <p><a href="http://www.clemson.edu/faculty-staff/faculty-senate/documents/manual-archive/2014-15.pdf">http://www.clemson.edu/faculty-staff/faculty-senate/documents/manual-archive/2014-15.pdf</a></p>
<p><b>c. Appointing / Hiring faculty to teach program courses</b></p>	<p>Chair / Undergraduate</p>	<p>Hiring for regular faculty positions is complex. The search is primarily a faculty-driven process. The final offer is negotiated by the Chair and must be approved by the Dean and Provost and cleared by university Access and Equity and the Office of Human</p>	



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		<p>Advisers are supervised and hired by the Associate Dean for Academic Support Services and Undergraduate Studies who forms a search committee, including department faculty members, to search for new hires.</p>	
<p>e. Curriculum design, including program-specific requirements for the award of the degree</p>	<p>Dept. Curriculum Committee / Faculty with approval by college, university, and sometimes SC-CHE</p>	<p>Curriculum design and improvement is defined by the Clemson University <i>Faculty Manual</i> as a faculty responsibility and is addressed in the department by the Curriculum Committee which receives and reviews suggestions, concerns, or new ideas and recommends action. The measure then is discussed in a departmental faculty meeting and receives a vote of approval/disapproval from the entire regular faculty which sends any approved curricular changes forward for review and approval by faculty committees at the college and university level.</p> <p>The department Curriculum Committee responds to course and teaching evaluations and conducts periodic curriculum reviews. This committee recommends all course changes and curriculum changes. Approval is at three levels: department faculty, college and university undergraduate committee. Major changes require approval by the state Commission on Higher Education (CHE)</p>	<p><i>Faculty Manual</i>, Clemson University, pg. 72</p>
<p>f. Plans for student assessment</p>	<p>Departmental faculty, College of HEHD, University Assessment</p>	<p>The primary mode of assessment of student performance is through evaluation of examinations, written assignments and student presentations in classroom settings. Capstone assessment involves development of an electronic portfolio that includes products describing the internship as well as written assignments that synthesize learning across classes. Additional tools have been employed to assess college-wide goals (learner dispositions) and university wide goals (distributed competencies).</p>	<p>Examples are included in the Resource file</p>
<p>g. Evaluating the performance of individuals teaching program courses</p>	<p>Chair, faculty, students</p>	<p>All instructors receive annual peer evaluations. All classes are evaluated by students using a standard campus-wide tool. The Chair observes pre-tenured faculty annually and also observes faculty who are seeking promotion or who are being evaluated under periodic post-tenure review processes. The Clemson University <i>Faculty Manual</i> states “<i>The chair is to present a narrative in the Evaluation section within FAS with three parts: a) a description of the individual’s effectiveness with emphasis upon</i></p>	<p><i>Faculty Manual</i>, Clemson University, pgs. 23 &amp; 24</p>

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		<p><i>demonstrated strengths regarding teaching, service, and scholarship; b) an indication of the area(s) where improvement is needed; and, c) suggestions of ways by which the faculty member can reach a higher stage of professional development.”</i></p> <p>Continued appointment of non-tenured, visiting and part-time faculty is contingent on demonstration of “Competence”. The PTAR Guidelines define this standard as follows” To meet the level of “Competence in Teaching”, the faculty member will be evaluated by students, peers, and supervisors as consistently demonstrating a record of improvement of the criteria listed below. The following 11 criteria are threshold criteria and are required to meet the level of “Competence”. When using student evaluations to document achievement of a particular criteria, the score for that item must be a value of 3 or higher (1 being the lowest score and 5 being the highest score) :</p> <ol style="list-style-type: none"> <li>1) A high level of subject matter knowledge and mastery of course content.</li> <li>2) Technical proficiency: Ability to organize and sequence course lessons; organize individual lessons; communicate expectations and objectives to students; deliver subject.</li> <li>3) Thorough preparation of course materials for the semester and for each individual class.</li> <li>4) Evidence of a high level of scholarly course content, rigor and fairness in grading, and effective instructional skills.(e.g., a variety of teaching methods)</li> <li>5) Evidence that the instructor defines expectations, provides consultation and evaluation on student progress.</li> <li>6) Evidence that the instructor demonstrates respect for students.</li> <li>7) Evidence that the instructor allows expression of differing points of view.</li> <li>8) Evidence that the instructor expresses importance of cultural competence.</li> <li>9) Evidence of student learning.</li> <li>10) Evidence of effective student advising as evaluated through graduating senior exit survey of satisfaction with elements of the advising process.</li> <li>11) Evidence of effective level of teaching based on peer review is required.</li> </ol> <p>A member of the PTAR committee attends a class of the pre-tenured faculty at least once an academic year to evaluate and use a standardized instrument. Classroom</p>	<p>DPHS PTAR Guidelines, pg. 6 (in Resource file)</p>

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		<p>visits can be increased to more than once a year if warranted. Department Chair will evaluate each pre-tenured faculty once per academic year through observation of a class. Tenured faculty seeking promotion to Professor are also observed by the Chair. Faculty must submit topical outline to the Department and PTAR committee chairs at beginning of semester to facilitate planning of visit</p>	
<p><b>h. Evaluating the performance of individuals advising program students</b></p>	<p>Associate Dean and Chair</p>	<p>Students are able to evaluate faculty advisors and their professional Health Science advisor through an annual survey.</p> <p>Faculty members are also evaluated annually by the Chair using the Faculty Activity System and successful advising is a component of this evaluation. Full time advising staff are evaluated annually using the EPMS system.</p>	<p>The form used by students to evaluate advisors is included in the Resource file under Criterion 6 Advising as <i>Advising Evaluation form 022114 copy</i></p> <p>The form used for evaluation of full-time staff advisors is also in the Advising folder as <i>Health Science Generic EPMS Advisor Evaluation form Example</i></p> <p><a href="http://www.clemson.edu/academics/advising/">http://www.clemson.edu/academics/advising/</a></p>
<p><b>i. Promoting and /or granting tenure, if applicable, to faculty teaching program courses</b></p>	<p>Provost with recommendations by Dean, Chair, and DPHS Faculty PTAR Committee</p>	<p>The Faculty Promotion, Tenure and Reappointment (PTAR) Committee and Chair make independent recommendations to the Dean based on departmental <i>PTAR Guidelines</i>. The Dean recommends to the Provost who ultimately determines whether tenure and /or promotion are awarded. The <i>PTAR Guidelines</i> for DPHS require the following evidence of teaching effectiveness for all persons considered for permanent appointment: “8) Teaching narrative (3 pages maximum) Statement on teaching including philosophy, methodology, materials developed, effectiveness, challenges, etc. 9) Student Feedback Forms - Original Teaching Effectiveness Evaluation forms submitted by all students for all courses taught during the preceding two semesters. Summary statistics provided by the College to include a spreadsheet of evaluations and 10) Other Evidence of Teaching Effectiveness - Any other evidence of teaching effectiveness, such as teaching portfolio, graduating senior exit surveys, alumni surveys, faculty peer triads, etc. This document requires, at a minimum, a level of “Achievement” in teaching for the award of tenure.</p>	<p>DPHS PTAR Guidelines, pg. 6 (in Resource file)</p>
<p><b>j. Re-appointing or terminating program</b></p>	<p>Chair with recommendation by faculty committee</p>	<p>Contracts with faculty that are not in a tenure-track position are implemented at the departmental level. The faculty Manual defines lecturers, temporary lecturers, etc. as “Special Faculty” and stipulates that “Appointments to all special faculty ranks</p>	<p><i>Faculty Manual</i>, Clemson University, pg. 13</p>

<p>TEMPLATE A</p> <p><b>FUNCTION</b></p>	<p><b>RESPONSIBLE PARTY OR PARTIES</b></p>	<p><b>BRIEF SUMMARY / DESCRIPTION OF PROCESS(ES)</b></p>	<p><b>RELEVANT PROGRAM OR INSTITUTIONAL POLICIES</b> <i>(cite supporting document(s) and page(s) including hyperlinks)</i></p>
<p>faculty hired by contract, if applicable</p>		<p>shall be made by the department chair with department faculty approval if such approval is required by relevant unit or college Bylaws. Temporary Lecturer is assigned to individuals who receive limited duration appointments. These appointments shall be for one-year or less and may be renewed</p> <p>Special faculty appointments are not tenurable and do not carry any expectation of renewal, although appointments may be renewed.” The department has made minimal use of such contracts, primarily to address special topics or unusual situations. These academic appointments are for one-year terms and, may be renewed for a maximum of nine full academic years. For the purposes of academic appointment and reappointment, a one-year term begins August 15 and ends May 16 although lecturers may be extended benefits over the summer. Notice of renewal or non-renewal must be provided before July 15 for the following August 15–May 16 term. After May 16 following completion of four or more one-year terms of continuous appointment as a lecturer, one year’s notice of non-renewal must be provided. Following a lecturer’s fourth year of service, the department chair/school director and departmental Tenure, Promotion, and (Re) appointment (PTAR) committee shall conduct a comprehensive review of the lecturer either in response to a request for promotion to senior lecturer or to advise the lecturer of the lecturer’s progress towards promotion to senior lecturer. In cases in which there is non-reappointment or in which there is a discrepancy in the recommendation for retention or promotion to senior lecturer between the Tenure, Promotion, and (Re) appointment (PTAR) committee and that of the department chair, the department chair shall make the dean aware of the situation. The Dean, after meeting with the chair and with the committee to discuss the situation, will render a decision. In all cases of non-reappointment, the file shall be forwarded to the Provost for final decision.</p>	<p><i>Faculty Manual, Clemson University, pgs. 14 &amp; 15</i></p>
<p>k. Determining teaching assignments for program courses</p>	<p>Chair &amp; Undergraduate Coordinator</p>	<p>This is ultimately the duty of the Department Chair. For the undergraduate program, the Chair is assisted in this role by the Undergraduate Coordinator and departmental administrator. In assigning courses faculty interests, experience, expertise and other duties (e.g., research, administration) are factored into the assigned teaching load. The Admin Assistant keeps a record of past assignments, polls faculty for teaching interests, matches faculty to needs in collaboration with the Undergraduate coordinator and enters teaching schedules into the university scheduling system.</p>	<p>This is a matter of executive authority of the Department Chair.</p>

FUNCTION	RESPONSIBLE PARTY OR PARTIES	BRIEF SUMMARY / DESCRIPTION OF PROCESS(ES)	RELEVANT PROGRAM OR INSTITUTIONAL POLICIES ( <i>cite supporting document(s) and page(s) including hyperlinks</i> )
TEMPLATE A		This includes requested teaching space. However, the central campus ultimately makes room assignments.	
I. Developing the program's academic policies governing matters such as academic standing and award of degree	University policies and Chair with departmental Advisory Committee and faculty vote	<p>Academic policies are developed by the Division of Academic Affairs.</p> <p>Academic Eligibility is the status that determines whether a student can remain enrolled.</p> <p>Graduation requirements are developed and monitored by the Registrar. The department has developed a local policy that requires special permission of the chair for students with a cumulative GPA of less than 2.0 to register for future classes. Registration for these at-risk students typically is contingent on agreement to a remediation plan.</p>	<p>Academic Affairs policies may be found at:  <a href="http://www.clemson.edu/assessment/academic_affairs_policies/">http://www.clemson.edu/assessment/academic_affairs_policies/</a></p> <p>Academic Eligibility policies are explained at:  <a href="http://www.clemson.edu/academics/eligibility/">http://www.clemson.edu/academics/eligibility/</a></p> <p>Graduation requirements are explained in the Academic Regulations published by the Registrar.  <a href="http://www.registrar.clemson.edu/publicat/prevcats/0001/sections/aca_regs/acaregs.htm">http://www.registrar.clemson.edu/publicat/prevcats/0001/sections/aca_regs/acaregs.htm</a></p>
m. Implementing the program's academic policies, including grading	Faculty	<p>Faculty members assign grades to students for the courses that they are assigned to teach. Assignment of grades must follow policies that are published in the Faculty Manual and Undergraduate Announcements</p> <p>For more detailed information on examinations and grading one may consult the section, "Scholastic Regulations," in the Undergraduate Announcements.</p> <p>The central campus provides the Chair each semester with a list of students who have been placed on academic probation or academic alert because of their GPA.</p>	<p>(1) <i>Faculty Manual</i>, Clemson University, pgs. 69 &amp; 70</p> <p>(2) Undergraduate "Class Regulation Letter" (tri-annual email mailing as a pdf attachment) – copy of Fall 2015 letter in Resource file</p>
n. Recruitment, advertising and admissions	Admissions Office	The department does not directly recruit students. All recruitment and advertising is through University-wide resources. The department is asked for editorial input on relevant material for prospective students. As with every undergraduate major at Clemson University, all freshman admissions to the major are determined by the campus central admissions office. The Chair can negotiate target numbers of admissions with the admissions office. The university receives roughly 900 applications per year for freshman admissions to the department, offers admission to roughly 150-180 individuals and has had matriculation in the range of 50 to 70	<p>Recruitment materials aimed at prospective Clemson students are found at:  <a href="http://www.clemson.edu/majors/health-science">http://www.clemson.edu/majors/health-science</a> See Links to current requirements for each concentration and catalog course descriptions.</p>

<small>TEMPLATE A</small> <b>FUNCTION</b>	<b>RESPONSIBLE PARTY OR PARTIES</b>	<b>BRIEF SUMMARY / DESCRIPTION OF PROCESS(ES)</b>	<b>RELEVANT PROGRAM OR INSTITUTIONAL POLICIES</b> <i>(cite supporting document(s) and page(s) including hyperlinks)</i>
		<p>students in recent years. Freshman admissions make up approximately 40% to 60% of each graduation cohort. A far smaller proportion, approximately 5% to 10% of each cohort, is composed of students who transfer from other universities. This group also is admitted by the central admissions office. The balance of each cohort (40% to 55%) is composed of students who enter through the change of major process from other Clemson departments and colleges. At Clemson, this requires a formal application, in this case submitted to the College of HEHD Advising Office. The Chair and Advisory Committee annually determine the number of students who will be admitted through this process and define the standards for admission as a change of major. Currently the department requires that all students have completed a semester on campus with a grade point average of at least 3.0 to be considered. This was raised in 2014 from a 2.5 minimum because the number of applicants for change of major was far higher than spaces available in the major and the higher GPA was more consistent with other freshmen in the major. Once admitted to the major there are no specific progression guidelines beyond maintaining an acceptable GPA (2.0) to be allowed to register for the next semester's classes. The department requires that all, or nearly all, required courses be completed before registering for the 4190/4200 (internship preparation/internship) capstone sequence.</p>	<p>Admission information (policies and procedures) for prospective applicants is located at:</p> <p><a href="http://www.clemson.edu/admissions/undergraduate/index.html">http://www.clemson.edu/admissions/undergraduate/index.html</a></p> <p><a href="https://www.clemson.edu/admission/undergraduate/documents/breakfast-presentation.pdf">https://www.clemson.edu/admission/undergraduate/documents/breakfast-presentation.pdf</a></p>
<b>o. Defining the academic calendar</b>	University	<p>The Academic Calendar is developed several years in advance by the Office of the Registrar and approved by the Board of Trustees. It complies with SACS requirements and requirements of the South Carolina Commission on Higher Education.</p>	<p><a href="http://www.registrar.clemson.edu/html/Acad_Cal.htm">http://www.registrar.clemson.edu/html/Acad_Cal.htm</a></p>
<b>p. Publication and currency information in catalogs and other publications</b>	University & Chair	<p>The university requests catalog updates annually from the Chair/Undergraduate Coordinator. The departmental Advisory Committee assists these individuals in reviewing any changes. Any changes in curricular information must conform to that approved by University Curriculum Committee during the prior academic year.</p>	<p><a href="http://www.registrar.clemson.edu/html/catalog.htm">http://www.registrar.clemson.edu/html/catalog.htm</a></p> <p><a href="http://www.registrar.clemson.edu/publicat/catalog/2015/2015.htm">http://www.registrar.clemson.edu/publicat/catalog/2015/2015.htm</a></p>

## 2.0 Resources

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**Criterion 2.1** *The program has sufficient faculty resources to accomplish its mission, to teach the required curriculum, to oversee extracurricular experiences and to achieve expected student outcomes. Generally, the minimum number of faculty required would be 2.0 FTE faculty in addition to the designated leader's effort each semester, trimester, quarter, etc., though individual circumstances may vary. The FTE calculation follows the institution or unit's formula and includes all individuals providing instruction in a given semester, trimester, quarter, etc.*

The Department of Public Health Sciences currently has 17 full-time faculty (excluding postdoctoral fellows) and 13 part time faculty with approximately 2.75 FTE for a total FTE Equivalent of 19.75. Of these positions, approximately 2.0 FTE are devoted each semester to graduate teaching, 0.75 FTE are devoted to teaching for the undergraduate certificate and 0.5 to 2.0 are devoted to funded research. Thus, the largest proportion of faculty effort (currently approximately 15.25 FTE) is devoted to teaching and supervision of the undergraduate program. FTEs are reported annually on the university's Fact Book page. <http://www.clemson.edu/oirweb1/fb/factBook/>

Ronald Gimbel, the Chair (designated leader) devotes approximately 75% of his effort to the baccalaureate program including administration (planning, faculty evaluation, budgeting), teaching classes for undergraduates, and advising a panel of junior/senior undergraduate students.

Generally a 1.0 FTE is considered to be a tenured or tenure track full-time faculty member teaching four classes per year, advising students and conducting research or a salaried full-time lecturer teaching 8 classes per year or equivalent (e.g., administrative responsibilities related to the program may substitute for 2 classes). Part-time faculty members are calculated at 0.125 FTE per three credit class. Faculty teaching less than 3 credits (typically independent study or creative inquiry, are prorated in this calculation

These data show the following allocation of FTE for all instruction for the past 5 years and reflect the growth in allocated full-time positions since 2010.

2011	2012	2013	2014	2015
13.27	14.03	14.03	15.12	14.23

## TEMPLATE B

A list of all faculty providing program instruction or educational supervision for the last four regular semesters.

<b>NAME OF FACULTY MEMBER (INCLUDING DEGREES)</b>	<b>STATUS (FULL-TIME, PART-TIME, ETC.)</b>	<b>FTE ALLOCATION TO SBP LAST 6 SEMESTERS</b>	<b>COURSE(S) TAUGHT IN SBP</b>
<b>Annah K Amani, Ph.D.</b>	Part-time	0.50 (for 3 semesters)	HLTH 2980; HLTH 4700
<b>Crystal Burnette, Ph.D.</b>	Part-time	0.125 (1 semester)	HLTH 4970 (2 semesters)
<b>Patricia Carbajales, M.S.</b>	Part-time	0.125 (1 semester)	HLTH 4970 (2 semesters)
<b>Debra M. Charles, M.S.</b>	Part-time	0.125 (3 semesters)	HLTH 3030
<b>Liwei Chen, M.D., Ph.D., MPH</b>	Full-time	0.50	HLTH 3800
<b>George Clay, D.H.A., M.A.</b>	Part-time	0.1 (CI only)	HLTH 4970
<b>Amelia Clinkscales, M.P.H.</b>	Part-time	0.25 (1 semester)	HLTH 2400 (2 sections)
<b>Lee A. Crandall, Ph.D.</b>	Full-time	0.75	HLTH 2030; HLTH 3150; HLTH 4960
<b>Cheryl J. Dye, Ph.D.</b>	Full-time	0.50	HLTH 4300; HLTH 4950; HLTH 4960; HLTH 4970
<b>Deborah A. Falta, Ph.D. MPH</b>	Full-time	1.0	HLTH 2980; HLTH 3800; HLTH 4180 HLTH 4310
<b>Fredric L. Frazier, M.S.</b>	Part-time	0.25 (4 semesters)	HLTH 2030; HLTH 4400
<b>Ronald W. Gimbel, Ph.D.</b>	Full-time	0.75	HLTH 4600; HLTH 4990
<b>Brian Graves, M.S.</b>	Part-time	0.50 (1 semester)	HLTH 3050; HLTH 3500
<b>Sarah F. Griffin, Ph.D., MPH</b>	Full-time	0.75	HLTH 2400; HLTH 4800; HLTH 4950 HLTH 4960; HLTH 4990
<b>Karen A. Kemper, Ph.D., MSPH</b>	Full-time	0.5	HLTH 4020, HLTH 4021 HLTH 4150; HLTH 4970; HLTH 4990
<b>Jeffrey (Kip) Kingree, Ph.D.</b>	Full-time	1.0	HLTH 2020; HLTH 4000
<b>Rachel M. Mayo, Ph.D.</b>	Full-time	0.9	HLTH 3100; HLTH 3800; HLTH 4950 HLTH 4960
<b>Kathleen M Meyer, M.S.</b>	Full-time	1.0	HLTH 3980; HLTH 4190; HLTH 4200 HLTH 4990
<b>Deidra J. Morrison, Ph.D.</b>	Part-time	0.125 (1 semester)	HLTH 4600 (1 semester)
<b>Windsor W. Sherrill, Ph.D., MHA, MBA</b>	Full-time	0.25	HLTH 4400; HLTH 4950; HLTH 4960 HLTH 4970
<b>Lu Shi, Ph.D.</b>	Full-time	0.5	HLTH 4750; HLTH490; HLTH 4990
<b>Barbara Speziale, Ph.D.</b>	Part-time	0.1 (CI only)	HLTH 4970
<b>Hugh D. Spittler, Ph.D. MPH</b>	Full-time	0.75	HLTH 3800; HLTH 3950; HLTH 4780; HLTH 4990
<b>Kari Strothman, M.S.</b>	Part-time	0.25 (1 semester)	HLTH 2500 (1 semester)
<b>Martha P Thompson, Ph.D.</b>	Part-time	0.1	HLTH 4970
<b>Khoa D. Truong, Ph.D.</b>	Full-time	0.75	HLTH 3610; HLTH 4790; HLTH 4900
<b>Kellie Walters, M.S.</b>	Part-time	0.125 (1 semester)	HLTH 3500 (summer)
<b>Ralph S. Welsh, MPH</b>	Full-time	1.0	HLTH 2020; HLTH2030; HLTH 4990
<b>Joel E. Williams, Ph.D., MPH</b>	Full-time	0.75	HLTH 2400; HLTH 3400
<b>Lingling Zhang, Ph.D., MPA</b>	Full-time	1.0	HLTH 4000; HLTH 4900

**Criterion 2.2** *The mix of full-time and part-time faculty is sufficient to accomplish the mission and to achieve expected student outcomes. The program relies primarily on faculty who are full-time institution employees.*

The large majority of teaching in the undergraduate program is provided by full-time faculty. During the most recent completed academic year (2014-2015) data show that during fall semester 22 classes/sections of classes were taught by regular full-time faculty within the baccalaureate program. Visiting/part-time faculty taught 3 sections. Full-time faculty also taught 3 sections for the undergraduate certificate program and 5 graduate classes. During spring semester 2015 full-time faculty taught 23 sections/classes and visiting/part-time faculty taught 3 sections. Regular faculty also taught 3 classes for the certificate program and 4 graduate classes. Excluded from this calculation are multiple sections of independent study, non-regular classes such as Honors Research Seminar, Honors Thesis Seminar, Honors Research Colloquium, because in most instances these involve small numbers. However nearly all of these were taught by full-time departmental faculty.

Template B identifies all individuals who have served (or are scheduled) as instructors or educational supervisors for formal courses taught during the four regular semesters ending in May 2016. It should be noted that many of the part-time instructors on the list held the FTE allocation listed for less than the full four semesters. (i.e., they may have been hired for a semester to teach one course or for one academic year.) Therefore, totaling the FTE column will not precisely equate to the numbers above which represent total departmental FTE allocations. A full course load for a lecturer having no research or administrative duties is four three-credit classes per semester (i.e., 8 three credit classes during the normal academic year.) Thus, teaching a single three-credit class each year is equated to .125 FTE. For tenured/tenure-track faculty the load is typically two three-credit classes per semester because of the significant commitment expected to research. However this expectation can be increased or decreased depending on extramural funding and overall research productivity.

Not included in this table is a lengthy list of health and public health agency representatives who have served as preceptors for one or more *individual students* during the past four semesters. A database of preceptors is included in the "Internship" folder in the Electronic Resource File under Criterion 4.

Also not included in this calculation was Creative Inquiry (CI). Creative inquiry is Clemson's interdisciplinary applied research experience for undergraduates. Because CI sections are interdisciplinary, many CI sections have only 1 or 2 students from the home department. However, our students may participate in CI in other academic units. For example, one of our students has served as the epidemiologist with a team of undergraduate engineers building water systems in rural Haiti for elective CI credit from Civil Engineering. In fall 2014 the department offered ten sections of CI. This included 4 sections taught by full-time faculty and 6 taught by adjunct faculty. Similarly, in spring 2015, 9 CI sections were offered, 3 were taught by full-time faculty in the department, 3 were taught by the Director of Student Health Services, and others were taught by researchers in other units who are conducting health-related research. As during the fall semester, the students enrolled in these sections were from a variety of departments and disciplines. Finally, this calculation excludes internship.

In summary, of the 51 traditional HLTH classes taught to undergraduate majors during the 2014-2015 academic year, 45 (88%) were taught by full-time faculty of the Department of Public Health Sciences. The balance were taught by either a retired hospital administrator, who teaches some classes related to health administration, or an individual with a Ph.D. that focused on international health who is a part-time faculty member. Full-time faculty also taught all the honors classes, independent study sections, and many of the CI classes and a full-time faculty member supervises and coordinates all internships.

During fall 2015 the department hired several new temporary part-time faculty to replace faculty with sabbatical leave or temporary research buyout. This is not intended to be a permanent change in staffing.

**Criterion 2.3** *The program tracks student enrollment to assist in gauging resource adequacy. Given the complexity of defining “enrollment” in an undergraduate major or baccalaureate degree program, the program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals.*

Unlike some undergraduate programs where students begin in a “general” track and only enter a major as they move into the upper division, all students at Clemson University have a major from the day of admission. Therefore, tracking the number of majors is very straightforward. According to the Fact Book, available online from Clemson Institutional Research, the number of majors during the fall semester for the past five years has been as shown in the table below. Because the department has accepted from 40 to 60 change of majors (primarily freshmen) after the fall semester is complete, the actual number of majors has slightly exceeded the targeted number of 400 in each year.

#### TEMPLATE C

*A table showing student headcount and student FTE for the last four semesters*

SEMESTER	STUDENT HEADCOUNT	STUDENT FTE	NARRATIVE EXPLANATION OF THE SPECIFIC METHOD AND SOURCE OF STUDENT ENROLLMENT DATA
<b>Spring 2014</b>	410	404	Estimated from data center plus midyear changes of major
<b>Fall 2014</b>	387	381	Official university data center report (2/2015)
<b>Spring 2015</b>	433	430	Estimated from data center plus midyear changes of major
<b>Fall 2015</b>	371	365	Official university IROAR report generator (9/29/15)
<b>Spring 2016</b>	408	405	Estimated from data center plus midyear changes of major

Clemson University maintains an online Factbook and Data Center that is searchable by department. <http://www.clemson.edu/oirweb1/factbook/> Fall data are official university data and were used to estimate spring data. The Department of Public Health Sciences accepts applications for change of major from other Clemson departments/colleges once a year at the end of the fall semester. Spring semester numbers adjust fall numbers for these additional students, any attrition and December graduation. For spring 2016 the department accepted 30 freshmen change of majors and 15 sophomores.

**Criterion 2.4** *The program's student-faculty ratios (SFR) are sufficient to ensure appropriate instruction, assessment and advising. The program's SFR are comparable to the SFR of other baccalaureate degree programs in the institution with similar degree objectives and methods of instruction.*

Template D. shows the student-faculty ratios which are generally typical of those at Clemson University (if one disregards units that primarily have a graduate teaching orientation). While the campus claims a 17:1 ratio, this counts graduate and undergraduate units. The campus strives to keep student-faculty ratios for undergraduate departments in the 26:1 – 28:1 ratio. The ratio for the Department of Public Health Sciences has improved in the past decade and has for the last several years approximated this campus goal, at least during fall semester when numbers are reported. As we accept changes of major in December, ratios may be slightly higher from January until May each year.

**TEMPLATE D**

A table showing the SFR and average class size for the most recent four semesters

**Template D.1**

SEMESTER	SBP SFR	EXPLANATION OF THE DATA AND METHOD USED	SBP AVERAGE CLASS SIZE	EXPLANATION OF THE DATA AND METHOD USED
Fall 2014	25.9	Ratio of Full-time faculty (tenured, tenure track & lecturers) to Full-time student enrollment. Faculty number was adjusted for graduate teaching for Fall 2014 onward. Fall student enrollment from Factbook – spring estimated from graduation and change of major adjustments to fall data.	22.2	Average class size from departmental records – includes creative inquiry - excludes CVT rubric, online courses taught to non-majors and all honors, independent study and other courses designed as individualized instruction. Spreadsheets are available to show classes used in calculations.
Spring 2015	28.3		25.9	
Fall 2015	26.1		22.8	
Spring 2016	28.7		21.4	

**Template D.2 – Choice of Comparable Program**

COMPARABLE BACCALAUREATE PROGRAM IN THE INSTITUTION	NARRATIVE EXPLANATION OF THE CHOICE OF THE COMPARABLE PROGRAM. INCLUDE DEGREE OBJECTIVES AND METHODS OF INSTRUCTION AS WELL AS A RATIONALE FOR THE CHOICE.
Bachelor of Sciences in Parks, Recreation and Tourism Management (PRTM)	The PRTM department, like Public Health Sciences, is housed in the College of HEHD and adheres to the same college policies and philosophy. The PRTM department is nationally recognized. Its undergraduate degree, like ours, is a Bachelor of Science degree with a professional focus and multiple concentrations, which makes it more appropriate than a Bachelor of Arts or business degree as a comparable program. Although it is a slightly larger department, we anticipate growing to a similar size within five years. The degree program prepares students for a variety of careers in public and private leisure services and to continue for graduate and professional training. One difference is that PRTM has recently combined several upper division courses each semester into a non-traditional “concentration requirement” with multiple instructors. PRTM has a large graduate program. Faculty effort devoted to that graduate program is estimated conservatively at 25% and faculty FTE is reduced by that amount in calculating SFR.

**Template D.3 PRTM – Last Four Semesters**

SEMESTER	COMPARABLE PROGRAM SFR	COMPARABLE PROGRAM AVG. CLASS SIZE
Fall 2014	24.5	24.0
Spring 2015	24.0	24.0
Fall 2015	25.0	26.0
Spring 2016	25.0	26.0

**TEMPLATE E**

*Average advising load for the last four semesters (Criteria 2.4)*

**Template E.1**

<b>SEMESTER</b>	<b>SBP AVERAGE ADVISING LOAD</b>	<b>EXPLANATION OF THE DATA AND METHOD USED</b>	<b>COMPARABLE PROGRAM AVERAGE ADVISING LOAD</b>
<b>Fall 2014</b>	150/15	Two averages are shown – first the advising load for the full-time staff person who serves as the freshman/sophomore adviser and second the advising load for each faculty adviser.	230/20
<b>Spring 2015</b>	205/15		235/20
<b>Fall 2015</b>	150/15		250/20
<b>Spring 2016</b>	195/15		250/20

**Template E.2**

<b>COMPARABLE BACCALAUREATE PROGRAM IN THE INSTITUTION</b>	<b>NARRATIVE EXPLANATION OF THE CHOICE OF THE COMPARABLE PROGRAM.</b>
Bachelor of Sciences in Parks, Recreation and Tourism Management (PRTM)	The PRTM department, like Public Health Sciences, is housed in the College of HEHD and adheres to the same college policies and philosophy. The PRTM department is nationally recognized. Its undergraduate degree, like ours, is a Bachelor of Science degree with a professional focus and multiple concentrations, which makes it more appropriate than a Bachelor of Arts or business degree as a comparable program. Although it is a slightly larger department, we anticipate growing to a similar size within five years. The degree program prepares students for a variety of careers in public and private leisure services and to continue for graduate and professional training. The PRTM department, like Public Health Sciences (and unlike units in other colleges) uses the HEHD Advising Office to advise all freshmen, sophomores and first-semester transfer students. Juniors and Seniors in both units are assigned to faculty for advisement.

**Criterion 2.5** *The program has access to financial and physical resources that are adequate to fulfill its operating needs, accomplish the mission, teach the required curriculum and provide an environment that facilitates student learning, including faculty office space, classroom space and student gathering space.*

The total departmental budget for the four most recent academic years and the projected budget for the current fiscal year are shown in Template F. The department does not maintain separate budgets for each program within the department. The large majority of the departmental budget goes to salaries of full-time faculty who devote a large portion of their effort to teaching in the undergraduate program. Therefore, the best calculation of resources devoted to the undergraduate program is the percentage of teaching effort devoted to the undergraduate program.

The total projected 2015-2016 department budget (approximately \$3.0 million) is shown in column six. Excluding research support, endowments, faculty incentives etc., approximately \$1.9 million is available in this budget to support instruction at all levels. Based on assigned teaching effort we have estimated that a minimum of 77% of the department instructional budget or approximately \$1.46 million is allocated to the undergraduate program in the current fiscal year.

The department occupies approximately half of the fifth floor of R.C. Edwards Hall. Completed in 1977, Edwards houses the offices of the Dean, administrative staff and Associate Deans of the college of HEHD, the School of Nursing, the Joseph H Sullivan Nursing Care Center, the Clinical Learning and Center and the Learning Resource Center, the HEHD Advising Office, and the HEHD Advising Center. The third floor contains multiple classrooms ranging in size from 30 seats to 60 seats. The first floor of Edwards Hall holds a three room laboratory space assigned to the department that is used for a combination of research and clinical skills training. Most HLTH classes taught as part of the undergraduate program employ Edwards Hall classrooms each of which is equipped as a “smart classroom”.

Every full time faculty and staff member in the Department of Public Health Sciences has an individual office on the 5<sup>th</sup> floor of Edwards Hall. The Fifth floor also houses a medium-sized conference room in which most departmental meetings and committee are held. The department also has access to HEHD conference rooms on the 4<sup>th</sup> floor of Edwards. Individual carrels on the 5<sup>th</sup> floor house graduate students in the department, some of whom serve as teaching assistants in the undergraduate program.

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

Template F shows the budget for the department for the previous 5 years. It should be noted that prior to 2014-2015 the department had no graduate students, so 100% of the instructional budget was devoted to undergraduate students. The addition of four graduate students in fall 2014 did not change this materially. While precise division of the budget across teaching efforts is not possible, it would be safe to assume that no more than 20% of effort goes to teaching in the graduate or certificate programs. Thus, 80% of effort devoted to teaching, and commensurate portions of the budget, are devoted to the three major concentrations for which we are seeking accreditation. Indeed, the off-campus and online teaching are net revenue generators that help support teaching in the major. The growth in the total budget from 2011-2012 until the current academic year reflects increase in this self-generated revenue as well as new tenure-track lines allocated by the university.

**TEMPLATE F**

A budget table delineating fiscal resources for the program indicating all funding sources to the extent possible in the format of Template F. Note that Template F requires the program to define the categories of funding. (Criterion 2.5)

NOTE: Not all categories are applicable to all programs. Add or remove categories as appropriate to your program. If the SBP is located in a department or other larger organizational structure, proportional estimates with rationale provided as footnotes is appropriate. Any funding specifically allocated to the SBP (e.g., faculty travel, student support, student organization support) should be included in the table along with estimates.

<b>Sources of Funds by Major Category, July 1, 2011 to June 30, 2016</b>					
<b>SOURCE OF FUNDS</b>	<b>FY 12 (7/1/11 - 6/30/12) 2011-2012</b>	<b>FY 13 (7/1/12 - 6/30/13) 2012-2013</b>	<b>FY 14 (7/1/13 - 6/30/14) 2013-2014</b>	<b>FY 15 (7/1/14 - 6/30/15) 2014-2015</b>	<b>FY16 Projections) As of 7/7/15 2015-2016</b>
Tuition & Fees	\$124,996	\$184,590	\$163,323	\$251,541	\$408,248
State Appropriations	\$1,064,856	\$1,162,030	\$1,329,295	\$1,351,398	\$1,351,398
Permanent Budget Cut (State Appropriations)	(\$50,667)	(\$48,505)	(\$58,665)	(\$55,287)	\$0
Lab Fee Revenue	\$6,801	\$5,550	\$5,350	\$4,075	
Off-Campus Distance Education (OCDE) Course Tuition Revenue	\$118,726	\$182,747	\$145,724	\$275,207	\$263,119
Summer School On-Campus Tuition Revenue	\$21,416	\$22,844	\$54,955	\$25,528	\$29,428
Cardiovascular Imaging Leadership (CVI)-Student Differential Tuition Revenue	\$8,280	\$36,187	\$39,800	\$42,879	\$35,351
Student Awards (Calhoun Honors College)	\$440	\$0	\$2,825	\$0	\$2,500
Creative Inquiry Course Awards (Faculty)	\$11,481	\$15,200	\$10,400	\$4,500	\$5,000
Indirect Cost Recovery	\$34,907	\$26,107	\$42,356	\$4,641	\$10,000
College Interdisciplinary Research Innovation (IRI) Faculty Grant Awards	\$92,721	\$18,270	\$17,629	\$39,977	\$20,000
University IAHC Faculty Seed Grants	\$0	\$29,990	\$0	\$0	\$0
Grants/Contracts (External)	\$332,992	\$260,123	\$655,516	\$720,135	\$1,000,000
Endowments	\$5,136	\$10,347	\$11,193	\$11,995	\$12,587
Gifts	\$1,413	\$2,386	\$2,714	\$1,012	\$1,172
Startup Funds (New Faculty)	\$0	\$15,602	\$18,474	\$39,143	\$0
<b>TOTAL</b>	<b>\$1,774,007</b>	<b>\$1,926,270</b>	<b>\$2,421,969</b>	<b>\$2,532,810</b>	<b>\$3,021,341</b>

<sup>1</sup>Data should be presented by calendar year, academic year or fiscal year as appropriate – define in header row and in accompanying narrative. Additionally, all data presented should be retrospective, with the current year as Year 5.

**Criterion 2.6** *The academic support services available to the program are sufficient to accomplish the mission and to achieve expected student outcomes. Academic support services include, at a minimum, the following:*

The undergraduate program has access to a wide variety of support services at the departmental, college and university levels as shown in Template G. Services provided to the department by extra-departmental units include computing and technology services, library services (including a designated subject librarian), distance education services (not used for teaching in the concentrations discussed here), advising of freshmen, sophomore and first-semester transfer students (provided by a designated adviser in the College of HEHD Advising Center), Writing Center services, disability services, student health services and general career services. Departmental faculty members provide academic and career advising for juniors and seniors. The department also arranges visits annually by professional and graduate schools in the region interested in recruiting students to their programs.

**TEMPLATE G**

A description of the program's academic support resources, including each of the following areas. Focus the discussion on the resources that are intended for and/or supportive of the program and its students in particular, and indicate who is responsible for each service (e.g., the institution, the college, the program, etc.). (Criterion 2.6)

<i>TEMPLATE G</i> <b>ACADEMIC SUPPORT RESOURCE</b>	<b>RESPONSIBLE PARTY</b>	<b>DESCRIPTION</b>
<p>Computing and Technology Services</p>	<p>Joel Brown, College IT Consultant Clemson Computing and Information Technology (CCIT), Clemson University <a href="http://www.clemson.edu/ccit/">http://www.clemson.edu/ccit/</a></p> <p>Kristen Lawson, Director Learning Resource Center, College of HEHD <a href="http://www.clemson.edu/centers-institutes/clrc/index.html">http://www.clemson.edu/centers-institutes/clrc/index.html</a></p>	<p>Computers for faculty, staff and graduate students are provided from departmental funds. However, Clemson Computing and Information Technology (CCIT) provides all services to those computers including repair of hardware and software, malware protection, upgrades to hardware and software and other technical assistance. CCIT is the primary provider of computing and information technology resources, services and support to Clemson University and its affiliates. CCIT exists to ensure that all faculty, staff and students have the information technology tools, services, infrastructure and support to carry out the university's tri-fold mission of research, education and service. Working in conjunction with the entire university community, CCIT provides direction, planning and deployment of IT and communication services and networks that are reliable, capable and scalable. CCIT assigns an Area Consultant to each college who serves as the primary representative in their areas for IT support and direction. They are trained in essential concepts such software licensing, campus IT policies and security, network basics, and distance education. Mr. Joel Brown serves the College of HEHD in this capacity managing a staff of technicians. Mr. Brown is also assigned as the Lead Consultant for DPHS.</p> <p>The Learning Resource Center (LRC), located in the College of HEHD, works to deliver a dynamic learning environment for the students, faculty, and staff of the College. The LRC offers access to eight (8) desktop computers with specialty software, and iMac workstation, laptop docking stations, wireless access, and various technology for check-out to use in coursework or classroom integration. Collaborative work spaces, two small study rooms with large HD displays for viewing media or connecting a personal device, and a small "maker space" with access to printer/scanner/copier.</p>

<i>TEMPLATE G</i> <b>ACADEMIC SUPPORT RESOURCE</b>	<b>RESPONSIBLE PARTY</b>	<b>DESCRIPTION</b>
Library Services	<p>Chris Colthorpe Health Sciences Subject Librarian Cooper Library, Clemson University <a href="http://www.clemson.edu/library/">http://www.clemson.edu/library/</a></p> <p>Kristen Lawson, Director Learning Resource Center, College of HEHD <a href="http://www.clemson.edu/centers-institutes/clrc/index.html">http://www.clemson.edu/centers-institutes/clrc/index.html</a></p>	<p>Library services exist at the university and college levels. University Libraries consist of R.M .Cooper Library (the main facility), the Emery A. Gunnin Architecture Library, Special Collections in the Strom Thurmond Institute Building, the Tillman Media Center in Tillman Hall and the Library Depot (Research Park) which houses Records Management, Digital Initiatives unit, and an offsite shelving facility. Cooper Library has 184,839 square feet with seating for 2,039 persons and also houses two instruction classrooms, one with 24 computer stations, Java City, a coffee shop on 5th floor, a convenience store on the main level and a CCIT Customer Support Center on the 2nd floor. Cooper employs 28 faculty, 62 staff and 76 student assistants. It has available 1,345,574 print volumes, 163,493 electronic books, 45,209 electronic journal subscriptions, 484 electronic databases, 1,170,355 microforms and 164,567 audio/visuals. Nearly all health or public health materials desired by faculty or students are available and non-standard materials are quickly accessed through interlibrary loan. All materials are searchable through the library's website <a href="http://www.clemson.edu/library/">http://www.clemson.edu/library/</a> and nearly all journal articles are downloadable from campus computers or computers connected through a VPN connection. The library employs a number of subject librarians with expertise to address in-depth reference questions or for assistance with research. They are also available to provide an orientation or teach specific resources for any class. Chris Colthorpe is currently assigned to the DPHS and he regularly interacts with faculty and students to foster appropriate library skills and usage.</p> <p>At the College of HEHD level, Edwards Hall (home of DPHS) houses on its second floor the Learning Resource Center, which delivers a dynamic learning environment for public health undergraduate and graduate students, faculty and staff - offering desktop computers, collaborative work and study spaces, a collection of print and journal resources, and access to printers, scanners and other equipment. The LRC also provides training for students in topics related to research and presentation of research data including poster preparation, etc.</p>

<i>TEMPLATE G</i> <b>ACADEMIC SUPPORT RESOURCE</b>	<b>RESPONSIBLE PARTY</b>	<b>DESCRIPTION</b>
Distance Education Support (if applicable)	<p>Not applicable to undergraduate degree program</p> <p>C. DeWitt Salley, Jr. Director of Online Education <a href="http://www.clemson.edu/online/">http://www.clemson.edu/online/</a></p>	<p>The undergraduate major makes little use of distance education, but the University provides ample resources for this approach to learning. Clemson Online, a unit reporting directly to the Provost, works closely with leadership teams across the University to develop, market, and deliver top-quality courses and programs in blended and online formats. This office provides vision, leadership, coordination, and expertise in support of faculty design, delivery, and evaluation of technology-enhanced, blended, and fully on-line courses and instructional materials. Our courses may be taught in a traditional classroom at an off-campus site, online, or delivered through various other synchronous and asynchronous distance education technologies. All courses and programs adhere to the Principles of Good Practice as defined by the Southern Regional Electric Campus. The programs and courses offered through Clemson Online are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS); and the National Council for Accreditation of Teacher Education (NCATE) or the Commission on Collegiate Nursing Education (CCNE), as appropriate. Degree programs are designed to meet the needs of students who are working in their chosen profession but desire to continue their education from their current locations.</p>
Advising Services	<p>College of HEHD, Academic Advising Center Kristin Goodenow, Director Aaron Howard, Health Science Advisor <a href="http://www.clemson.edu/hehd/aac/index.html">http://www.clemson.edu/hehd/aac/index.html</a></p>	<p>Advising is described in detail in section 6.0 Undergraduate students in the DPHS major are advised by the HEHD Academic Advising Center located on the third floor of Edwards Hall during their freshman and sophomore years (or first year on campus for students who transfer from other universities). The Academic Advising Center works with freshmen, sophomores, and students changing major, and transfer students. Services that take place in this office include: academic advisement, course selection, transferability of courses, and completion of various academic forms. Academic advisors are also available to meet with prospective students considering various majors within the college. All students are encouraged to make appointments with an advisor in their intended major. A full-time advisor within the Academic Advising Center, currently Aaron Howard, is assigned to the department's students. This advisor is especially knowledgeable about the General Education Curriculum that is required of all Clemson students and about extra-departmental classes required by the department (science, mathematics, etc.) during the first two years of study.</p>

<i>TEMPLATE G</i> <b>ACADEMIC SUPPORT RESOURCE</b>	<b>RESPONSIBLE PARTY</b>	<b>DESCRIPTION</b>
Public Health related Career Counseling Services	Faculty of the Department	As noted in section 6.0, upon achieving junior status, each student is assigned to a faculty member for advisement for the last two years of study. All faculty members, including the Chair participate in advising juniors and seniors. The typical advising load at the beginning of each academic year is 15 students with approximately half (continuing) seniors and half (newly assigned) juniors. During the Junior and Senior years career advisement becomes more career and discipline focused. Departmental faculty are better able to advise about graduate and professional school decisions and application processes and students may discuss career plans with several faculty in addition to their assigned Advisor. The department typically hosts representatives from health professions schools and schools of public health, particularly the Medical University of South Carolina, the University of South Carolina’s (USC) Arnold School of Public Health and the USC College of Medicine in Greenville each year to provide additional information to upper division students making career choices.
Writing Center	Michael LeMahieu, Ph.D. The Pearce Center for Professional Communications, Clemson Writing Center <a href="http://www.clemson.edu/centers-institutes/writing/">http://www.clemson.edu/centers-institutes/writing/</a>	At least two lower division courses (HLTH 2030 and HLTH 2400) require or strongly encourage students to use the campus’s Writing Center which is housed in the newly built Academic Success Center a half block distance from Edwards Hall. The goal of the Writing Center is to “help all members of the Clemson community become more confident and effective writers. “ This includes develop and exploration of ideas; Organization, structure, and formatting of works; Integrate and/or cite sources appropriately; and stylistic choices. Writing Center conferences “address all sorts of expository writing – including drafts of class papers, resumes, reports, application essays, cover letters, seminar projects, dissertations, etc. – for classes across the curriculum at all levels.”
Student Disability Services	Margaret M. Camp, M.Ed. Student Disability Services (SDS), Clemson University <a href="http://www.clemson.edu/campus-life/campus-services/sds/index.html">http://www.clemson.edu/campus-life/campus-services/sds/index.html</a>	Students with disabilities can use a variety of services offered by Student Disability Services (SDS), Clemson University). Their professional staff “works with students with documented disabilities to develop strategies and to offer accommodations both in and out of the classroom to help enhance the Clemson experience. Students with documented disability have full access to Clemson through a variety of ways, sometimes using assistive technology, note taking services, the Test Proctoring Center or any number of other accommodations that give students an even academic playing field. Students with both invisible and visible disabilities can be eligible for services.” Services available include assistive technology (electronic text, real time captioning, note taking service, sign language interpreters) as well as specialized transportation and housing options and a wide variety of other services customized to student needs. The department has served a number of students with a wide variety of disabilities who have successfully graduated to enter health careers.

<i>TEMPLATE G</i> <b>ACADEMIC SUPPORT RESOURCE</b>	<b>RESPONSIBLE PARTY</b>	<b>DESCRIPTION</b>
Redfern Health Center	George Clay, Executive Director <a href="http://www.clemson.edu/campus-life/campus-services/redfern/">http://www.clemson.edu/campus-life/campus-services/redfern/</a>	Redfern Health Center's services are available to all students. Redfern Health Center has more than 60 health care professionals who provide medical, psychological and wellness services to a diverse student population. Redfern's goal is to help students stay healthy so they can focus on and succeed in their academic endeavors and staff emphasize maintaining good health through education and prevention, in addition to offering treatment of illness, injury or psychological concerns. Redfern Health Center is one of 23 student health centers in the U.S. accredited by The Joint Commission. Redfern also offers opportunities for students in DPHS to conduct research through Creative Inquiry classes and to complete internships.
Center for Career and Professional Development	Neil Burton, Executive Director Clemson Center for Career and Professional Development, Michelin Career Center <a href="http://career.clemson.edu/michelin_career_center/">http://career.clemson.edu/michelin_career_center/</a>	Ranked number 1 in the nation by students, the Clemson Center for Career and Professional Development was created through the merger of the Cooperative Education Program and the Michelin Career Center. The Michelin Career Center offers services such as career assessments, career workshops, on-campus interviewing, experiential education and internship programs. Located in a state-of-the-art facility on the 3 <sup>rd</sup> floor of the Hendrix Student Center. The UPIC Program was created to manage and facilitate Clemson's extensive on-campus internship and cooperative education program. The Center collaborates with DPHS in its professional seminar HLTH 4190.

### 3.0 Faculty Qualifications

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**Criterion 3.1** *The program meets the requirements of regional accreditors for faculty teaching baccalaureate degree students. Faculty with doctoral-level degrees are strongly preferred and, in most cases, expected. A faculty member trained at the master's level may be appropriate in certain circumstances, but the program must document exceptional professional experience and teaching ability.*

The Department of Public Health Sciences has a total of 14 Full-time tenured or tenure-track faculty and three full-time Senior Lecturers. All fourteen tenured/tenure-track faculty have a Ph.D. degree. All have health system experience. Ten of these fourteen have a Master's degree or doctoral degree from a school of public health. Others hold degrees in closely related fields (health services research, public administration, health administration, community psychology) and have years of experience in public/community health. Of the Senior Lecturers, one holds a Ph.D. and two of the three have graduate degrees in public health at the Masters level. Kathleen Meyer holds a M.Ed. in health education. She had two decades of experience as a health educator. Her primary responsibility is coordination of internship placements. Ralph Welsh has a Master's degree from the Arnold School of Public health, is a Ph.D. candidate at that school, and has won multiple awards nationally and at Clemson for innovative teaching. These seventeen individuals do the bulk of the teaching in the undergraduate degree program. Part-time teachers are hired for a few specific courses because of special expertise and/or unavailability of regular faculty for defined time periods.

Individuals hired on a part-time basis to teach specific classes hold degrees and/or experience relevant to the specific classes that they teach (e.g., health administration, health communications, health planning, international health) . These individuals are marked with an \* in template H. (Several of these individuals also have a M.P.H. or similar public health degree.) Individuals whose only teaching has been in HLTH 4970 (Creative Inquiry) which is an applied interdisciplinary research experience, are marked as \*CI in Template H.

**TEMPLATE H**

A table in the format of Template H that includes the same faculty shown in Template B. Template H requires each faculty member's name, graduate degrees earned, institution where degrees were earned, discipline in which degrees were earned, relevant professional experience outside of academia and applicable registration, certification and/or licensure. (Criteria 2.2, 3.1, 3.2)

<i>TEMPLATE H</i> <b>NAME OF FACULTY</b>	<b>GRADUATE DEGREES EARNED</b>	<b>INSTITUTION WHERE DEGREES WERE EARNED</b>	<b>DISCIPLINE IN WHICH DEGREES WERE EARNED</b>	<b>RELEVANT PROFESSIONAL EXPERIENCE</b>	<b>APPLICABLE REGISTRATION, CERTIFICATION AND/OR LICENSURE</b>
Annah K. Amani*	Ph.D. M.P.H.	Clemson University Univ of California, Los Angeles	International Family & Community Studies	Worked through UCLA in Uganda, Kenya & Tanzania in community development & public health work serving low resource rural area	None
Crystal Burnette*	Ph.D. M.S.	Clemson University Clemson University	Occupational Health Psych. Applied Psychology	Associate Director, Healthy Campus-Student Health Services	None
Patricia Carbajales-Dale	M.S.	U. of Redlands (CA)	Geographic Information Systems (GIS)	Education Facilitator, Advanced Cyberinfrastructure Research	None
Debra M. Charles*	M.A.	Clemson University	Professional Communications	Executive Director - Customer Support & Learning Technologies, Clemson Univ.	None
Liwei Chen	Ph.D. M.H.S. M.S. M.D.	Johns Hopkins Johns Hopkins Iowa State Xi'an Jiaotong University School of Medicine	Nutritional Epidemiology Biostatistics Nutrition Medicine	Scott Grundy Fellowship Award for Excellence in Metabolism Research, American Heart Association (2011) NIH Postdoctoral Intramural Research Training Award (NIH IRTA Fellow), National Institutes of Health (2008)	None
George Clay (*CI)	DHA MA	University of Phoenix Cambridge College	Health Administration Management & Admin.	Executive Director. Redfern Health Center. Clemson University	None
Amelia Clinkscales	M.P.H.	University of South Carolina, Arnold School of Public Health	Health Promotion, Education and Behavior	Lecturer, Furman University (2014)	Certif-School Health Educ

<i>TEMPLATE H</i> NAME OF FACULTY	GRADUATE DEGREES EARNED	INSTITUTION WHERE DEGREES WERE EARNED	DISCIPLINE IN WHICH DEGREES WERE EARNED	RELEVANT PROFESSIONAL EXPERIENCE	APPLICABLE REGISTRATION, CERTIFICATION AND/OR LICENSURE
Lee A. Crandall	Ph.D.	Purdue University	Medical Sociology/Health Services Research	Consultant – ALPHA Center Consultant Florida Alcohol & Drug Abuse Association	None
Cheryl J. Dye	Ph.D.	University of South Carolina, Arnold School of Public Health	Public Health–Education and Promotion	Director, Institute for Engaged Aging. Clemson University	CHES
Deborah A. Falta	Ph.D. M.P.H.	Clemson University UCLA	Environmental Risk Assessment Environmental Epidemiology & Biostatistics	Risk Assessment Consultant, Falta Environmental LLC	None
Frederic L. Fraizer*	M.A.	Ctrl. Michigan U.	Business Administration	President & CFO, St. Mary’s Medical Ctr. SaginawMI (2004)	None
Ronald W. Gimbel	Ph.D.	SUNY Albany	Public Administration and Policy	Uniformed Services University, VA Interim Chair, Biomedical informatics & Director – Dept of Defense (DOD), Patient Safety & Quality Academic Collaborative	None
Brian Graves*	M.S.	Appalachian State University	Exercise Science	Adjunct Instructor, Anatomy and Physiology, Greenville Tech.	None
Sarah F. Griffin	Ph.D. M.P.H	University of South Carolina, Arnold School of Public Health	Health Promotion and Education	Program Evaluator, School Health Improvement Program, Partners, Inc.; Partners for a Healthy Community	None
Karen A. Kemper	Ph.D. M.S.P.H.	University of South Carolina, Arnold School of Public Health	Health Promotion and Education	Phil & Mary Bradley Award for Mentoring in CI, Clemson Univ (2010) Outstanding Faculty Award, President’s Commission on the Status of Women at Clemson University (2009)	None

<i>TEMPLATE H</i> NAME OF FACULTY	GRADUATE DEGREES EARNED	INSTITUTION WHERE DEGREES WERE EARNED	DISCIPLINE IN WHICH DEGREES WERE EARNED	RELEVANT PROFESSIONAL EXPERIENCE	APPLICABLE REGISTRATION, CERTIFICATION AND/OR LICENSURE
Jeffrey (Kip) Kingree	Ph.D.	Georgia State U.	Community Psychology	Reviewer for the National Institute on Alcohol Abuse and Alcoholism's Medical School Curriculum on the Prevention & Treatment of Alcohol Use Disorders	None
Rachel M. Mayo	Ph.D.	University of South Carolina, Arnold School of Public Health	Health Promotion and Education/Epidemiology	Program Manager, Division of Cancer Prevention and Control, South Carolina DHEC	None
Kathleen M. Meyer	M.Ed.	SUNY Cortland	Health Education	School Health Educator, New York (18 years) Clemson Univ., HEHD College-wide Awards - Excellence in Teaching & Advisor of the Year	None
Deidra J. Morrison*	Ph.D.	Northwestern University	Computer Science Human-Centered Computing	NSF/CRA/CCC CI Fellow Post-Doctoral Researcher (2011)	None
Windsor W. Sherrill	Ph.D. MHA /MBA	Brandeis U. U. of Alabama-Birmingham	Health Policy Health Administration	Associate Vice President for Health Research - Clemson University Chief Science Officer , GHS	None
Lu Shi	Ph.D. M.S.	Pardee RAND Graduate School Syracuse University	Policy Analysis Mass Communications	Research Scientist UCLA School of Public Health Statistician Charles R. Drew Univ of Medicine & Science Consultant - Amgen, Inc.	None
Barbara Speziale (*CI)	Ph.D.	Clemson University	Zoology	Associate Dean of Undergraduate Studies, Clemson University	None

<i>TEMPLATE H</i> NAME OF FACULTY	GRADUATE DEGREES EARNED	INSTITUTION WHERE DEGREES WERE EARNED	DISCIPLINE IN WHICH DEGREES WERE EARNED	RELEVANT PROFESSIONAL EXPERIENCE	APPLICABLE REGISTRATION, CERTIFICATION AND/OR LICENSURE
Hugh D. Spittler	Ph.D. M.P.H.	Emory University Rollins School of Public Health	Medical Sociology Public Health	Post-Doctoral Fellow–Emory University, NRSA Institutional Training Grant, National Institute of Mental Health	None
Kari Strothmann	M.S. M.A.	UNC UNC	Clinical Exercise Science Secondary Education (Biology)	Course Evaluator / Admissions Rep. Clemson University	None
Martha P. Thompson	Ph.D.	Georgia State University	Community Psychology	CDC - Epidemic Intelligence Service (1999)	None
Khoa D. Truong	Ph.D. M.S.	Pardee RAND Graduate School Williams College	Policy Analysis Development Economics	Visiting Research Fellow, Health Strategy and Policy Institute, & Visiting Faculty, Hanoi School of Public Health (2009)	None
Kellie Walters*	M.S.	Colorado State University	Health and Exercise Science	Fitness & Wellness Coordinator, Fike Recreation Ctr., Clemson Univ. Director of Adult Fitness Program, Dept of Health & Exercise Science, Colorado State University	None
Ralph S. Welsh	M.S. Ph.D. (c)	University of South Carolina, Arnold School of Public Health	Exercise Science	Award of Excellence for the Use of Video in Higher Education, Sonic Foundry RMIA (2013)	None
Joel E. Williams	Ph.D. M.P.H.	University of South Carolina, Arnold School of Public Health	Health Promot, Educ & Behavior Applied Statistics	Postdoctoral Fellow- University of South Carolina, Department of Psychology	Certif of Graduate Study- Applied Statistics
Lingling Zhang	Ph.D. M.S.	Harvard University, School of Public Health Carnegie Mellon University, John Heinz School of Public Policy and Management	International Health Geographic Info Systems Health Care Policy and Management	Postdoctoral Research Fellow- Dept of Global Health & Population, Harvard School of Public Health Consultant for the World Bank	None

\*Part-time / Adjunct faculty; CI – HLTH 4970 (Creative Inquiry) only

2) *A description of the professional experience and teaching ability of any faculty member trained only at the master's level, if applicable.*

Several part-time faculty members and two regular faculty members are trained at the Masters level.

**Part-time and temporary faculty include:**

**Patricia Carbajales-Dale** received her M.S. from the University of Redlands (CA). She is employed full-time by Clemson University as a Geographic Information Systems (GIS) Education Facilitator through Clemson's Advanced Cyberinfrastructure Research. She is teaching a course on GIS in health as a special topics class during fall 2015.

**Debra M. Charles** received her undergraduate degree in Health Sciences and her M.A. in Professional Communications from Clemson University. She serves as Executive Director - Customer Support and Learning Technologies for Clemson Computing and Information Technology. She has taught courses in health communication and health informatics.

**Amelia Clinkscales** received her M.P.H. from the Arnold School of Public Health at the University of South Carolina in Health Promotion, Education and Behavior and holds a Certificate in School Health Education. She is teaching HLTH 2400 during fall semester 2015.

**Frederic L Frazier** is a retired hospital administrator with prior teaching experience in health administration programs in Michigan. He holds an M.A. in Business Administration from Central Michigan University and served as Administrator of St. Mary's Medical Center in Saginaw, MI. He has taught sections of Introduction to Health Care Systems (HLTH 2030) and Health Administration (HLTH 4400).

**Brian Graves** holds a M.S. degree from Appalachian State University in Exercise Science. He has served as an Adjunct Instructor in Anatomy and Physiology at Greenville Technical University. He is teaching HLTH 3050 (Body responses to health behaviors – elective) and HLTH 3400 (Health Promotion Program Planning) during fall semester 2015. .

**Kari Strothmann** holds both the M.S. in Clinical Exercise Science and the M.A. in Secondary Education (Biology) from the University of North Carolina. She is employed as a Course Evaluator/Admissions Representative at Clemson University. She is teaching HLTH 2500 (Health and Fitness) as an elective during fall 2015.

**Full-time Faculty:**

**Kathleen Meyer** is a Senior Lecturer and serves as the Internship Coordinator. In addition to coordinating and supervising 100 plus interns each year, she also instructs the Pre-Internship Seminar course and teaches HLTH 3980 (Health Appraisal Skills). She received her M.Ed. from SUNY at Cortland (NY) and served as a school health educator for eighteen years in central New York. She has received specialized training in digital portfolio development.

**Ralph Welsh** is a Senior Lecturer in the department. Ralph received his M.S. in Exercise Science from the Arnold School of Public Health and has completed all coursework and exams for his Ph.D. from the Arnold School. Ralph teaches introductory level classes in Intro to Public health HLTH 2020 and Overview of Health Care Systems (HLTH 2030) as well as HLTH 2500 (Health and Fitness).

**Criterion 3.2** *The designated leader of the program is a full-time faculty member with educational qualifications and professional experience in a public health discipline. If the designated program leader does not have educational qualifications and professional experience in a public health discipline, the program documents that it has sufficient public health educational qualifications, national professional certifications and professional experience in its primary faculty members. Preference is for the designated program leader to have formal doctoral-level training (e.g., PhD, DrPH) in a public health discipline or a terminal professional degree (e.g., MD, JD) and an MPH.*

Ronald Gimbel serves as the Department Chair which is the position officially designated as leader of the undergraduate degree program. Dr. Gimbel joined the department in August 2014. A U.S. Navy veteran, Dr. Gimbel served as a military health care administrator running several military health systems. He also served as a senior health policy analyst on the clinical operations staff of the U.S. Navy Surgeon General. Most recently he served as interim chair of the Biomedical Informatics department and concurrently as the director of the Department of Defense Patient Safety and Quality Academic Collaborative, at the Uniformed Services University (USU) of the Health Sciences in Bethesda, Maryland. Dr. Gimbel's research interests center on improving health care delivery and patient health through clinical research on physician decision-making, clinical documentation, and enhanced communication. His current projects include clinical decision support to guide medical image ordering, measuring the quality of outpatient clinical notes, and enhanced communication/medical applications to support chronic patients in a mobile health environment.

Daily management, course teaching assignment and curricular matters for the undergraduate program are delegated to the Undergraduate Program Coordinator, Deborah Falta. Dr. Falta earned her MPH in December, 1991 from University of California at Berkeley in Epidemiology & Biostatistics. She also participated in the first year of a MSPH program in Behavioral Sciences at the Harvard School of Public Health prior to transferring to UC Berkeley. Dr. Falta joined the faculty here at Clemson University as an instructor and research assistant during the inaugural spring semester (1992) of courses being offered towards a BS in Health Sciences. Dr. Falta rejoined the faculty in 1997 upon completion of her doctorate in Environmental Risk Assessment from Clemson's Environmental Engineering & Sciences department. She has served as the department Curriculum Committee chairperson and assumed the role of Undergraduate Program Coordinator in fall of 2012. Her coordinator duties include assessing & facilitating course offerings and providing logistical support for undergraduate curriculum matters. Dr. Falta is a Senior Lecturer in the department and an outstanding teacher who has been highly devoted to the undergraduate degree program since its inception. Her Undergraduate Program Coordinator position description is in the *Resource File*.

**Criterion 3.3** *Practitioners are involved in instruction through a variety of methods (e.g., guest lectures, service learning, internships and/or research opportunities). Use of practitioners as instructors in the program, when appropriate, is encouraged, as is use of practitioners as occasional guest lecturers.*

Clemson University makes use of practicing health professionals as guest lecturers and as mentors for independent study. Their most important role, however, is as preceptors for the required internship. Roughly 75 to 100 health professionals serve as preceptors annually. Students are matched to preceptors on the basis of interest and preceptors are monitored by the internship coordinator and maintained in the system based upon our experience in working with them. An electronic database of preceptors is presented separately from the names in Template I through its inclusion in the Resource File – Criterion 4 - Internship Folder.

**TEMPLATE I** Activities and methods through which practitioners are involved in instruction.

<b>NAME</b>	<b>CREDENTIALS</b>	<b>TITLE</b>	<b>EMPLOYER</b>	<b>COURSE(S) TAUGHT/ INSTRUCTIONAL ACTIVITIES PROVIDED</b>
<b>Caitlin Moore</b>	B.S.N., R.N.	Nursing Care and Rural Outreach	Joseph F Sullivan Center, Clemson University	HLTH 3980-Guest Speaker
<b>Catherine Garner</b>	Ph.D. , M.P.H., R.N	Vice President Academic Affairs	Greenville Health System	HLTH 2030, HLTH 4190 Extra Credit Speaker-Health Careers
<b>Thornton Kirby</b>	J.D,	President & CEO	South Carolina Hospital Assn.	HLTH 2030 Extra Credit Speaker Affordable Care Act in SC
<b>Troy Nunamaker</b>	M. Ed., MHRD	Director of Graduate and Internship Programs	Clemson University	HLTH 4190 Professional Seminar Guest Speaker
<b>Nicholas Paschvoss</b>	M. Ed.	Assistant Director- Career Development	Clemson University	HLTH 4190 Professional Seminar Guest Speaker – MCAT
<b>Bob Brackett</b>	M. Ed.	Assistant Director Portfolio program	Clemson University	HLTH 4190 Professional Seminar Guest Speaker- Portfolio preparation
<b>Deborah Herman</b>	M.S.	Director of Employer Relations and Recruiting	Clemson University	HLTH 4190 Professional Seminar Guest Speaker- Interviewing
<b>Paula Watt</b>	NP, PhD	Director	Joseph F. Sullivan Center, Clemson University	Several classes Guest speaker-Topic STIs
<b>Martie Thompson</b>	PhD	Professor	Institute for Family and Neighborhood Life, Clemson University	HLTH 3100 Guest Speaker-Violence Against Women HLTH 4970-Instructor for CI
<b>Christy Porter</b>	MSN, RN	Abundant Living Program Coordinator	Baptist Easley Hospital	HLTH 3980- Guest Speaker
<b>Lauren Smith</b>	M.A.	Assistant Director of Recruitment	MUSC College of Health Professions	HLTH 4190 Professional Seminar Guest Speaker- Health Careers & Grad programs
<b>William Taylor</b>	Pharm.D.	Director of Recruitment & Retention Associate Professor, Public Health	Campbell University	HLTH 4190 Professional Seminar Guest Speaker- Health Careers

**Criterion 3.4 All faculty members are informed and current in their discipline or area of public health teaching.**

Faculty stay up to date in a variety of ways including participation in their own research, serving as reviewers and editorial board members for journals in their fields, attending and presenting at annual meetings of the APHA and other appropriate groups, reading online and paper journals and attending specialized trainings. Meeting Participation is expected and contributes to annual evaluations and tenure decisions. The department makes budget funds available for meeting participation (travel, registration, meals etc.) Meeting participation (by one or more faculty members in past 3 years) has included the *American Public Health Association* (multiple annual meetings. multiple faculty), *Academy Health*, *American Academy of Health Behavior* national conference, *American Diabetes Association*, *Association of University Programs in Health Administration*, *Obesity Society*, *Society of General Internal Medicine*, ***Society for Pediatric and Perinatal Epidemiologic Research***, *South Carolina Public Health Association*; and the *Society of Epidemiology Research* (SER) annual meetings.

Publication in peer reviewed journals is also expected as a criterion for performance reviews and promotion decisions. During the past two years members of the faculty have published their research in a wide variety of peer reviewed journals including: *Annals of Behavioral Medicine*, *American Journal of Public Health*, *Diabetes Care*, *Evaluation and Program Planning*, *Health Promotion Practice*, *International Journal of Behavioral Nutrition and Physical Activity*, *Journal of the American Board of Family Medicine*, *Journal of the American Academy of Nurse Practitioners*, *Journal of the American Medical Informatics Association*, *Journal of Cancer Education*, *Journal of Clinical Hypertension*, *Journal of Communication in Healthcare*, *Journal of Cultural Diversity*, *Journal of Epidemiology and Community Health*, *Journal of Healthcare Management*, *Journal of International Health Sciences*, *Journal of Nursing Education*, *Journal of Primary Care and Community Health*, *Journal of Rural Health*, *Medical Care* and *PLOS One*.

Editorial service and manuscript review also help faculty stay up to date in their teaching areas, Journals served in the past three academic years include the *Journal of Behavioral and Health Services Research*, *Journal of Health Administration Education* (AUPHA), the *American Journal of Health Behavior*, the *American Journal of Public Health*, the *Journal of Adolescent Health*, the *Journal of Affective Disorders*, the *Journal of Community Psychology*, the *Journal of Disability Policy Studies*, the *Journal of Youth and Adolescence*, *PLoS Medicine*, *Prevention Science*, *Preventive Medicine*, *Public Health*, *Social Problems*, *Social Science and Medicine*, *Social Science Research and Substance Abuse Treatment*, *Prevention and Policy*. Faculty members also regularly read journals to stay current including the *American Journal of Public Health* as well as specialized journals in their area of research including: the *American Journal of Epidemiology*, *Applied Clinical Informatics*, *Circulation*, *Diabetes Care*, *Health Affairs*, *JAMA*, *Journal of the American Informatics Association*, *Journal of Cancer Education*, *Medical Care*, *New England Journal of Medicine*, *Obesity* and others.

Specialized Training in which faculty have participated includes *I2B2 (Statewide clinical data system) Training* – sponsored by Health Sciences South Carolina, the 8th *Annual Transforming Health Symposium: "Leading Patient Safety"* Columbia, SC., and a *Patient Centered Outcomes Research Institute: "Current and future Opportunities for Collaboration between GHS and Clemson."* Workshop presentation by Dr. David Cull, *PRIM&R Training Webinar with members of the Office of Research Compliance entitled: "Update from the Department of Justice."* Offered by the Public Responsibility in Medicine and Research and Johns Hopkins School of Public Health Open CourseWare (Global Health and Epidemiology courses).

In addition, faculty development on campus focuses on teaching and evaluation methods. Examples of sessions in which faculty have participated include: **Teaching Workshop**: Mapping International Joint and Dual Degrees: U.S. Program Profiles and Perspectives, American Council on Education Webinar: Sponsored by Didier Rousseliere | Director of Global Partnerships and Initiatives, Office of Global Engagement| Clemson University E-307 D Martin Hall, Workshop; **Grant Writing Workshop**, given by Center for Research and Collaborative Activity (CRCA), Clemson University' **Workshop**, Organizing Your Content and Using Automated Grade Books in Your Blackboard Course, given by OTEI (Office of Teaching Effectiveness Institute), Clemson University **Workshop**, Transforming Your Students into Self-Regulated Learners, given by OTEI, Clemson University ; **Workshop**, Inspiring Your Students to Work Toward Excellence, given by OTEI, Clemson University ; **Workshop**, Faculty Development, given by National Center for Faculty Development & Diversity; **Webinar**, Effective Strategies to Help Faculty Achieve New Semester Goals and Improve Their Teaching, given by OTEI, Clemson University; **Webinar**, Moving a Classroom-Based Course to Online or Hybrid, given by OTEI, Clemson University; **Workshop**, The Peak Performance Professor: A Practical Guide to Productivity and Happiness, given by OTEI, Clemson University; **Training**, Blackboard Grade Center Basics, given by CCIT, Clemson University; **Training**, Blackboard Learn Assignments, given by CCIT, Clemson University (6/04/2014); **Training**, Blackboard Assessments: On-line Tests and Surveys, given by CCIT, Clemson University; **Training**, Blackboard Assessments: Blackboard Learn: Interactive Rubrics, given by CCIT, Clemson University; **Certificate** - **Clemson Online Certification Course (CONCERT)**, given by Clemson University (6 weeks); **Training**, What Should I Do When a Student Challenges My Authority? Given by OTEI, Clemson University; **Webinar**, Conversations with Students: Methods That Engage and Motivate. Given by OTEI, Clemson University

**Criterion 3.5** *Course instructors who are currently enrolled graduate students, if serving as primary instructors, have at least a master's degree in the teaching discipline or are pursuing a doctoral degree with at least 18 semester credits of doctoral coursework in the concentration in which they are teaching.*

**Not Applicable** - Clemson distinguishes between graduate students who serve as teaching assistants and those who have primary responsibility for a class. No graduate students have had primary responsibility for a class during the period noted here.

## 4.0 Curriculum

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**Criterion 4.1** *The overall undergraduate curriculum (e.g., general education, liberal learning, essential knowledge and skills, etc.) introduces students to the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the undergraduate curriculum, including general education courses defined by the institution as well as concentration and major requirements or electives.*

- *the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease*
- *the foundations of social and behavioral sciences*
- *basic statistics*
- *the humanities/fine arts*

To meet these general education competencies, 33 total credit hours are required, distributed as follows:

**General Education Coursework**—31 credit hours including:

- A. Communication: at least 6 credits (English Composition- 3 credits; Oral Communication -3 credits) (B) Mathematical, Scientific, and Technological Literacy: at least 10 credits (Mathematics -3 credits; Natural Science with Lab- 4 credits; Mathematics or Natural Science -3 credits)
- B. Arts and Humanities: at least 6 credits (Literature - 3 credits; Non-Literature (art, religion, music etc.) – 3 credits)
- C. Social Sciences: at least 6 credits
- D. Cross-Cultural Awareness (anthropology, specific language and political science classes, etc.): at least 3 credits
- E. Science and Technology in Society (courses drawn from a wide variety of curricula) at least 3 credits

**Distributed Coursework**—2 credit hours.

- A. **Academic and Professional Development:** at least 2 credits of departmental courses approved by the Undergraduate Curriculum Committee addressing the general academic and professional development of the student.
- B. **Distributed Competencies Coursework Courses** in general education and the disciplines incorporate critical thinking, ethical judgment, and both written and oral communication skills into the curriculum. Some curricula use a cluster of courses to meet the oral communication competency

The *Undergraduate Announcements* (catalog), included in the Resource file under Criterion 1, lists courses that may be used to satisfy these General Education requirements in each domain. (Pages 38 & 39). <http://www.registrar.clemson.edu/publicat/catalog/2015/2015catalog.pdf>

Individual departments are allowed to restrict these general education classes to a subset within each domain, for example to require that their students select the more rigorous quantitative classes among those listed. A comparison of the general education requirements for each of the three undergraduate concentrations found on pages 114-116 of the current Undergraduate Announcements (in the Resource File Criterion 1)) shows that students are expected to take quantitative and science classes that are considered more rigorous and therefore better preparation for graduate and professional programs in health fields.

**TEMPLATE K** Provides additional information on general education preparation.

<p><b>EXPERIENCE(S) THAT ENSURE THAT STUDENTS ARE INTRODUCED TO EACH OF THE DOMAINS INDICATED IN CRITERION 4.1. DOMAINS</b></p>	<p><b>COURSES AND OTHER LEARNING EXPERIENCES THROUGH WHICH STUDENTS ARE INTRODUCED TO THE DOMAINS SPECIFIED</b></p>
<p>Science: Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease</p>	<p>Clemson’s General Education requirements mandate that all students complete 4 credits of Science including 1 credit of lab (catalog pages 37 &amp; 38). <b>All majors are required</b> to take a minimum of one class in the biological or chemical sciences. All concentrations except Health Services Administration require 2 semesters of biology (with lab), two semesters of chemistry and two semesters of anatomy and physiology. Additional life science classes are encouraged or required for individual concentrations (e.g., nutrition for HP&amp;E). <b>All majors are required</b> to take HLTH 2980- Human Health and Disease which bridges the life sciences with public health.</p>
<p>Social and Behavioral Sciences: Introduction to the foundations of social and behavioral sciences</p>	<p>Clemson’s <b>General Education requirements mandate 6 credits of social and behavioral sciences</b> as well as 3 credits of “Cross-Cultural Awareness” and 3 credits of Science and Technology in Society” (catalog pages 37 &amp; 38). The Health Services Administration Concentration requires an additional 3 courses in economics and a law course. <b>All majors are required to take HLTH 2400 - Determinants of Health Behavior</b> which introduces health behavior theories and analyzes health behaviors based on psychological, social, cultural, and environmental factors.</p>
<p>Math/Quantitative Reasoning: Introduction to basic statistics</p>	<p>Clemson’s General Education criteria mandate that every student demonstrate mathematical literacy through solving problems, communicating concepts, reasoning mathematically, and applying mathematical or statistical methods, using multiple representations where applicable (catalog pages 37 &amp; 38). <b>All majors are required to complete</b> MATH 1010, 1020, or 1060. <b>All majors are required to complete a statistics class</b> STAT 2300 or 3090. <b>The department requires that all students complete HLTH 4900 Research and Evaluation Strategies for Public Health</b> which focuses on analysis of reported research and fosters skills in data management.</p>
<p>Humanities/Fine Arts: Introduction to the humanities/fine arts</p>	<p>Clemson’s General Education requirements that all students demonstrate an understanding of the arts and humanities in historical and cultural context. <b>Requirements for all students include 6 credits of Arts and Humanities</b> including 3 credits of Literature and 3 credits of non-Literature such as Art, Music (catalog pages 37 &amp; 38) as well as the Cross-Cultural awareness classes – which may be drawn from the humanities or fine arts.</p>

**Criterion 4.2** *The requirements for the public health major or concentration provide instruction in the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework (i.e., the program may identify multiple learning experiences that address a domain—the domains listed below do not each require a single designated course).*

Degree requirements for each concentration are published in the catalog (i.e., *Announcements*) **starting on page 114** <http://www.registrar.clemson.edu/publicat/catalog/2015/2015.htm>

#### **Major-Specific Coursework:**

All students, regardless of concentration, complete a minimum of 33 credit hours of general education and at least 87 hours of coursework in their major and elective or minor classes (120 credits minimum for graduation.) The general education curriculum is provided above. Directed coursework for the concentrations within the Bachelors of Science in Health Science degree range from 63 credits for the Pre-professional Concentration to 81 credits for the Health Services Administration Concentration, (which requires a minor in Business Administration).

As noted above, within the Bachelor of Sciences in Health Science degree, the following core courses are taken by *all* students in the three concentrations.

#### **Core Courses:**

- HLTH 2020 Introduction to Public Health (3 credits)
- HLTH 2030 Overview of Health Care Systems (3 credits)
- HLTH 2400 Determinants of Health Behavior (3 credits)
- HLTH 2980 Human Health and Disease (3 credits)
- HLTH 3800 Epidemiology (3 credits)
- HLTH 4190 Introduction to Internship (Professional Seminar) (1 credit)
- HLTH 4200 Internship (5 credits)
- HLTH 4900 Research and Evaluation Strategies for Public Health (3 credits).

These core courses are mapped to criterion 4.2 in Template L-1 beginning on page 57. Catalog descriptions of all classes are found in the *Undergraduate Announcements* included in the Resource File (Criterion 1). Complete **curriculum maps** for each of the three concentrations, including course numbers credit hours and recommended sequence of completion for each of the concentrations are included in the Resource File under Criterion 4.

Additional information on courses required for specific concentrations and on departmental classes that can be used to fulfill HLTH requirements (within-department electives) is listed in parallel form following Template L.

As shown in the curriculum maps, all students must also complete electives from outside the department, required courses from outside the department, additional “selective” (HLTH requirement) classes from within the department, along with the university requirements for general education.

#### **Concentration-Specific Coursework:**

**The Health Promotion and Education Concentration** requires the following courses outside the department: Mathematics, Communication, Psychology, Sociology, Biological Sciences (2 semesters), Anatomy and Physiology (2 semesters), Chemistry (2 semesters), Principles of Human Nutrition, and Lifespan Development Psychology. Students also must take several specialized departmental courses: Health Appraisal Skills HLTH 3980 (1 credit), Public Health Communication HLTH 3030 (3 credits), Health

Promotion Program Planning HLTH3400 (3 credits), Community Health Promotion HLTH 4800 (3 credits), and two additional departmental (HLTH rubric) classes (6 credits). Key courses that fulfill goals related to accreditation are mapped to criterion 4.2 in Template L-2. A subset of students from this concentration sits each year for the Certified Health Education Specialist (CHES) exam. In order to assure that course work aligns with the Seven Areas of Responsibility and Competency for Health Educators for this exam, the faculty members aligned with this concentration's advanced courses meet to review course content, CHES requirements, etc. and may recommend additional elective coursework to students pursuing this option. However, because the majority of students in this concentration plan to attend graduate or professional schools, CHES Certification is not a requirement for the degree nor a goal of most students.

**The Health Services Administration Concentration** requires the following courses outside the department: Communication, Natural Science, Social Science, Principles of Microeconomics, Principles of Macroeconomics, Financial Accounting, and Introduction to Health Care Economics, Principles of Management, Legal Environment of Business, Principles of Marketing, and Corporation Finance. Required specialized courses within the department include: Managing Health Services Organizations HLTH 4400 (3 credits), Health Information Systems HLTH 4600 (3 credits), Principles of Health Care Operations Management and Research HLTH 4750 (3 credits), Health Policy, Ethics and Law HLTH 4780 (3 credits), Financial Management and Budgeting for Health Service Organizations HLTH 4790 (3 credits), and two additional departmental (HLTH rubric) classes (6 credits). Key courses that fulfill goals related to accreditation are mapped to criterion 4.2 in Template L-3.

**The Pre-professional Concentration** requires the following courses outside the department: Biology (8 credits), Chemistry (8 credits) Physics (8 credits) Social Science (6 credits), Mathematics, Statistics, Human Anatomy and Physiology (8 credits), and also requires 4 additional departmental (HLTH rubric) Classes (12 credits). These classes are selected by the student and the student's faculty advisor and are carefully tailored to each student's plans for graduate or professional school. Please refer to Template L-4 for more information about selective HLTH courses.

**Classes to fulfill additional HLTH course requirements for all concentrations** (i.e., selective classes within the department) are offered regularly by the department. These classes add depth in areas of student interest and reinforce learning from the core classes and include: Health and Fitness HLTH 2500 (3 credits), Women's Health Issues HLTH 3100 (3 credits), Social Epidemiology HLTH 3150 (3 credits), Medical Terminology and Communication HLTH 3500 (3 credits), Honors Research Seminar HLTH H3950 (3 credits), Principles of Health and Fitness HLTH 4020 (4 credits), Maternal and Child Health HLTH 4100 (3 credits), Public Health Issues in Obesity and Eating Disorders HLTH 4150 (3 credits), Health Promotion of the Aged HLTH 4300 (3 credits), Public and Environmental Health HLTH 4150 (3 credits), and International Health HLTH 4700 (3 credits). These are mapped to criterion 4.2 in Template L-4. The department also routinely offers an Honors Thesis Seminar HLTH H4950 (3 credits), multiple Creative Inquiry in Public Health HLTH 4970 sections (variable), and Independent Study HLTH 4990 sections (variable). These courses were not included in Template L-4 because the public health domains addressed by these courses vary by topic and section.

**Template L-1 Core Required Classes – All Concentrations**

Experience(s) in Core Classes that ensure that students are exposed to each of the domains indicated in Criterion 4.2. Please note that a topic within a domain may be introduced and/or covered in more than one course.

TEMPLATE L-1  <b>PUBLIC HEALTH DOMAINS</b>	<b>COURSE NAME AND NUMBER</b>							
	HLTH 2020 Intro to Public Health	HLTH 2030 Health Care Systems	HLTH 2400 Determ Health Behavior	HLTH 2980 Human Health & Disease	HLTH 3800 Epidemi ology	HLTH 4900 Research & Eval Strateg for Public Hlth	HLTH 4190 Health Science Internship Prep	HLTH 4200 Health Science Internship
<b>Overview of Public Health:</b> Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.	<b>Key:</b> I = Introduced C = Covered							
Public Health History	C	I	I		I			
Public Health Philosophy	C	I	I		I	I		
Core Public Health Values	C	I		I	I	I		C
Core Public Health Concepts	C	I	I	I	C	I		C
Global Functions of Public Health	C	C			I			C
Societal Functions of Public Health	C	C	I	I	I	I		C
<b>Role and Importance of Data in Public Health:</b> Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.								
Basic Concepts of Data Collection	I	I	I		C	C		I
Basic Methods of Data Collection	I	I	I		C	C		I
Basic Tools of Data Collection	I	I	I		C	C		I
Data Usage	I	I			C	C		C
Data Analysis	I	I			C	C		
Evidence-based Approaches	I	I			C	C		C

TEMPLATE L-1  PUBLIC HEALTH DOMAINS	COURSE NAME AND NUMBER							
	HLTH 2020 Intro to Public Health	HLTH 2030 Health Care Systems	HLTH 2400 Determ Health Behavior	HLTH 2980 Human Health & Disease	HLTH 3800 Epidemiology	HLTH 4900 Research & Eval Strateg for Public Hlth	HLTH 4190 Health Science Internship Prep	HLTH 4200 Health Science Internship
<b>Identifying and Addressing Population Health Challenges:</b> Address the concepts of population health and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.								
Population Health Concepts	C	C	C	I	C	I		C
Intro to Processes & Approaches to Identify Needs & Concerns of Populations	I	I	I	I	C	I	I	I
Intro to Approaches & Interventions to Address Needs & Concerns of Populations	I	I	C	I	C	I	C	I
<b>Human Health:</b> Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.								
Science of Human Health & Disease	I		I	C	C			I
Health Promotion	I		C	C	I			I
Health Protection	I		I	C	I			I
<b>Determinants of Health:</b> Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.								
Socio-economic Impacts on Human Health & Health Disparities	C	C	C	C	I		I	C
Behavioral Factors: Impacts on Human Health & Health Disparities	C	I	C	I	I		I	C
Biological Factors: Impacts on Human Health & Health Disparities			I	C	C			I
Environmental Factors: Impacts on Human Health & Health Disparities	I	I	I	C	I			I

<p>TEMPLATE L-1</p> <p><b>PUBLIC HEALTH DOMAINS</b></p>	<p><b>COURSE NAME AND NUMBER</b></p>							
	<p>HLTH 2020 Intro to Public Health</p>	<p>HLTH 2030 Health Care Systems</p>	<p>HLTH 2400 Determ Health Behavior</p>	<p>HLTH 2980 Human Health &amp; Disease</p>	<p>HLTH 3800 Epidemi ology</p>	<p>HLTH 4900 Research &amp; Eval Strateg for Public Hlth</p>	<p>HLTH 4190 Health Science Internship Prep</p>	<p>HLTH 4200 Health Science Internship</p>
<p><b>Project Implementation:</b> Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.</p>								
<p>Introduction to Planning Concepts &amp; Features</p>	I	I	I			C	I	C
<p>Introduction to Assessment Concepts &amp; Features</p>	I	I	I			C	I	C
<p>Introduction to Evaluation Concepts &amp; Features</p>			I			C	I	C
<p><b>Overview of the Health System:</b> Address the fundamental characteristics and organizational structures of the U.S. Health system as well as to the differences in health systems in other countries.</p>								
<p>Characteristics and Structures of the U.S. Health System</p>	I	C						
<p>Comparative Health Systems</p>	I	C						
<p><b>Health Policy, Law, Ethics, &amp; Economics:</b> Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government.</p>								
<p>Legal Dimensions of Health Care &amp; Public Health Policy</p>	I	C	I		I			
<p>Ethical Dimensions of Health Care &amp; Public Health Policy</p>	I	C	I	I	I	I		I
<p>Economical Dimensions of Health Care &amp; Public Health Policy</p>	I	C		I		C		
<p>Regulatory Dimensions of Health Care &amp; Public Health Policy</p>	I	C						
<p>Governmental Agency Roles in Health Care &amp; Public Health Policy</p>	I	C			I			

TEMPLATE L-1  <b>PUBLIC HEALTH DOMAINS</b>	<b>COURSE NAME AND NUMBER</b>							
	HLTH 2020 Intro to Public Health	HLTH 2030 Health Care Systems	HLTH 2400 Determ Health Behavior	HLTH 2980 Human Health & Disease	HLTH 3800 Epidemi ology	HLTH 4900 Research & Eval Strateg for Public Hlth	HLTH 4190 Health Science Internship Prep	HLTH 4200 Health Science Internship
<b>Health Communications:</b> Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.								
Technical Writing	I				C	C	C	C
Professional Writing	I	C	C				C	
Use of Mass Media	C		C				C	C
Use of Electronic Technology	C				C		C	C

**Template L-2 Additional Required Courses for Health Promotion and Education Concentration**

This matrix indicates the experience(s) beyond core courses that ensure that students in this concentration have **additional** exposure to each of the domains indicated in Criterion 4.2. Please note that a topic within a domain may be introduced and/or covered in more than one course.

TEMPLATE L-2  <b>PUBLIC HEALTH DOMAINS</b>	COURSE NAME AND NUMBER									
	PSYC 2010 Intro to Psych	SOC 2010 Intro to Sociology	BIOL 2220 Human Anatomy & Physiology	HLTH 3980 Health Appraisal Skills	NUTR 2030 Princ of Human Nutrition	PSYC 3400 Lifespan Develop Psych	HLTH 3030 Public Health Communi cation	HLTH 3400 Health Promotion Prog Planning	HLTH 4800 Community Health Promotion	
<b>Overview of Public Health:</b> Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.	<b>Key:</b> <b>I = Introduced</b> <b>C = Covered</b>									
Public Health History										
Public Health Philosophy								I	I	
Core Public Health Values								I	I	
Core Public Health Concepts								C		
Global Functions of Public Health										
Societal Functions of Public Health				I				I	C	
<b>Role and Importance of Data in Public Health:</b> Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.										
Basic Concepts of Data Collection		I				C	I	C	C	
Basic Methods of Data Collection		I				C	I	C	C	
Basic Tools of Data Collection		I				C	C	C	C	
Data Usage						I	C	C	C	
Data Analysis							C	I	I	
Evidence-based Approaches		I					I	C	C	

TEMPLATE L-2  PUBLIC HEALTH DOMAINS	COURSE NAME AND NUMBER								
	PSYC 2010 Intro to Psych	SOC 2010 Intro to Sociology	BIOL 2220 Human Anatomy & Physiology	HLTH 3980 Health Appraisal Skills	NUTR 2030 Princ of Human Nutrition	PSYC 3400 Lifespan Develop Psych	HLTH 3030 Public Health Communi cation	HLTH 3400 Health Promotion Prog Planning	HLTH 4800 Community Health Promotion
<b>Identifying and Addressing Population Health Challenges:</b> Address the concepts of population health and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.									
Population Health Concepts					I		I	I	C
Intro to Processes & Approaches to Identify Needs & Concerns of Populations					I		C	C	C
Intro to Approaches & Interventions to Address Needs & Concerns of Populations		I			I		C	C	C
<b>Human Health:</b> Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.									
Science of Human Health & Disease			I		I	I			
Health Promotion					I	I	C	I	I
Health Protection					I	I		I	I
<b>Determinants of Health:</b> Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.									
Socio-economic Impacts on Human Health & Health Disparities		I			I		I	I	C
Behavioral Factors: Impacts on Human Health & Health Disparities	I				I	I	I	C	C
Biological Factors: Impacts on Human Health & Health Disparities			I		I	I	I		
Environmental Factors: Impacts on Human Health & Health Disparities		I						I	C
<b>Project Implementation:</b> Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.									
Introduction to Planning Concepts & Features							I	C	I

TEMPLATE L-2  PUBLIC HEALTH DOMAINS	COURSE NAME AND NUMBER								
	PSYC 2010 Intro to Psych	SOC 2010 Intro to Sociology	BIOL 2220 Human Anatomy & Physiology	HLTH 3980 Health Appraisal Skills	NUTR 2030 Princ of Human Nutrition	PSYC 3400 Lifespan Develop Psych	HLTH 3030 Public Health Communi cation	HLTH 3400 Health Promotion Prog Planning	HLTH 4800 Community Health Promotion
Introduction to Assessment Concepts & Features					I			C	I
Introduction to Evaluation Concepts & Features								C	C
<b>Overview of the Health System:</b> Address the fundamental characteristics and organizational structures of the U.S. Health system as well as to the differences in health systems in other countries.									
Characteristics and Structures of the U.S. Health System									I
Comparative Health Systems									
<b>Health Policy, Law, Ethics, &amp; Economics:</b> Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government.									
Legal Dimensions of Health Care & Public Health Policy									
Ethical Dimensions of Health Care & Public Health Policy								I	
Economical Dimensions of Health Care & Public Health Policy									
Regulatory Dimensions of Health Care & Public Health Policy					I		I		
Governmental Agency Roles in Health Care & Public Health Policy									
<b>Health Communications:</b> Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.									
Technical Writing							I	C	C
Professional Writing							I	I	C
Use of Mass Media							I	C	C
Use of Electronic Technology							I	I	I

**Template L-3 Additional Required Courses for Health Administration Concentration**

This matrix indicates the experience(s) beyond core courses that ensure that students in this concentration have **additional** exposure to each of the domains indicated in Criterion 4.2. Please note that a topic within a domain may be introduced and/or covered in more than one course.

TEMPLATE L-3  <b>PUBLIC HEALTH DOMAINS</b>	<b>COURSE NAME AND NUMBER</b>												
	ECON 2110 Princ. Micro Econ	ECON 2120 Princ. Macro Econ	ACCT 2010 Finance Acctg Concepts	HLTH 3610 Intro to Health Care Econ	MGT 2010 Princ. of Mgmt	LAW 3220 Legal Environm nt of Business	MKT 3010 Princp Marketi ng	FIN 3060 Corpora tion Finance	HLTH 4400 Manag. Health Service Org	HLTH 4600 Health Informat Systems	HLTH 4750 Princ. of Health Care Ops Mgt & Res	HLTH 4780 Health Policy Ethics & Law	HLTH 4790 Fin Mgmt & Budget for Hlth Service Orgs
<b>Overview of Public Health:</b> Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.	<b>Key:</b> I = Introduced C = Covered												
Public Health History				I					I			C	
Public Health Philosophy				I					I	I		I	
Core Public Health Values				I					I	I		C	
Core Public Health Concepts				I					I	I		I	
Global Functions of Public Health				I					I	I		I	
Societal Functions of Public Health				I					I	I	I	I	
<b>Role and Importance of Data in Public Health:</b> Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.													
Basic Concepts of Data Collection				C	I	I			C	I	C		C
Basic Methods of Data Collection				C	I				C	I	C		C
Basic Tools of Data Collection			I	C	I				C		C		C
Data Usage	I	I	I	C	C				C	C	C		C
Data Analysis			I	C	C				C	I	C		C
Evidence-based Approaches				C						C	C		I

TEMPLATE L-3  <b>PUBLIC HEALTH DOMAINS</b>	<b>COURSE NAME AND NUMBER</b>												
	ECON 2110 Princ. Micro Econ	ECON 2120 Princ. Macro Econ	ACCT 2010 Finance Acctg Concepts	HLTH 3610 Intro to Health Care Econ	MGT 2010 Princ. of Mgmt	LAW 3220 Legal Environm nt of Business	MKT 3010 Princp Marketi ng	FIN 3060 Corpora tion Finance	HLTH 4400 Manag. Health Service Org	HLTH 4600 Health Informat Systems	HLTH 4750 Princ. of Health Care Ops Mgt & Res	HLTH 4780 Health Policy Ethics & Law	HLTH 4790 Fin Mgmt & Budget for Hlth Service Orgs
<b>Identifying and Addressing Population Health Challenges:</b> Address the concepts of population health and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.													
Population Health Concepts				C					C	C	I	I	
Intro to Processes & Approaches to Identify Needs & Concerns of Populations				C					I	C	I	I	
Intro to Approaches & Interventions to Address Needs & Concerns of Populations				I					I	C	I	I	
<b>Human Health:</b> Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.													
Science of Human Health & Disease													
Health Promotion										I			
Health Protection										I			
<b>Determinants of Health:</b> Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.													
Socio-economic Impacts on Human Health & Health Disparities	I	I		C				I	I			I	I
Behavioral Factors: Impacts on Human Health & Health Disparities										I		I	

TEMPLATE L-3  <b>PUBLIC HEALTH DOMAINS</b>	<b>COURSE NAME AND NUMBER</b>												
	ECON 2110 Princ. Micro Econ	ECON 2120 Princ. Macro Econ	ACCT 2010 Finance Acctg Concepts	HLTH 3610 Intro to Health Care Econ	MGT 2010 Princ. of Mgmt	LAW 3220 Legal Environm nt of Business	MKT 3010 Princp Marketi ng	FIN 3060 Corpora tion Finance	HLTH 4400 Manag. Health Service Org	HLTH 4600 Health Informat Systems	HLTH 4750 Princ. of Health Care Ops Mgt & Res	HLTH 4780 Health Policy Ethics & Law	HLTH 4790 Fin Mgmt & Budget for Hlth Service Orgs
<b>Biological Factors: Impacts on Human Health &amp; Health Disparities</b>												I	
<b>Environmental Factors: Impacts on Human Health &amp; Health Disparities</b>									I			I	
<b>Project Implementation:</b> Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.													
<b>Introduction to Planning Concepts &amp; Features</b>					I				C		C		C
<b>Introduction to Assessment Concepts &amp; Features</b>					I				C	I	C		C
<b>Introduction to Evaluation Concepts &amp; Features</b>					I				C		C		C
<b>Overview of the Health System:</b> Address the fundamental characteristics and organizational structures of the U.S. Health system as well as to the differences in health systems in other countries.													
<b>Characteristics and Structures of the U.S. Health System</b>				I		I			C	I	I	C	I
<b>Comparative Health Systems</b>									I	I		I	
<b>Health Policy, Law, Ethics, &amp; Economics:</b> Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government.													
<b>Legal Dimensions of Health Care &amp;</b>				I					C	C	C	C	

TEMPLATE L-3  <b>PUBLIC HEALTH DOMAINS</b>	<b>COURSE NAME AND NUMBER</b>												
	ECON 2110 Princ. Micro Econ	ECON 2120 Princ. Macro Econ	ACCT 2010 Finance Acctg Concepts	HLTH 3610 Intro to Health Care Econ	MGT 2010 Princ. of Mgmt	LAW 3220 Legal Environm nt of Business	MKT 3010 Princp Marketi ng	FIN 3060 Corpora tion Finance	HLTH 4400 Manag. Health Service Org	HLTH 4600 Health Informat Systems	HLTH 4750 Princ. of Health Care Ops Mgt & Res	HLTH 4780 Health Policy Ethics & Law	HLTH 4790 Fin Mgmt & Budget for Hlth Service Orgs
Public Health Policy													
Ethical Dimensions of Health Care & Public Health Policy										I		C	
Economical Dimensions of Health Care & Public Health Policy	I	I		C				I	C	I	I	C	I
Regulatory Dimensions of Health Care & Public Health Policy				I	I	C		I	C	C	C	C	I
Governmental Agency Roles in Health Care & Public Health Policy				I	I	C		I	C	C	C	C	I
<b>Health Communications:</b> Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.													
Technical Writing				I					I	I	C		
Professional Writing									I		C	C	
Use of Mass Media							C			C			
Use of Electronic Technology				I			C		I	C	C		

**TEMPLATE L-4 Courses Frequently Offered to Fulfill Additional HLTH Requirements in Preprofessional Concentration and in Other Concentrations - but not required in any**

*This matrix indicates the experience(s) in courses offered as electives (HLTH requirements) for all three concentrations that provide **additional** exposure to each of the domains indicated in Criterion 4.2. Please note that a topic within a domain may be introduced and/or covered in more than one course.*

TEMPLATE L-4  <b>PUBLIC HEALTH DOMAINS</b>	<b>COURSE NAME AND NUMBER</b>										
	HLTH 2500 Health & Fitness	HLTH 3100 Women's Health Issues	HLTH 3150 Social Epidemio logy	HLTH 3200 Health Maint. For Men	HLTH 3500 Med Term & Commnic	HLTH 4150 Public Health Issues in Obesity & Eating Disorders	HLTH 4300 Health Promotio n of the Aged	HLTH 4310 Public & Environ Health	HLTH 4700 Global Health	HLTH 4970 Creative Inquiry- Public Health	HLTH 4990 Indep Study
<b>Overview of Public Health:</b> Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.	<b>Key:</b> I = Introduced C = Covered										
Public Health History		I	I			I		I	I	*	*
Public Health Philosophy	I	I	I			C	I		I		
Core Public Health Values	I	I	I			C	I		I		
Core Public Health Concepts	I	I	I			C	I		I		
Global Functions of Public Health			I			I	I	C	C		
Societal Functions of Public Health			I			C	I	C	C		
<b>Role and Importance of Data in Public Health:</b> Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.											
Basic Concepts of Data Collection		I				C			I		
Basic Methods of Data Collection						C					
Basic Tools of Data Collection						C					

TEMPLATE L-4  <b>PUBLIC HEALTH DOMAINS</b>	COURSE NAME AND NUMBER										
	HLTH 2500 Health & Fitness	HLTH 3100 Women's Health Issues	HLTH 3150 Social Epidemiology	HLTH 3200 Health Maint. For Men	HLTH 3500 Med Term & Commnic	HLTH 4150 Public Health Issues in Obesity & Eating Disorders	HLTH 4300 Health Promotio n of the Aged	HLTH 4310 Public & Environ Health	HLTH 4700 Global Health	HLTH 4970 Creative Inquiry-Public Health	HLTH 4990 Indep Study
Data Usage			I								
Data Analysis											
Evidence-based Approaches	I	C	C					C			
<b>Identifying and Addressing Population Health Challenges:</b> Address the concepts of population health and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.											
Population Health Concepts	I	I	C			I	I	C			
Intro to Processes & Approaches to Identify Needs & Concerns of Populations	I	C	C			I	C	C			
Intro to Approaches & Interventions to Address Needs & Concerns of Populations	I	C	C			C	C	C			
<b>Human Health:</b> Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.											
Science of Human Health & Disease	C	C		C	C	C	C	C			
Health Promotion	C	C		I		C	C	C			
Health Protection	C	C		I		C	C				
<b>Determinants of Health:</b> Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.											

TEMPLATE L-4  <b>PUBLIC HEALTH DOMAINS</b>	COURSE NAME AND NUMBER										
	HLTH 2500 Health & Fitness	HLTH 3100 Women's Health Issues	HLTH 3150 Social Epidemiology	HLTH 3200 Health Maint. For Men	HLTH 3500 Med Term & Commnic	HLTH 4150 Public Health Issues in Obesity & Eating Disorders	HLTH 4300 Health Promotio n of the Aged	HLTH 4310 Public & Environ Health	HLTH 4700 Global Health	HLTH 4970 Creative Inquiry- Public Health	HLTH 4990 Indep Study
Socio-economic Impacts on Human Health & Health Disparities	I	C	C	C		I	C		C		
Behavioral Factors: Impacts on Human Health & Health Disparities	C	C	C	C		C	C		I		
Biological Factors: Impacts on Human Health & Health Disparities	C	C		C	C	C	C	C	I		
Environmental Factors: Impacts on Human Health & Health Disparities	I	I	C	C		C	C	C	I		
<b>Project Implementation:</b> Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.											
Introduction to Planning Concepts & Features	I					I	I		I		
Introduction to Assessment Concepts & Features	C	I				C	I		I		
Introduction to Evaluation Concepts & Features	C					C	C				
<b>Overview of the Health System:</b> Address the fundamental characteristics and organizational structures of the U.S. Health system as well as to the differences in health systems in other countries.											
Characteristics and Structures of the U.S. Health System		I	I			I		I	I		
Comparative Health Systems			I						C		

TEMPLATE L-4  <b>PUBLIC HEALTH DOMAINS</b>	COURSE NAME AND NUMBER										
	HLTH 2500 Health & Fitness	HLTH 3100 Women's Health Issues	HLTH 3150 Social Epidemiology	HLTH 3200 Health Maint. For Men	HLTH 3500 Med Term & Commnic	HLTH 4150 Public Health Issues in Obesity & Eating Disorders	HLTH 4300 Health Promotio n of the Aged	HLTH 4310 Public & Environ Health	HLTH 4700 Global Health	HLTH 4970 Creative Inquiry- Public Health	HLTH 4990 Indep Study
<b>Health Policy, Law, Ethics, &amp; Economics:</b> Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government.											
Legal Dimensions of Health Care & Public Health Policy		I	I			C		I			
Ethical Dimensions of Health Care & Public Health Policy		I	I		I	C		I			
Economical Dimensions of Health Care & Public Health Policy		I	I		I	C		C			
Regulatory Dimensions of Health Care & Public Health Policy			I	C	I	C	C	I			
Governmental Agency Roles in Health Care & Public Health Policy				C	C	C		C			
<b>Health Communications:</b> Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.											
Technical Writing											
Professional Writing											
Use of Mass Media	I								I		
Use of Electronic Technology	I										

*\* HLTH 4970 (Creative Inquiry) and HLTH 4990 (Independent Study) vary by topic and section*

Students may also take as “HLTH requirements” many of the departmental non-core classes listed above that are required for other concentrations - if these courses are not required for their own concentration (e.g. Health Policy, Ethics and Law HLTH4780 often serves as a course used to meet a “HLTH requirement” for students in concentrations that do not require it.

**Criterion 4.3** *Students must demonstrate the following skills:*

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

Throughout the curriculum, classes and projects place emphasis on presentation skills and on the use of media of all types to convey ideas and concepts. Template M illustrates a number of these learning opportunities.

**TEMPLATE M**

A matrix that indicates the experience(s) that ensure that students demonstrate skills in each of the domains indicated in Criterion 4.3.

<b>SKILLS</b>	<b>COURSES AND OTHER LEARNING EXPERIENCES THROUGH WHICH STUDENTS DEMONSTRATE THE FOLLOWING SKILLS</b>	<b>METHODS BY WHICH THESE SKILLS ARE ASSESSED</b>
<b>Public Health Communication:</b> Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences		
Oral communication	HLTH 4190	<ul style="list-style-type: none"> <li>• Mock Interviews in person and simulated using a computer program</li> </ul>
Written communication	HLTH 2030–Ethics Paper HLTH 2400–Paper	<ul style="list-style-type: none"> <li>• Required papers in multiple classes, especially HLTH 2030 and HLTH 2400</li> </ul>
Communicate with diverse audiences	HLTH 2030–Class Presentation HLTH 2980 - Presentation	<ul style="list-style-type: none"> <li>• Evaluation of PowerPoint presentation on a component of the health care system</li> <li>• Students work with a partner to prepare a 5-10 minute PowerPoint presentation and double-sided informational flyer</li> </ul>
Communicate through variety of media	HLTH 2020 HLTH 4200	<ul style="list-style-type: none"> <li>• Group project to develop public health video in HLTH 2020</li> <li>• Electronic Internship portfolio in HLTH 4200</li> </ul>
<b>Information Literacy:</b> Students should be able to locate, use, evaluate, and synthesize information		
Locate information	HLTH 2030 HLTH 2400 HLTH 3800	<ul style="list-style-type: none"> <li>• Research on assigned component of the health care system for class presentation.</li> <li>• Literature Review prepared as formal paper.</li> <li>• Epidemiology Statistics Assignment</li> </ul>
Use information	HLTH 3800	<ul style="list-style-type: none"> <li>• Class discussions, homework, and short essays in exams used to understand the study design and critique the research papers</li> </ul>
Evaluate information	HLTH 3800 HLTH 4900	<ul style="list-style-type: none"> <li>• 3800 - Evaluate the advantages and disadvantages of different study design and disease measures</li> <li>• Article Critique</li> </ul>
Synthesize information	HLTH 3800 HLTH 4190 HLTH 4200	<ul style="list-style-type: none"> <li>• HLTH 3800 - Conduct infectious disease investigation</li> <li>• HLTH 4190- completion of Health Literacy modules/test</li> <li>• HLTH 4200 - Public Health Determinants essays</li> </ul>

**Criterion 4.4** *Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, and research papers or honors theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.*

All students in the three concentrations are required to complete HLTH 4190 (Professional Seminar – Internship Preparation) and HLTH 4200, a 180 contact hour internship in a setting that is relevant to their career goals. The goals of the internship experience are to develop goals and objectives based on health-related theoretical concepts and skills, implement steps to meet personal and professional goals and objectives for the internship, observe and actively participate in decision-making and strategic planning involved in program design, implementation, and evaluation and prepare to enter the workforce/graduate school by completing a professional career portfolio.

**TEMPLATE N**

A matrix that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated in Criterion 4.4.

<p>TEMPLATE N</p> <p><b>CUMULATIVE AND EXPERIENTIAL ACTIVITY</b></p>	<p><b>NARRATIVE DESCRIBING HOW ACTIVITY PROVIDES STUDENTS THE OPPORTUNITY TO INTEGRATE, SYNTHESIZE AND APPLY KNOWLEDGE.</b></p>
<p>Professional Seminar/Internship Preparation (HLTH 4180 or HLTH 4190) and Required Internship (or clinical year for CVI students)</p>	<p>The internship experience is individually developed with each student to meet his/her own objectives but must be approved by the faculty Internship Director and agency preceptor. Steps in this process include (1) Each student is assigned a qualified internship site based on instructor/student approval. (2) The student contacts and interviews for a position with that agency. (3) The student develops specific professional and personal goals and objectives for the internship. (4) The student satisfactorily completes 180 internship hours.(5) The student successfully provides all documents as per requirements and (6) the student prepares a professional <i>electronic portfolio</i>. The portfolio, when done well, meets the General Education competency for Critical Thinking. The department holds an annual continuing education breakfast for its preceptors in order to familiarize them with any changes in the curriculum or internship expectations. The expectations of preceptors are substantial and include: 1) To interview students for possible placement and approve the student's goals and objectives related to completing the internship. 2) To notify the University and the student, in writing, of the agency's willingness to accept the intern for the specified time period. 3) To assign a qualified staff member to supervise the student during his/her internship. 4) To provide appropriate physical arrangements for the student, such as office or desk, use of telephone, computer, etc. 5) To provide the agency staff with an orientation prior to the arrival of the student and inform the staff members of their roles in assisting in the education of the student. 6) To provide orientation for the intern to the agency staff, policies, operations, and clientele. 7) To allow time for the student to meet with the Internship Coordinator during visitation, if applicable. 8) To provide opportunities for the student to assume increasing responsibilities, from a general orientation to working with other personnel within specific units of the agency program. 9) To assist the student (within limitations of education and experience) in developing and implementing a special project to be completed during the internship. This assignment could be something the agency would like to have completed, but has not yet found the time to do. It should be something of interest to both the student and the agency. The Internship Coordinator must approve the project. 10) To complete the mid-term and final performance evaluations (form to be provided by the student) and insure the timely submission of the mid-term and final evaluation to the University supervisor. The mid-term is completed at the halfway point. The evaluation must be submitted, allowing the intern opportunity to respond on the form if he/she chooses. It should be discussed with the student before it is submitted to the Internship Coordinator. It may be discussed following submission to the Internship Coordinator. The final evaluation may be discussed with the student following submission to the Internship Coordinator in a signed and sealed envelope. Included within the Internship Syllabus in the Resource file are the forms used for daily logs, for the Preceptor's midterm and final evaluation of the intern, for the student's self-evaluation of learning (midterm and final) and for development of the electronic portfolio, which must include a PowerPoint presentation with information about the internship.</p>
<p>Capstone writing "Health Determinants" Project</p>	<p>Fifteen percent of the Internship grade is based on a writing project that represents a capstone assessment of the student's ability to (1) relate the internship experience to broad Social Determinants of Health, (2) Demonstrate an understanding of Organizational Behavior and Governance in the context of their internship site and (3) develop a concentration-specific reflection on their internship experience. This third essay differentiates students in the health promotion and education, health administration and preprofessional tracks. The instructions for this assignment and the grading rubric are on pages 20-24 of the HLTH 4200 (Internship) syllabus which is in the resource file.</p>
<p>Examples of class activities</p>	<p><b>HLTH 2400</b> students meet with the college assigned Librarian for an experiential lesson on how to use library resources for scientific literature reviews.</p>

<p>TEMPLATE N</p> <p><b>CUMULATIVE AND EXPERIENTIAL ACTIVITY</b></p>	<p><b>NARRATIVE DESCRIBING HOW ACTIVITY PROVIDES STUDENTS THE OPPORTUNITY TO INTEGRATE, SYNTHESIZE AND APPLY KNOWLEDGE.</b></p>
	<p>Students in HLTH 3800 are required to complete an infectious disease outbreak case study created by the Centers for Disease Control and Prevention entitled “Botulism in Argentina”.</p> <p><b>HLTH 3980</b> produces three certifications; American Heart Association Basic Life Support for Healthcare Professionals, American Heart Association Heartsaver First Aid and Cholestech LDX system. Students also tour the Joseph F. Sullivan Center as a group and work with this facility to complete a comprehensive health risk appraisal which the health educator helps the students interpret. As the final exam, the students bring in a client and perform most of the skills they have learned in class and interpret those results for the client.</p> <p>Departmental honors students in <b>HLTH H3950</b> are required to complete several training modules on research with human subjects using the CITI training software.</p> <p>Students in the <b>HLTH 4020</b> (Applied Principals of Health Fitness) class engage in a 3 hours per week lab including hands-on experiences learning and executing anthropometric assessments, functional and postural assessments, cardiovascular endurance assessments, and psycho-behavioral assessments of adults. They work with a real client recruited from the university community, conduct assessments of the client and develop a health promotion plan for the client. The class also prepares students to take the American Council on Exercise Personal Trainer Certification if they choose to do so. We have worked with about 135 clients since launching the client project.</p> <p>Students in <b>HLTH 4190</b> (Introduction to Internship/Professional Seminar) earn the health literacy certification offered through the State of South Carolina. With Career Center staff they also complete a Holland Code exercise, complete mock interviews, and create a JobLink profile. They also conduct an informational interview with someone who is a professional in the field the student is interested in pursuing.</p> <p><b>HLTH 4300</b> students work one-on-one with a “Senior Mentor” throughout the semester conducting two life reminiscence interviews with their mentors which they summarize and analyze for evidence of various psychosocial transitions and challenges of older adult life, as well as facilitate their mentor in developing a personalized health behavior change plan and provide tailored materials and activities to assist their mentor in reaching their behavior change goals.</p> <p><b>HLTH 4800</b> students work with a local school district and a local coalition to collaboratively plan, implement, and evaluate efforts to promote walking in their community. These students also work with local decision makers on student driven advocacy projects. The students identify the issue, the appropriate target, and partners for each project. In addition, the students in this class collaborate with health leaders to complete community health assessment assignments for their hometowns.</p> <p>Dr. Kemper’s <b>HLTH 4970</b> (Creative Inquiry - Physical Activity Promotion and Research) class engages in the implementation and evaluation of an international, single-gender youth development program called ‘Girls on the Run’. Experiential learning opportunities include the 1) 10-hour Girls on the Run coach training workshops, 2) on-line training in CPR, First Aid, and safety guidelines for Greenville Health System, 3) on-line training in the protection of human subjects (CITI), 4) implementing a 10-week theory-based Girls on the Run curriculum to 10-15 elementary-age girls at a local elementary school each fall semester, 5) completing a 5K run with their children, 6) training in data management, data entry, and data analysis of the pre- and post -intervention surveys for the Greenville Health System Council of Girls on the Run, 7) presenting posters of accomplishments to the annual college Research Forum. Students also develop and execute complimentary projects which have included: conducting a National Public Health Week campaign, receiving training in the CATCH (Coordinated Approach to Child Care) curriculum and implementing lessons to local elementary school, training in and conducting research using the Environment Policy Assessment and Observation tool at afterschool programs, developing IRB applications to conduct research, developing an on-line survey to assess sedentary time among college students. Students work with Greenville Hospital personal, elementary school administrators, parents, and children. We have worked with about 70-75 children across three elementary schools and one middle school in the local area since 2008.</p>

<p>TEMPLATE N</p> <p><b>CUMULATIVE AND EXPERIENTIAL ACTIVITY</b></p>	<p><b>NARRATIVE DESCRIBING HOW ACTIVITY PROVIDES STUDENTS THE OPPORTUNITY TO INTEGRATE, SYNTHESIZE AND APPLY KNOWLEDGE.</b></p>
	<p>Dr. Kemper has also included undergraduate students in research for independent study credit. They have participated in collection of cardiovascular risk and pedometer data at Voorhees College (an Historically Black College and University), pedometer data of graduate students at Clemson University, and most recently collection of pedometer data from afterschool children and nutrition and physical activity data from afterschool settings.</p> <p>Dr. Dye’s <b>HLTH 4970</b> (Creative Inquiry) students are engaged with community organizations including a local church, retirement community, and clinic to provide activities to family caregivers of those with dementia and also to their care recipients with early to mid-stage dementia. After skill development through classroom instruction and role playing, they provide stress management activities to the family caregivers and demonstrate how to measure heart rate variability (HRV), which reveals the ability of the various activities to activate the caregiver’s parasympathetic nervous system needed to balance the sympathetic nervous system activated during the stress response. Students also offer cognitively and socially stimulating activities such as creative arts, music, and board games to those with dementia in order to increase engagement. After acquiring CITI certification in human subjects protection and discussing their role as research team members on the IRB-approved study embedded in the course, students are trained in obtaining informed consent and in data collection protocols used in collecting HRV data. They then analyze results and create posters of their findings which are presented at yearly Creative Inquiry research forums.</p> <p><b>HLTH 4980</b> students are engaged in discussions about emerging models of population health with guest lectures from Greenville Health System such as the Director of Accountable Communities, Manager of Social Work Care, Director of the Program of All-Inclusive Care for the Elderly (PACE), and discussions with the VP for Clinical Operations for the Care Coordination Institute. As a class project, students collaborate with Mountain Lakes AccessHealth to become trained in screening and enrollment protocols used with high-risk patients, assist in enrollment, and then provide health coaching to the patients to assist them in reaching lifestyle change recommendations.</p>

**Criterion 4.5** *The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education and life-long learning. Students are exposed to these concepts through any combination of learning experiences and co-curricular experiences.*

The department emphasizes readiness for career and/or graduate or professional school from orientation through graduation. This includes emphasis on skills for life-long combined with a core knowledge of public health concepts and methods. The expectation is not that the majority of students will seek employment in health departments, though some may. The guiding philosophy is that the perspectives and methodologies of public health improve the professionalism of clinicians, health educators and healthcare administrators.

#### TEMPLATE O

TEMPLATE O <b>CONCEPT</b>	<b>MANNER IN WHICH THE CURRICULUM AND CO-CURRICULAR EXPERIENCES EXPOSE STUDENTS TO THE CONCEPTS</b>
Advocacy for protection and promotion of the public's health at all levels of society	HLTH 2020 introduces the students to the breadth of public health and to the use of electronic media to advocate for improvements in health behavior and or public policy. HLTH 3800 Epidemiology students interpret the relevance of epidemiological findings for health promotion and learn how data can be employed in efforts to improve public health. Students acquire the basic skills in the assessment of disease patterns within populations and the application of epidemiologic data and research in the protection of the public's health. Students are provided case studies and applied exercises demonstrating the influence of disease risk factors originating at the individual, group, community, societal, environmental and global levels They are expected to demonstrate how epidemiologic data (e.g., cancer rates, cause-specific death rates) can be used in a community education and/or policy relevant situation to advocate for improved health.
Community dynamics	HLTH 2020 and HLTH 2030 address community dynamics. Projects in HLTH 2020 ask teams of student to identify examples of public health in the community. Introductory sessions in HLTH 2030 present a series of readings and lectures (including material from Rene Dubos "Mirage of Health" and contemporary parallels like Ebola and AIDS that relate changes in disease incidence, prevalence and virulence and health system responses to community dynamics. HLTH 3800 presents students with a series of case studies and outbreak investigations that illustrate the dynamic interaction between human behavior, environmental conditions, and economic and social factors influencing the incidence and prevalence patterns of disease. Many CI (HLTH 4970) sections involve community engagement that provides first-hand exposure to community dynamics. For example, students in Dr. Dye's HLTH 4970 have addressed the need to support family caregivers of those with dementia. They have developed the 5-session program Caring for Others, Caring for Self which is now being implemented in three community settings – GHS Center for Success in Aging clinical setting, Clemson Downs retirement community, and churches in Seneca. The students collect heart rate variability data to determine if the strategies help caregivers reduce the effects of sympathetic nervous system activation and if the care recipients are engaged in cognitively and socially stimulating activities by using a validated observation checklist. Similarly, students who elect to take HLTH 4300 are placed with a community-dwelling older adult called a "Senior Mentor" with whom they conduct life reminiscent interviews and facilitate a health behavior change project. This strategy helps promote cultural awareness and appreciation of working with older adults and provides them with the experience they need to be more effective healthcare providers in the future.
Critical thinking and creativity	HLTH 2020 lists among its goals – Develop university-level competencies that characterize critical thinking. Describe and reflect on specific activities that characterize critical thinking and apply critical thinking skills to problem solving situations outside the traditional academic

TEMPLATE O <b>CONCEPT</b>	<b>MANNER IN WHICH THE CURRICULUM AND CO-CURRICULAR EXPERIENCES EXPOSE STUDENTS TO THE CONCEPTS</b>
	classroom Students are required to display their ability to identify various sources of scientific research information and critique an original peer reviewed research study for the study's purpose, methods, primary findings, application of findings and potential biases associated with the application of study findings to real world public health practice. As a part of the university's Critical Thinking Initiative the students in Mr. Welch's section have been given standardized pretest/posttest instruments and have demonstrated substantial improvement in critical thinking skills over the course of this semester-long class. HLTH 3800 presents key elements of the scientific method of reasoning, hypothesis generation and testing, and causal reasoning in the investigation of the origin, spread, and control of disease. Students are taught to critically examine empirical data using established principles of causal reasoning and deduction. HLTH 4900 emphasizes data analysis and reasoning skills.
Cultural contexts in which public health professionals work	HLTH 2030 introduces a cross-cultural overview of health care systems that notes that the public health function can be identified in preliterate societies and then carries this view forward through the evolution of western medicine and public health in different cultural contexts through the advent of the germ theory. HLTH 3800 presents guidelines for professional conduct in disease investigations. Students are presented with case studies and course readings that illustrate the professional training of epidemiologists and provide examples of the work environments and cultural contexts within which epidemiological work typically takes place. Particular emphasis is placed on the importance of cultural sensitivity in the investigation of disease outbreaks and the need for cultural competence in working with diverse populations.
Ethical decision making as related to self and society	HLTH 2030 required paper explores an ethical issue in law or policy related to health care. Students are required to describe the issue, present arguments around it and explain why their resolution of the issue is preferable. HLTH 4900 covers research ethics. In HLTH 3800, students are presented with a review of professional ethics in the conduct of epidemiological research. Emphasis is placed on the importance of the maintenance of confidentiality in the study of disease patterns, the need for sensitivity and compassion in working with those suffering from disease, and the moral obligation to inform the public concerning disease threats and providing guidance in the elimination of current disease risk factors and the prevention of recurrence of disease.
Independent work and a personal work ethic	In HLTH 2030 each student has an individual class presentation. Students are responsible for preparing the presentation as well as a handout and at least two questions that can be used on an exam. In HLTH 4190/4200 a work ethic is stressed. The Internship Coordinator schedules all sections of HLTH 4190 at 8:00 a.m. to provide a lesson in punctuality. Professional work ethic is assessed through performance in internship and includes punctuality, initiative, collegial relationships and many other characteristics that can be noted from the preceptor evaluation forms in the syllabus.
Networking	All students at the time they register for HLTH 4190 are encouraged to create a LinkedIn account and also must upload their resume to JobLink which is the portal through which employers can find potential good fits for positions they have available. The instructor encourages students to the Career Fair held each fall and spring, though this is not mandatory. Interns also network in HLTH 4200 by meeting people in different departments and developing professional contacts at the internship site.
Organizational dynamics	HLTH 2030 focuses on the U.S. health care system for much of the course. Organizational dynamics are covered in the context of the professional and the hospital, health care financing, medical education and government regulation of the health care system. All students are expected to complete a brief essay on the organizational dynamics of their

TEMPLATE O CONCEPT	MANNER IN WHICH THE CURRICULUM AND CO-CURRICULAR EXPERIENCES EXPOSE STUDENTS TO THE CONCEPTS
	internship site as part of their electronic portfolio. This assignment asks them to identify a structure, role or function that they believe is crucial to the services (availability, quality, cost effectiveness etc.) provided at their internship site and discuss how that structure, role or function is facilitated by, (or impeded by) things like organizational culture, organizational functioning, policy or law They are then asked “ If you could change the law, policy, or organizational practices to make the system more effective/efficient, what would you change? ... Explain why.”
Professionalism	In HLTH 3800 students are presented with a review of professional ethics in the conduct of epidemiological research. Emphasis is placed on the importance of the maintenance of confidentiality in the study of disease patterns, the need for sensitivity and compassion in working with those suffering from disease, and the moral obligation to inform the public concerning disease threats and providing guidance in the elimination of current disease risk factors and the prevention of recurrence of disease. In HLTH 4180/4190 and 4200 class materials jointly address the following professional goals: Identify internship/professional goals, Conduct an informational interview, Complete a cover letter, Prepare a resume, develop a professional digital portfolio, Develop goals and objectives based on health-related theoretical concepts and skills, Independently implement steps to meet personal and professional goals and objectives for the internship, & prepare to enter the workforce/graduate school by completing a professional career portfolio.
Research methods	In Epidemiology (HLTH 3800), students are instructed in the use and interpretation of basic measurement and analysis procedures in the study of disease occurrence. Students are required to understand the use of key epidemiological research designs (case-control, cohort studies, experimental designs) employed in the analysis of disease patterns and outcomes. Students must successfully complete a comprehensive final exam by demonstrating appropriate use of key definitions, analytical techniques, and causal reasoning in epidemiology by correctly identifying and applying appropriate research designs and analytical measures to research questions. HLTH 4900 is a required research methods class that includes foundational principles of research, ethics in research, sampling, measurement, scales and indexes, research design, internal validity, experimental design, quasi-experimental design, non-experimental design, analysis-conclusion validity. descriptive statistics, inferential statistics, linear regression, analysis of experimental design, analysis of Quasi-experimental design, cost-effectiveness analysis, qualitative research and software-based statistical analysis
Systems thinking	HLTH 2030 is a health systems class that begins with a broad overview of the ecology of health employing materials from Rene Dubos <i>Mirage of Health</i> and then carries this systems view forward to relate the roles of economics, organizational factors, financing, regulation and professional roles in determining health outcomes in modern health care systems. In HLTH 3800 students are trained in applying ecological models to the study of complex disease patterns. Course materials emphasize the importance of global, regional, and community factors that shape disease risks for the individual.
Teamwork and leadership	Students in HLTH 2020 work within a group to highlight their understanding of how the key components and functions of public health apply to a current real world population health threat. In addition, they will be required to make recommendations for improving the effectiveness of public health care delivery based on identified areas of controversy, scientific research, and application of critical thinking concepts and skills. This is documented in a final project.

## 5.0 Program Effectiveness

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**Criterion 5.1** *The program defines a mission statement that guides program activities and is congruent with the mission statement(s) of the parent institution(s).*

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

The mission statement of the College of Health Education and Human Developments states that the college "will be recognized for innovative and multidisciplinary instruction, research, and outreach/service that supports and enhances human capabilities across all life stages and environments by preparing skilled professionals and creative leaders and by building healthy, well-educated communities." and further articulates the following guiding principles: (1) The College of Health, Education, and Human Development strives for excellence in teaching, research and outreach/service while developing human potential. (2) Our teaching prepares skilled professionals and creative leaders. (3) Our research validates the creation of national models for "best practices" and policies. (4) Our outreach/service provides research-based programs and services. And (5) Our faculty, staff and students' professional development adds value to the college. <http://www.clemson.edu/hehd/about/index.html>

As noted earlier, the mission statement of the Department of Public Health Sciences states:

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

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<http://www.clemson.edu/hehd/departments/public-health/about/>

Until the beginning of the 2014-2015 academic year, the undergraduate degree was the only academic degree program in the department. It remains the major focus of effort. A separate mission statement for the undergraduate degree program was therefore not developed until after the implementation of the graduate program in fall 2014. This mission statement will evolve with the process of accreditation.

The current mission statement for the Bachelor of Science in Health Sciences degree states:

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*“The baccalaureate degree program prepares students for a wide variety of careers in the health field, by providing core classes with a broad overview of key concepts in public health combined with a concentration that provides in-depth knowledge in a chosen area of public health. The curriculum promotes personal growth of the individual and promotes an environment of good decision making, healthy and ethical lifestyles, and tolerance and respect for others.”*

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The department holds regular faculty retreats that review and revise mission statements. The last major revision of the *departmental* mission statement was in 2010. The mission statement for the baccalaureate program was developed separately after a graduate program was implemented in 2014.

**Criterion 5.2** *The program defines expected student learning outcomes that align with the program's defined mission and the institution's regional accreditation standards and guide curriculum design and implementation as well as student assessment.*

Template P provides a list of student learning outcomes for the core courses HLTH 2020, HLTH 2030, HLTH 2400, HLTH 2980, HLTH 3800, HLTH 4900, including internship preparation and internship (HLTH 4190, HLTH 4200), that comprise the core around which all concentrations are built. These are the courses that assure public health competencies and that are taught by faculty of the Department of Public Health Sciences.

#### TEMPLATE P

*A list of expected student learning outcomes:*

<b>STUDENT OUTCOME STUDENTS WILL DEMONSTRATE THE ABILITY TO:</b>
1. Demonstrate university-level competencies that characterize critical thinking,
2. Define public health and identify examples of public health promotion and risk in the community,
3. Demonstrate an understanding of and ability to apply theoretical frameworks that explain health behavior,
4. Demonstrate an understanding of key objectives and components of health care systems with focus on the U.S. system,
5. Demonstrate the ability to define and use key concepts of epidemiology and health data management including study designs and data analysis,
6. Demonstrate public health knowledge/skills and professional demeanor and behavior in settings consistent with career goals, and
7. Demonstrate the application of ethical reasoning to discuss and evaluate issues in the ethics of health system policies or legal/political decisions affecting population health.

All concentrations require classes outside of the department taught by other departments within the university (e.g., mathematics, biological sciences, chemistry, and accounting). The department's only control over the goals, objectives, teaching methods, etc. of these classes is through evaluation of course descriptions, debriefing of our students, and curriculum revision to eliminate or replace courses that are ineffective.

**Criterion 5.3** *Syllabi for required and elective courses for the major include objectives that are sufficient to demonstrate that they address the domain(s) identified in Criterion 4.*

As noted above, syllabi for all required courses are in the *Resource File* under Criterion 4. The Syllabi folder is divided into four sub-folders (1) The Core classes taken by all concentrations – which assure that key domains are addressed. (2) All HLTH classes that are taught as required for some concentrations and selective (generic HLTH requirement) for others or that are taught purely as a selective (3) all required classes that are taught by other departments at Clemson and (4) CVT classes – technical classes that are taught by Greenville Health System only for the Leadership for Cardiovascular Imaging Concentration. Syllabi for all other classes taught at Clemson, including the general education classes required of students in the major, can be found in the university’s syllabus repository.

[https://etpr.app.clemson.edu/repository/syllabus\\_public.php](https://etpr.app.clemson.edu/repository/syllabus_public.php)

The syllabi included in the core courses jointly address all of the objectives listed in Template P. These core courses are supplemented and advanced by other courses required for each concentration and by HLTH requirements (i.e., required “selective” classes within the department that allow students to tailor their learning.

**Criterion 5.4** *The program defines and implements a student assessment plan that determines whether program graduates have achieved expected student outcomes and assesses the program's effectiveness. Assessment methodologies may vary based on the mission, organization and resources of the program, but whatever the approach, assessment processes are analytical, useful, cost-effective, accurate and truthful, carefully planned and organized, systematic and sustained. At a minimum, the assessment plan includes regular surveys or other data collection (e.g., focus groups, key informant interviews, data from national exams (e.g., CHES) from enrolled students, alumni and relevant community stakeholders (e.g., practitioners who teach in the program, service learning community partners, internship preceptors, employers of graduates, etc.).*

Assessment is based on both assessment of learner objectives and surveys of graduates and graduating seniors.

Each year we survey graduating seniors to assess their career plans, satisfaction with the curriculum and departmental services and recommendations for improvement. Response rates on those surveys were extremely low until we converted from a paper instrument to a Qualtrix (online) survey. Response rates still are at only about 40% of May graduates. The data from this survey have been used to assess responses to a series of questions on level of preparation (item 32). For example, the 2015 survey responses showed highest perceived preparation for the items "Demonstrate professionalism and continuous growth through code of conduct in the student handbook, certification, membership in professional organizations, or further professional studies" and "Develop the ability to make and implement decision in health-related situations" (mean scores of 1.3 on a 1 (fully) to 4 (not at all) scale of perceived preparation. The lowest perceived preparation score 1.83 was for the item "Analyze health policies for legal and ethical implications". In response to this finding the Curriculum Committee this year is recommending that HLTH 4780 (Health Policy Law and Ethics) becomes a required course for students in the pre-professional concentration. Results of the last several graduation surveys are in the Resource File.

In addition to this departmental survey, the campus sends a mailed survey to students one and three years after graduation. That survey asks for graduates' perception of quality of instruction across a wide variety of domains (computer skills, communication, reasoning, writing, etc.) as well as services (faculty advising, general advising, library, etc.) Graduates are also asked about career preparation, overall satisfaction with their major, current employment etc.) Response rates on that survey have been disappointing but results from the respondents have been very positive with most scores very good or excellent and very few lower than neutral. Results of the most recent of these surveys are included in the Resource File. Despite low response rates we learned from past versions of these surveys that we have a need to bring more health-related recruiters and representatives of graduate and professional schools to campus and to better publicize those who do come to campus. We have also identified, and addressed, some duplication of material in classes.

The Chair reviews both of these surveys, incorporates some of the results into the Weave Online assessment system and discusses them with his Advisory Committee. Because Alumni Affairs has been unwilling in the past to share its address database, Dr. Gimbel began in May 2015 to compile a detailed contact database that will allow the department to conduct mailed surveys of graduates to supplement the campus-wide survey.

We do not yet have a formal system to survey community stakeholders. However the placement of so many students in community internships and our connections with the preceptors there and with the leadership of professional programs that accept our students provide us a great deal of feedback of a qualitative nature about our students and their preparation. Our students are seen as professional, well

prepared, and highly motivated. Student engagement in the community through courses and volunteer work (e.g. Habitat for Humanity) has been recognized on numerous occasions. Recently the medical University of South Carolina approached us about developing an articulation agreement that will allow students in the department to move seamlessly into professional and graduate programs there. This was a testament to their perspective on our students.

Assessment of student learning objectives is integrated with the Weave Online annual assessment system which the university has used for several years. Templates P, Q & R address assessment of learning objectives. It should be noted that the Health Determinants Essays completed at the end of the internship experience have been viewed as a meta-curricular evaluation of learning that assesses qualitatively. The ability of students to incorporate material from all of their courses to address a broad question about social determinants of health in the context of their internship setting. These essays are graded by the Chair using a standard rubric. They were developed in conjunction with the Weave Online system and specifically designed to measure departmentally defined learner objectives specified for that campus-wide system.

## TEMPLATE Q

### A list of curricular assessment opportunities.

*Template Q requires the program to present the opportunities (e.g., specific assignment in a required course, service learning, experiences, internship, etc.) through which the program assesses each of the outcomes defined in Template P.*

<b>Student Outcome (from Template P)</b>	<b>Assessment Opportunities</b>
Demonstrate university-level competencies that characterize critical thinking	HLTH 2020 critical thinking projects HLTH 4200 essays
Define public health and identify examples of public health promotion and risk in the community	HLTH 2020 video project “Health Determinants” essays
Demonstrate an understanding of and ability to apply theoretical frameworks that explain health behavior	HLTH 2400 exams and papers
Demonstrate an understanding of key objectives and components of health care systems with focus on the U.S. system	HLTH 2030 exams & presentations HLTH 2030 IHI Open School assignment
Demonstrate the ability to define and use key concepts of epidemiology and health data management including study design and data analysis	HLTH 3800 activities HLTH 4900 assignments
Demonstrate public health knowledge/skills and professional demeanor and behavior in settings consistent with career goals	HLTH 4190 resume HLTH 4200 internship student and preceptor assessment HLTH 2980 Projects
Demonstrate the application of ethical reasoning to discuss and evaluate issues in the ethics of health system policies or legal/political decisions affecting population health	HLTH 2030 ethical analysis of health policy

Evidence of implementation is listed in Template R and documented with an exhibit (exam, assignment, work product, etc.) that is either (1) numbered correspondingly and placed in the Resource File or, (2)

where items are electronic or web-based such as YouTube videos and electronic portfolios we have placed links directly in Template R.

## TEMPLATE R

*Evidence that the program has implemented the assessment plan identified in Template Q. (Criterion 5.4)*

<b>ASSESSMENT OPPORTUNITY</b>	<b>EVIDENCE OF IMPLEMENTATION</b>
HLTH 2020 critical thinking projects	Instructions and projects and photos of “What is Public health group discussion results – in resource file
Internship HLTH 4200 essays	See instructions in HLTH 4200 syllabus Examples of electronic portfolios – essays are included: <a href="http://tinyurl.com/aenglis">http://tinyurl.com/aenglis</a> <a href="http://acunni2.wix.com/personalportfolio">http://acunni2.wix.com/personalportfolio</a> <a href="http://tinyurl.com/lwilfon">http://tinyurl.com/lwilfon</a> <a href="http://tinyurl.com/erinlusk">http://tinyurl.com/erinlusk</a> <a href="http://oliverjones65.wix.com/oliverjoneshlth419">http://oliverjones65.wix.com/oliverjoneshlth419</a> <a href="http://tinyurl.com/jdoolit">http://tinyurl.com/jdoolit</a> <a href="http://tinyurl.com/ccresba">http://tinyurl.com/ccresba</a> <a href="http://tinyurl.com/hphilpo">http://tinyurl.com/hphilpo</a>
HLTH 2020 Video Project	Instructions – resource file Products - <a href="https://www.youtube.com/user/HLTH202Clemson">https://www.youtube.com/user/HLTH202Clemson</a>
Health Determinants Essays HLTH 2020 & HLTH 4200 (internship)	See instructions and products in Resource File
HLTH 2400 Exams	See examples of exams in resource file
HLTH 2030 Exams	See examples of exams in resource file
HLTH 2030 IHI modules	See assignment in resource file
HLTH 3800 Activities	See examples in resource file
HLTH 4900 assignment	See assignment and products in resource file
HLTH 4190 resume	See instructions and resumes in Resource File
HLTH 4200 assessment sheets	See assessment sheets in resource file
HLTH 2030 ethical analysis	See assignment and papers in resource file

**Criterion 5.5** *The program collects quantitative data at least annually on 1) graduation rates within the maximum time to graduation allowed by the institution and 2) rates of job placement or continued education within one year of graduation. The program defines plans, including data sources and methodologies, for collecting these data, identifies limitations and continually works to address data limitations and improve data accuracy. The program's plan does not rely exclusively on institution or unit-collected data, unless those data are sufficiently detailed and descriptive.*

**Graduation rates:** Graduation rates reported are six year completion rates for all undergraduate students entering the department as freshmen in 2007, 2008, and 2009. A student is considered to have completed within 6 years of entry if he/she completed all requirements for and received a baccalaureate degree in that time period, regardless of final major. Not included in this calculation at the departmental level are students who entered Clemson University in a different major or college and later changed major to enter the department. Transfer students are also excluded from this calculation because their numbers are small and because there is no standard number of credits that they transfer into the department. Given the large proportion of our graduates who enter the department through the change of major process, the university graduation rates paint an incomplete picture of progress toward graduation for students in the department. Therefore, we have begun the process of calculating a graduation rate for change of major students. We are compiling lists of students who entered through the change of major process each year and comparing this to the list of graduates from each commencement in order to calculate the percent of change of majors who graduate within 5 years of entering the department. Since most enter during their freshman year, and few past the middle of their sophomore year, this additional datum will measure progress for students who enter through change of major.

Data on graduation rates are presented in Criterion 5.7.

**Job placement:** As is the case for most undergraduate programs, the department has not traditionally implemented a system to track graduates. The university conducts surveys of graduates one year and three year's post-graduation. The department has been able in the past to add specific questions to that survey. However, the response rate for the survey is generally poor (<20%). Alumni relations are considered the responsibility of the alumni association and mailing lists of alumni are generally viewed as the association's purview. To better stay in touch with alumni, the department created a Clemson Public Health Sciences Faculty and Alumni Facebook page several years ago. It is viewable by the public, but membership is added by one of two moderators. Currently there are over 250 members.

<https://www.facebook.com/groups/45284676750/>

In spring 2014, in anticipation of preparing for accreditation, the department implemented several steps to better track graduates. An informal poll of graduating seniors was conducted by the Internship Coordinator in March 2014. In addition, the Internship Coordinator began encouraging every senior who did not already have a LinkedIn account to create one and to update it after graduation as they found jobs or were accepted into graduate programs. In April 2015 the Chair began asking every faculty member who advises students to poll graduating advisees and created a tracking base for future years. That will be updated to ask for a personal email address (not Clemson.edu) that might be used to contact students after graduation.

In May 2014 we used a combination of faculty information, searches of LinkedIn accounts and Facebook pages and email to identify the current status of students who graduated in December 2013 and May 2014. Of 91 total graduates (16 in December 2013 and 75 in May 2014) we were able to verify data for 76 graduates (83.5%). Very limited data are available from these university surveys for time periods before we were aware of accreditation criteria and the error rate and type of information available from

these surveys make these data inappropriate for Template S. Therefore, we present in Template S the results of the system currently in place and managed by the department.

#### TEMPLATE S

*Job placement and further education rates for the last three classes of students who would have been expected to report destinations at one year post-graduation. (Criterion 5.5)*

DESTINATION OF GRADUATES BY EMPLOYMENT TYPE	JOB PLACEMENT/FURTHER EDUCATION RATE BY GRADUATING CLASS		
	YEAR 1 (DEC 2013 & MAY 2014)	YEAR 2	YEAR 3
Employed	41		
Continuing education/training (not employed)	32*		
Actively seeking employment	2		
Not seeking employment (not employed and not continuing education/training, by choice)	1		
Unknown	15		
<b>TOTAL</b>	<b>91</b>		

*\*Some are combining work with graduate programs*

**Criterion 5.6** *The program collects qualitative data on the destination of graduates related to both employment and further education, such as type of graduate degree pursued and sector of employment, as defined by the program.*

Template T presents specific examples of job titles and descriptions of graduate/professional training that were verified from the May 2015 study. The complete data set is included in the Resource File as an Excel file.

#### TEMPLATE T

*Examples of employment and further education Dec 2013 & May 2014 graduates pursued.*

<b>TYPES OF EMPLOYMENT GRADUATES PURSUE</b>	<b>TYPES OF FURTHER EDUCATION GRADUATES PURSUE</b>
<ul style="list-style-type: none"> <li>• Informatics Support Specialist, Greenville Health System (GHS)</li> </ul>	<ul style="list-style-type: none"> <li>• Master of Healthcare Administration, University of Minnesota</li> </ul>
<ul style="list-style-type: none"> <li>• Medical Office Associate, Lexington Family Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Master's degree, Human Resources Development, Clemson University</li> </ul>
<ul style="list-style-type: none"> <li>• Registered Vascular Technologist (RVT), Greenville Health System (GHS)</li> </ul>	<ul style="list-style-type: none"> <li>• Master's Degree, Health Administration, MUSC (several)</li> </ul>
<ul style="list-style-type: none"> <li>• Associate Consultant, Blue Cross Blue Shield Assn</li> </ul>	<ul style="list-style-type: none"> <li>• Occupational Therapy student, Lenoir-Rhyne Univ., Fall 2015</li> </ul>
<ul style="list-style-type: none"> <li>• Administrator, Signature Consultants Health, Wellness and Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Therapy degree program, MUSC</li> </ul>
<ul style="list-style-type: none"> <li>• Application Consultant at Benefit focus (Medical software), Charleston, SC</li> </ul>	<ul style="list-style-type: none"> <li>• Occupational Therapy, Georgia Regents University, Fall 2015</li> </ul>
<ul style="list-style-type: none"> <li>• Cancer Care Coordinator, Center for Integrative Oncology &amp; Survivorship, Greenville, South Carolina</li> </ul>	<ul style="list-style-type: none"> <li>• PA degree program, Methodist College, Fayetteville NC, Fall 2015</li> </ul>
<ul style="list-style-type: none"> <li>• Patient Care Tech, Primary Children's Hospital, Salt Lake City UT</li> </ul>	<ul style="list-style-type: none"> <li>• Physician Assistant Master's Program, Nova Southeastern, Jacksonville FL</li> </ul>
<ul style="list-style-type: none"> <li>• Dental Practice Management, Heartland Greer family Dental Care, Greer SC</li> </ul>	<ul style="list-style-type: none"> <li>• College of Medicine (several), MUSC</li> </ul>
<ul style="list-style-type: none"> <li>• Research Assistant, Boston Children's Hospital, Cambridge, Massachusetts</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerated BS to RN Program</li> </ul>
<ul style="list-style-type: none"> <li>• Named Health Medical Center, Translator, Anderson, SC</li> </ul>	<ul style="list-style-type: none"> <li>• Master's degree, Science education, Clemson University. 2015- 2016</li> </ul>
<ul style="list-style-type: none"> <li>• Medical Assistant and Phlebotomist, Glen Raven</li> </ul>	<ul style="list-style-type: none"> <li>• M.D. program, School of Medicine, University of South Carolina, 2014-2018</li> </ul>
<ul style="list-style-type: none"> <li>• Operations Coordinator, Quintiles (Clinical Trials Services), Raleigh-Durham, North Carolina</li> </ul>	<ul style="list-style-type: none"> <li>• Master's Program in Immunology, Clemson University</li> </ul>
<ul style="list-style-type: none"> <li>• Junior Support Engineer, Lava storm Analytics (Health IT), Boston, Massachusetts</li> </ul>	<ul style="list-style-type: none"> <li>• Master of Occupational Therapy, University of St. Augustine for Health Sciences</li> </ul>
<ul style="list-style-type: none"> <li>• Services Manager at Scan Source Catalyst (IT), Simpsonville, South Carolina</li> </ul>	<ul style="list-style-type: none"> <li>• Speech Pathology student, University of South Carolina, Arnold School of Public Health</li> </ul>
<ul style="list-style-type: none"> <li>• Administrative Manager, Foothills Presbyterian Community, Easley, South Carolina</li> </ul>	<ul style="list-style-type: none"> <li>• DPT Physical Therapy, Georgia Regents University</li> </ul>
<ul style="list-style-type: none"> <li>• Revenue Cycle Management Synergy Spine &amp; Surgery Center, Seneca SC</li> </ul>	<ul style="list-style-type: none"> <li>• DMD student, Harvard School of Dental Medicine, Boston MA</li> </ul>

**Criterion 5.7** *The program demonstrates that at least 70% of students for whom data are available graduate within six years or the maximum time to graduation as defined by the institution, whichever is longer.*

**Graduation rates:** Six year graduation rates are reported for all undergraduate students entering the department as freshmen in 2007, 2008, and 2009. As previously noted, a student is considered to have completed within 6 years of entry if he/she completed all requirements for and received a baccalaureate degree in that time period, regardless of final major. Not included in this calculation are students who entered Clemson University in a different major or college and later changed major to enter the department. Transfer students are also excluded from this calculation because their numbers are small and because there is no standard number of credits that they transfer into the department.

Graduation rates reported by the Office for Institutional Research are as follows: In the 2007 first time freshman cohort, 22 students entered in the major of Health Science, or those, 18 graduated in six years for a six year graduation rate of 81.8%. In the 2008 first time freshman cohort, 39 students entered in the major of Health Science, or those 36 graduated in six years for a six year graduation rate of 92.3%. The 2009 cohort for health sciences consisted of 27 first time full time freshmen, of which 25 graduated in six years (i.e., by August 2015) for a graduation rate of 92.6%.

**Employment:** *The program demonstrates that at least 80% of graduates for whom data are available have secured employment or enrolled in further education within one year of graduation. Data collection methods for graduates' destinations are sufficient to ensure at least a 30% response rate. If the program cannot demonstrate that it meets these thresholds, the program must document 1) that its rates are comparable to similar baccalaureate programs in the home unit (typically a school or college) and 2) a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis.*

As noted above, this is not information that has traditionally been maintained by undergraduate academic units at Clemson. We began collecting data when we became aware of the accreditation criteria during the 2013-2014 academic year. Therefore we only have data at this point on December 2013 graduates and May 2014 graduates. Of the 76 (of 91) graduates for whom information was available one year after graduation, nearly all were either employed or enrolled in graduate programs. One was taking a year off before applying for professional school. Two had been employed after graduation, but had relocated geographically and were currently looking for work. Forty-one (54% of those for whom we had data) were employed full time though two of these were also working on graduate degrees online. Thirty two (42% of those for whom we had data) were enrolled in graduate or professional school. In summary, 96% of graduates for whom data are available had either secured employment or enrolled in further education within one year of graduation, substantially exceeding the criterion.

**Criterion 5.8** *The program establishes a schedule for reviewing data on student outcomes.*

Data from graduation surveys and the university's one/three year post-graduation surveys are reviewed on an annual basis by the Chair and his delegate for completion of the Weave Online report (currently professor Hugh Spittler). As the department implements its own survey of graduates, these data also will be incorporated. Each semester the university identifies any students who are in jeopardy (one or more failed classes, GPAs nearing cut points for non-registration, etc.) as well as students who are on probation. The Chair and Assessment Coordinator also receive university information on graduation rates, average GPA by concentration and year, students (if any) in academic jeopardy and other standard institutional reports relating to student admissions, quality, progress and outcomes. Key findings from these statistics are shared with the Chair's Advisory Committee, the Curriculum Committee and/or faculty as appropriate.

Henceforth data on student employment/graduate/professional school outcomes will be analyzed annually. We will complete the study done in May of 2014 on an annual basis and will add an emailed survey of individuals whose information cannot be verified through LinkedIn. Dr. Gimbel in 2015 implemented a tracking system to try to improve responses for post-graduation surveys. This will be used to allow the department to conduct internal surveys of graduates to tap information not routinely collected by the campus survey.

Data on graduation rates for students who change majors will be calculated as part of the annual assessment of the undergraduate program and department that is conducted as part of university-wide accreditation using the Weave Online system. We will employ a standard of graduation within 5 years of entering the department, (rather than the 6 year rate calculated by the university for entering freshmen) given that entering students typically have 15 to 30 credits by the time that they enter the department.

Assessment of Learner Objectives is ongoing. The department identifies a subset of learner objectives that are included in the Weave Online assessment system and are measured annually. The Chair discusses results of this with the Advisory Committee and, if concerns are identified, with the Curriculum Committee.

The department includes faculty discussions of issues related to learning outcomes and career outcomes as a part of both faculty meetings and Curriculum Committee meetings. If a deficit in the information base expected for an upper division class is recognized by a faculty member that issue is forwarded to the Curriculum Committee. The Committee reviews prerequisites and content of cote courses and recommends changes. A review by the Department Chair each semester of the capstone essays required as part of the student's electronic portfolio also assesses learning outcomes. The Internship Coordinator also reviews other written products as well as preceptors' evaluations of actual performance in internship settings every semester to assess broad learning outcomes.

**Criterion 5.9** *The program uses student and faculty assessment results to improve student learning and the program.*

The department has used assessment results in a number of ways to improve student learning. Student evaluations of the effectiveness of instructors are reviewed by the Chair annually and are incorporated into the annual performance review of faculty members. In the past seven years one faculty member was given a marginal rating in part because of repeated concerns by students about lack of timely feedback about performance/grades. That individual was advised to seek alternative employment and left the university. Faculty with lower than average teaching evaluations are regularly encouraged to take advantage of the university's *Office of Teaching Effectiveness and Innovation* which provides both asynchronous and real-time training to improve teaching.

Several years ago faculty identified concerns that students in upper division courses lacked adequate knowledge of the health care system to fully understand materials in upper division classes. The Curriculum Committee therefore added HLTH 2030 as a freshman/sophomore level required class to assure a background in these key concepts.

In 2011 assessment indicated that students in the department generally performed very well on components of the university's electronic portfolio system, but that artifacts on ethical judgment were not of high quality. In response, a policy-ethics paper was added to HLTH 2030 that requires a paper analyzing an ethical issue in health policy or management (not clinical ethics). Follow-up evaluations demonstrated that the papers produced received very high scores when submitted as artifacts to demonstrate the ethical judgment criteria.

Student feedback about the curriculum is considered on an annual basis and has been the basis for revisions to course or curriculum requirements including changes in quantitative requirements to better prepare students for graduate and professional training and expansion of opportunities to fulfill guided requirements through a wider variety of language classes.

Despite limitations on the return rate for university surveys of graduates, one observation was that a number of alumni, while generally quite pleased with the program, wanted more visits to campus from potential graduate schools and/or employers. They noted that career fairs on the campus had an abundance of employers whose focus was too narrowly on science and engineering. Consequently, in the past two years we have reached out the Greenville Health System (GHS), which is the largest system in the region, for speakers for departmental events and have scheduled additional recruiters from colleges of medicine, public health, pharmacy, etc. to visit campus and meet with juniors and seniors.

**Criterion 5.10** *The program regularly evaluates its mission and expected student outcomes to ensure their continuing relevance.*

The department has held a series of day-long retreats, roughly every two years, to address issues including departmental mission and vision and broader curricular issues relevant to preparation of 21<sup>st</sup> century learners. Copies of the minutes of recent retreats are included in the Resource File under “Minutes”.

The college of HEHD also has held retreats for the purpose of ensuring degree relevance and in 2007 developed a list of college-wide 21<sup>st</sup> century Learner Dispositions that help drive the curriculum. These include:

- Possessing skills necessary to work collaboratively with individuals, families, and community groups from diverse backgrounds;
- Possessing skills necessary to lead effectively and creatively in complex and changing environments and to become agents of change;
- Demonstrating flexibility, resilience, and adaptability, caring, ethical decision-making and ethical conduct;
- Possessing knowledge of organizational behavior and how governance and systems work;
- Engaging in professional development for continual growth and lifelong learning; and
- Attaining a global perspective and level of knowledge and skill necessary to succeed in a complex global economy.

These Learner Dispositions have helped drive assessment and curricular development over the past eight years.

To respond to pragmatic needs, at least once per year the Curriculum Committee and Undergraduate Advisor discuss any changes in professional or graduate school requirements and/or employment skills that might suggest a need for a revision in curriculum or instructional methods. These conversations are reflected in the minutes of Curriculum Committee meetings included in the Resource Files.

**Criterion 5.11** *The program maintains clear, publicly available policies on student grievances or complaints and maintains records on the aggregate number of complaints received for the last three years.*

Policies for grievances by undergraduate students are standardized throughout Clemson University. Undergraduate students are encouraged to seek the assistance of the ombudsman to resolve complaints and conflicts informally. The Ombuds Office provides an “independent, informal, neutral and confidential resource that provides assistance to members of the University community in exploring options to resolve problems, complaints and conflicts when normal processes and procedures have not worked satisfactorily. This assistance is an alternate to formal administrative channels, supplementing them but not replacing them”.

<http://www.clemson.edu/administration/ombudsman/> Ombuds can refer individuals to persons able to resolve problems or handle issues at the lowest possible level. Where appropriate, they can also facilitate communication between parties who find themselves in a dispute. Private confidential meetings can be arranged at the student’s convenience. All communications are treated with strict confidentiality to the extent permissible by law.

For those matters that cannot be resolved informally or with the assistance of the student ombudsman, the Academic Grievance Committee may hear grievances regarding: complaints of discrimination in academics (excluding student employment) against a faculty or staff member based upon race, sex, religion, national origin, age, disability, sexual orientation or other legally protected status; complaints of a personal or professional nature involving an individual undergraduate student and a faculty member; claims of inequitable final grades; and claims of unfair treatment in an attendance-related issue.

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

## 6.0 Advising

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**Criterion 6.1** *Students are advised by program faculty (as defined in Criterion 2.1) or qualified program staff beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion.*

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

Undergraduate students in the DPHS major are advised by the *HEHD Academic Advising Center* located on the third floor of Edwards Hall during their freshman and sophomore years (or first year on campus for students who transfer from other universities). The Academic Advising Center works with freshmen, sophomores, and students changing major, and transfer students. Services that take place in this office include: academic advisement, course selection, transferability of courses, and completion of various academic forms. Academic advisors are also available to meet with prospective students considering various majors within the college. All students are encouraged to make appointments with an advisor in their intended major. A full-time advisor within the Academic Advising Center, currently Aaron Howard, is assigned to the department’s students. Mr. Howard’s sole responsibility is for freshmen, sophomores and recent transfer students in the Department of Public Health Sciences. Three other full-time advisers in the Center work with students in other majors. These advisors are especially knowledgeable about the General Education Curriculum that is required of all Clemson students and about extra-departmental classes required by the department (science, mathematics, etc.) during the first two years of study. At peak times, (e.g., freshman orientation and fall registration of incoming freshmen) part-time advisers and graduate interns in counseling may assist the advisers.

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

*Degree Works* is a recently implemented online advising tool to help students and their advisors monitor the student's progress toward degree completion. It matches the student's coursework (completed, currently enrolled, or registered for in the future) in real time to the degree requirements in an easy-to-read worksheet. Students and advisors use it to identify any anomalies and work with the registrar’s office to resolve them. All advisors utilize the *Degree Works* system and encourage students to use it to

self-monitor their progress. In addition, all students have a face-to-face meeting with their advisor at least once each semester. This mandatory session is required for the student to be cleared for online registration for the next semester. Immediately prior to graduation each advisor follows up with graduating advisees to congratulate them and to gather initial information of their commitments or plans for employment or graduate/professional education.

Training for faculty Advisors is provided through written updates, reports at departmental faculty meetings, and when necessary (as, for example when the *Degree Works* system was implemented) by mandatory training sessions. Training for new advisors in Mr. Howard's role is provided through the HEHD Advising Office and its Director Kristin Goodenow and/or more senior staff members. Aaron Howard participates in all monthly faculty meetings and provides updates on advising issues. When a major change occurs (as with the implementation of IRoar/Banner and the implementation of Degree Works) the Advising office schedules trainings for faculty advisors. Newly hired faculty receive orientation from both their faculty mentor and from the Advising office to help prepare them to advise.

Students may change advisors by requesting a change from the Director of the HEHD Advising Center (freshmen and sophomores) or the Department Chair (juniors and seniors). This is a relatively rare occurrence (typically less than once per year). It may reflect a student's affinity for a particular faculty member or on occasion a mismatch of interests or personalities.

A form has been implemented for student evaluation of advising, but at present it is not mandatory or widely used. The college has discussed pushing harder for completion of this form, but there is concern that students do not want to be asked to complete yet another evaluation. The one year and three year survey disseminated by the university also seeks retrospective information on the quality of advising and data indicate high satisfaction among the respondents. Generally, if a student has concerns about the quality of advisement those are brought to the individual responsible for a change of advisor. However, faculty strive to provide good advising and such events are rare. In the past eight years there has been one instance in which remediation resulted for a junior faculty member to improve advising.

The academic advising survey for the Department of Public Health Sciences is administered each spring semester, typically mid-April to the end of the semester (once registration advising has concluded.) The last year for which there is data is spring 2015. Health Science had only six responses. There were fourteen questions included in the survey. Students agreed or strongly agreed to positive responses for all items. Comments included the following: "Good personal connection with advisor." "Aaron is very energetic and extremely helpful!" "He knew what I needed to take and had suggestions for classes I could take to fulfill my requirements." When asked what could be improved about the experience, several respondents did not list an answer and one indicated "Everything was great!"

The HEHD Academic Advising Center (AAC) results are sent to the Director of the AAC. All advisors review the results and generate ways to better serve student's advising needs. In the past two years the Advising Center has implemented more drop-in advising times throughout the semester so students do not need to wait to see their advisor due to limited times to schedule. Additionally, it has created a better way to track student visits to its office through a touch screen sign-in system that alerts the advisor at the desktop of the student's arrival and reason for the visit. Advisors have also created auto-email responses to students during peak advising times designed to help fast-track the answering of common questions that can be addressed via email.

Faculty advising assessment results are sent directly from the Office of Institutional Effectiveness to individual faculty members. There is no master data set to report for this group.

## 7.0 Diversity

**Criterion 7.1** *The program demonstrates a commitment to diversity and provides evidence of an ongoing practice of cultural competence in student learning.*

Aspects of diversity may include, but are not limited to, age, country of birth, disability, ethnicity, gender, gender identity and expression, language, national origin, race, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status. This list is not intended to be exhaustive.

Cultural competence, in this context, refers to skills for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite skills include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural competence refers to the skills for recognizing and adapting to cultural differences. Each program defines these terms in its own context.

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

The undergraduate major makes an effort to attract a diverse student body. Comprehensive data from Weave Online for prior years are in the Resource file under Criterion 7. Institutional data for 2014-2015 show that the following breakdown by ethnicity applies to the department's students:

STUDENT ETHNICITY	DEPT. UNDERGRADS		COLLEGE (ALL)	UNIVERSITY UNDERGRADS
	N	%	%	%
International Students	4	1.1	3.2	1.0
Hispanic	3	1.0	1.6	3.0
Asian	9	2.3	0.9	1.9
African American	33	8.4	7.3	6.5
White	329	84.4	80.0	83.3
Two or more races	11	2.8	1.8	2.3
Native American	0	0.0	0.1	0.2
Unknown	1	0.2	5.1	1.8

The College of HEHD data were not broken out by undergraduate/graduate and therefore show a higher proportion of international students. Percentages for the department reflect a slightly higher percentage of African-American students than is the case for all undergraduate students at Clemson and a slightly lower percentage of students who self-identify as Hispanic. The latter number has declined recently as state legislators have tried to impede registration by undocumented persons. Both figures, and the university ratios as a whole, reflect to a great extent the university's rural location. Clemson is currently (2015-2016) searching for a new Chief Diversity Officer and President Clements has made increasing student and faculty diversity a central part of his short-term plan for the university.

The department has tracked minority enrollment as a goal since it began participating in the WEAVE Online Assessment System in 2006-2007. These data are shown in the table below. While the department met its stated goal of 10% of students composed of members of ethnic minorities, and had a higher percentage of African-American students than the campus in general in each year, we continue to search for better ways to recruit African-American students to campus. In fact, President Clements has made this an institution-wide goal and is in the process of recruiting a new Chief Diversity Officer. At the department level we are trying to increase awareness of the major among eligible students graduating from high schools with large minority populations.

**DPHS Undergraduate Majors: Percent Minority, Number and Percent African-American and % Other Minority Groups by academic year 2006-2007 through 2013-2014– Source Departmental WEAVE Online reports**

<b>ACADEMIC YR</b>	<b>PERCENT % ANY MINORITY</b>	<b>AFRICAN-AMERICAN (n) and %</b>	<b>MINORITY OTHER %</b>
<b>2006-2007</b>	15.8%		
<b>2007-2008</b>	12.5%	(39) 10%	2.5%
<b>2009-2009</b>	14.8%	(39) 10%	4.8%
<b>2009-2010</b>	13.8%	(40) 11%	2.8%
<b>2010-2011</b>	13.6%	(32) 9%	4.6%
<b>2011-2012</b>	13.9%	(26) 8.2%	5.7%
<b>2012-2013</b>	14.1%	(31) 9%	5.1%
<b>2013-2014</b>	15.0%	(34) 8.9%	6.1%
<b>2015-2016</b>	15.9%	(29) 7.8%	8.1%

To attract students from underrepresented minority groups to post-baccalaureate health careers, the department has served as the Clemson nexus for the Bench 2 bedside (B2B) statewide initiative developed by the South Carolina AHEC and the Medical University of South Carolina. Students from across campus are remotely linked to presenters via interactive video sessions to explore career options. These sessions, hosted here in Edwards Hall and co-coordinated by Senior Lecturer Kathleen Myers also provide an opportunity to make minority students interested in health careers aware of our major and concentrations. Ultimately, however, increased minority enrollment in the department is largely dependent on greater effectiveness of the university in promoting a diverse student body.

Gender diversity has increased in the department in recent years from a largely female student group to one in which more males are present. However, relative to the campus undergraduate population where 53.5% of students were males in fall 2014, males are underrepresented in the department at only 23.7% of undergraduate students in fall 2015.

The department has had relatively few international students, averaging one or two per year. Nations represented have included Canada, Germany, Portugal, Russia, and the Bahamas. Coursework emphasizes cultural diversity. HLTH 2030 provides a broad overview of several healthcare systems in developed and developing nations as context for study of the U.S. system. HLTH 3800 introduces information on international epidemiology. Global Health is a popular elective class in the department.

A substantial number of regular and part-time faculty have international experience. Annah Amani has worked in Uganda, Kenya and Tanzania in community development and public health. Khoa Truong worked in international health in Southeast Asia for several years. Rachel Mayo recently spent a sabbatical semester in Costa Rica taking several departmental students with her for a semester abroad. Lingling Zhang and Lu Shi conduct much of their research in China and involve departmental students through their teaching examples and as volunteer research assistants. Students are encouraged to study abroad and to consider international or cross-cultural sites for internship. A wide variety of nations in Europe, Africa and Central and South America, the Caribbean nations as well as Australia have been used for study abroad sites. Students have completed their required internships in a variety of international settings including African nations, Haiti and nations of South America. The department has encouraged students to learn languages by including a language (originally Spanish and more recently any language) among courses fulfilling the “Guided Requirements” for each concentration (a category narrower and more academic than elective classes).

Students and alumni with international experiences are regularly asked to serve as speakers for classes or special presentations. A departmental alumna, Samantha Reilley, was a founding member of *SAHA Global* (formerly *Community Water Solutions*). This organization, based in Washington, DC trains women in Ghana to launch profitable social enterprises including, to date, 78 clean water businesses and 15 solar electricity businesses. It offers internships in which undergraduate students live in a village in Africa for a month to help develop the infrastructure for these small businesses. Several DPHS students have participated in this program.

Another departmental alumna, Abigail Proctor, completed her internship with the Foundation for International Relief of Children. She is now employed by this organization and spoke with some of our classes about the organization’s mission during fall 2014. Later that year she served as preceptor for an intern.

More locally, many students volunteer with the Joseph Sullivan Nursing center to staff its mobile health clinic which serves Spanish speaking farm workers in Oconee County. This provides experience with a population of recent immigrants.

The table below presents data on the ethnicity of full-time tenure track faculty in the department. Faculty positions are always shared with the Chief Diversity Officer and advertisements are placed in online resources that target possible minority applicants. While this process has added ethnic diversity, it has not yet produced appropriate African-American applicants with area of specialization that fit the needs of the department.

**DPHS Regular faculty: Number Asian, Black/African-American and White by fall semester 2005 - 2015**  
Source: Departmental Faculty metrics (online system)

ETHNICITY	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Asian					1	1	1	2	3	4	4
Black or African/American	1	1	1	1	1	1	1				
White	11	12	14	13	13	12	12	13	12	12	12
<b>Total FTE</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>14</b>	<b>14</b>	<b>15</b>	<b>15</b>	<b>16</b>	<b>16</b>

The following table shows the diversity of adjunct and visiting faculty for the 2015-2016 academic year and the research and postdoctoral faculty engaged by the department in the Greenville Health System.

**2015-2016 DPHS Special Faculty: Number White, Black/African-American and Asian by Category**

<b>SPECIAL FACULTY DESCRIPTION</b>	<b>WHITE</b>	<b>BLACK/AA</b>	<b>ASIAN</b>
<b>Adjunct &amp; Visiting</b>	<b>10</b>	<b>2</b>	<b>0</b>
<b>Research &amp; Post-Doctoral</b>	<b>2</b>	<b>2</b>	<b>1</b>

Both of these categories of faculty are actively engaged with our students either as instructors for specific classes or as occasional guest lecturers for classes.

The department must follow university search procedures for most positions. These do permit, and the department has regularly sought, advertising in venues targeted at underrepresented minorities. We have actively worked to try to increase the number of such individuals in our applicant pool.

8.0 Distance Education Programs – **NOT APPLICABLE**

**Criterion 8.1** *A degree program offered via distance education is a curriculum or course of study designated to be primarily accessed remotely via various technologies, including internet-based course management systems, audio or web-based conferencing, video, chat, or other modes of delivery. All methods used by the SBP support regular and substantive interaction between and among students and the instructor either synchronously and/or asynchronously and are a) consistent with the mission of the program and within the program's established areas of expertise; b) guided by clearly articulated student learning outcomes that are rigorously evaluated; c) subject to the same quality control processes that other degree programs in the university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of online learners.*

**Criterion 8.2** *The University provides needed support for the program, including administrative, communication, IT and student services.*

**Criterion 8.3** *There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. Evaluation of student outcomes and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence program.*

**Criterion 8.4** *The program has processes in place through which it establishes that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit. Student identity may be verified by using, at the option of the institution, methods such as a secure login and pass code; proctored examinations; and new or other technologies and practices that are effective in verifying student identity. The university notifies students in writing that it uses processes that protect student privacy and alerts students to any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.*

# Appendix 1

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  - College Reorganization Structure
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- Past Department Course Schedules
- Syllabi Past 3 Years by Purpose
  - Core Classes
    - Brief Learning Objectives for Core Classes
    - Syllabi (folder)
  - HLTH Classes to Meet Concentration & HLTH Requirements (folder)
  - Required Classes Taught by Other Departments (folder)

**5.0 Program Effectiveness**

5.4 Assessment Plan

Department Surveys of Graduating Seniors (folder)

Template R – Assignments and Products (folder)

2014 Clemson Alumni Survey

Template S& T Raw Data (Excel File)

Weave Online 2014-2015 Departmental Report

5.11 Student Grievances

Last 3 years of campus-wide reports (folder)

**6.0 Advising**

6.1 Evaluation Forms for Advisors

**7.0 Diversity**

7.1 Diversity Results from Weave Online Reports 2007-2015

