June 17, 2020

Tomás R. Guilarte, PhD
Dean, Robert Stempel College of Public Health & Social Work
Florida International University
Sent via email

Dear Dean Guilarte:

On behalf of the Council on Education for Public Health, I am pleased to advise you that the CEPH Board of Councilors acted at its June 4-5, 2020 meeting to accredit the Robert Stempel College of Public Health and Social Work at Florida International University for a seven-year term.

The accreditation term extends until July 1, 2027, pending the college's continued documentation of compliance through annual reporting and any other reporting required by the Council.

We are enclosing a copy of the Council's final accreditation report. The report is also being transmitted to the chief executive officer of your university as the Council's official report. This differs from the team's report that you received prior to our meeting in the following areas:

- The Council changed the finding for Criteria B2 (Graduation Rates), B5 (Defining Evaluation Practices), B6 (Use of Evaluation Data) from met with commentary to met and added language explaining its rationale.
- The Council added language to Criteria B4 (Alumni Perceptions of Curricular Effectiveness) to acknowledge the college's response to the site visit team's report.
- The Council changed the finding for Criteria D4 (Concentration Competencies) and D18 (Doctoral Degrees) from partially met to met and added language explaining its rationale.

I would like to call your attention to the disclosure provisions in our adopted procedures. The college is expected to make its official accreditation report available to the public on request 60 days following the accreditation decision. ***The school may make the report and final self-study available in full on its website, or it must clearly indicate on the website how to request a copy of either document.*** See Section 7 of the *Accreditation Procedures* for additional information.

You may append a written response whenever you distribute the report. The official report also will be available on request from CEPH after 60 days, but it is our intent to refer all initial requests to you. If you provide this office with a copy of a written response by July 27, 2020, we will be pleased to append it whenever we respond to a request for the report. Please note that this response is optional.

We would also like to remind you that whenever an accredited school or program undergoes a substantive change, it is obligated to provide written notification to CEPH of the intended change. Substantive changes are defined in the procedures manual, but generally include offering a new degree, adding or discontinuing an area of specialization, offering a degree program in a different format or at a distant site and making major revisions to the curricular requirements. Additional information about substantive changes is available on our website.

We appreciated the many courtesies and helpfulness extended to the site visit team.

Sincerely,

Phillip Williams, PhD, CIH
President

REVIEW FOR ACCREDITATION

OF THE

ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK

AT

FLORIDA INTERNATIONAL UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
December 4-6, 2019

SITE VISIT TEAM:
David Dyjack, DrPH, CIH — Chair
Beth Resnick, DrPH, MPH
Amanda Golbeck, PhD, MA

SITE VISIT COORDINATOR:
Zeinab Bazzi, MPH

CRITERIA:
Accreditation Criteria for Schools of Public Health & Public Health
Programs, amended October 2016

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Florida International University was founded in 1965 as one of 12 publicly-funded universities in the State University System of Florida. In addition to the Robert Stempel College of Public Health and Social Work, the university includes 10 schools and colleges in areas such as international and public affairs, nursing, law, medicine, engineering, communication, hospitality management, business, arts, and the Honors College. The university offers more than 200 baccalaureate, master's, doctoral, specialist, and professional degree programs and currently enrolls approximately 52,450 students. The Southern Association of Colleges and Schools Commission on Colleges accredits the university, and FIU also holds accreditation from specialized accrediting agencies in fields including architecture, journalism, psychology, health informatics, public policy, and occupational therapy, among others.

FIU has offered master's degrees in public health since 1983, initially operating as a public health program. The program grew into the Robert Stempel School of Public Health in 2006. In 2008, the School of Social Work joined the public health college to form the Robert Stempel College of Public Health and Social Work. The Academy for International Disaster Preparedness also joined the college in 2017, offering a master's program in disaster management and providing fire officer training, unmanned aircraft systems/drone certification, and virtual reality incident command training for firefighters and officers. The college includes five public health departments, the Department of Dietetics and Nutrition, the School of Social Work, and the Academy for International Disaster Preparedness.

The college currently enrolls approximately 1,027 students across all degree offerings; about 165 are enrolled in the MPH program, which offers 10 concentration areas, and 67 are PhD students in its seven public health doctoral programs of study. Approximately 800 students are enrolled in the non-public health bachelor's, master's, and doctoral degrees.

The unit has held CEPH accreditation since 1995, first as a program, then later as a school. The last accreditation was in 2012 and resulted in an accreditation term of seven years with interim reporting required in 2013. The school has also completed interim reporting, based on annual report submissions, in 2017 and 2018. The Council accepted all interim reports.

Instructional Matrix - Degrees and Concentrations						
Bachelor's Degrees			**Categorized as public health**	**Campus based**	**Executive**	**Distance based**
Dietetics and Nutrition		BS		BS		
Social Work		BSSW		BSSW		
Disaster Management		BA		BA		
Master's Degrees	**Academic**	**Professional**				
Biostatistics		MPH	X	MPH		
Health Promotion and Disease Prevention		MPH	X	MPH		
Maternal and Child Health		MPH	X	MPH		
Epidemiology		MPH	X	MPH		
Environmental Health Sciences		MPH	X	MPH		
Brain, Behavior and Environment		MPH	X	MPH		
Health Policy and Management		MPH	X	MPH		
Health Economics		MPH	X	MPH		
Infectious Disease Epidemiology		MPH	X	MPH		
Generalist		MPH	X			MPH
Social Work		MSW		MSW		
Disaster Management		MA		MA		
Dietetics and Nutrition		MS		MS		
Doctoral Degrees	**Academic**	**Professional**				
Brain, Behavior and Environment	PhD		X	PhD		
Health Disparities	PhD		X	PhD		
Health Promotion and Disease Prevention	PhD		X	PhD		
Health Systems Research	PhD		X	PhD		
Epidemiology	PhD		X	PhD		
Environmental Toxicology	PhD		X	PhD		
Social Welfare	PhD			PhD		
Dietetics and Nutrition	PhD			PhD		

Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		Academic	Professional				
2nd Degree Area	**Public Health Concentration**						
Social Work	MPH in Health Promotion and Disease Prevention		MPH-MSW	X	MPH		
Social Work	MPH in Health Policy and Management		MPH-MSW	X	MPH		
History	MPH in Health Policy and Management		MPH-PhD	X	MPH		
Medicine	MPH in Epidemiology		MPH-MD	X	MPH		
4+1 (Economics; Psychology; Sociology; Anthropology)	MPH in Health Policy and Management		BA-MPH	X	MPH		

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, implementation		Stempel College is led by a dean who oversees the academic, financial, and administrative functions. The Dean's Executive Committee (dean, associate deans, directors, and department chairs) meets monthly to present and review developments in the college and departments.	Click here to enter text.	
Faculty have opportunities for input in all of the following: • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities		The Stempel College Faculty Assembly is the official body in which the faculty exercises college-wide program design, implementation, and evaluation with final approval by the dean. The Faculty Assembly consists of all faculty members including instructor, clinical, and other non-tenure faculty with an appointment of 50% FTE or more in a Stempel department or school. The Faculty Assembly meets at least once each semester. All Faculty Assembly members have full voting rights.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The Faculty Assembly has five standing committees: • Educational Policy Committee (EPC) – oversees course offerings and requirements for all degree programs • Tenure and Promotion Committee (T&P) – evaluates candidates for tenure and promotion; assesses and recommends policies and procedures for faculty appointments and promotion • Nominations Committee – nominates faculty to serve as chair and secretary of the Faculty Assembly and to represent the college in the FIU Faculty Senate		

	• Student Scholarships Committee – provides leadership for selecting criteria and evaluating student candidates to award available scholarships • Diversity and Inclusion Committee – collects and reviews diversity and inclusion data; identifies priority under-represented groups among faculty and students; recommends actions to improve diversity and inclusion in faculty, staff, students, curriculum, scholarship, and community engagement; suggests new initiatives Additional committees are created on an ad hoc basis as needed, such as the CEPH Accreditation Task Force and the CEPH Accreditation Oversight Committee. Public health degree requirements are established by the EPC, then are reviewed by the University Curriculum Committee and the University Graduate Council. Changes to curriculum are proposed by faculty leads or program directors to the EPC. Each academic department or school designs the concentration-specific curriculum for each degree level. However, the curriculum design and assessment methods in core/shared courses are reviewed by all departments in public health. Any curricular or programmatic issues that affect all public health concentrations are reviewed by the department chairs and graduate program directors prior to submission to the EPC; the EPC approves or rejects all proposals concerning curricular design. The college follows the University Graduate School's policies and procedures for student assessment. Departments are responsible for assessment of competencies in their course. The MPH program director	

and practicum coordinator are responsible for practicum and integrative seminar assessments. The MPH program director oversees the MPH competency assessment process, assessment instruments, and data collection.

Each public health department has an admissions committee that reviews MPH and PhD student applications and makes recommendations to the University Graduate School about admittance. To ensure uniformity in the admissions process, the criteria for admission and peer-review processes are consistent across departments. At the MPH level, each academic public health department has an assigned faculty committee that review the applications. At the doctoral level, some departments have a fixed faculty committee that serves for a full admissions cycle, while other departments rotate the review of doctoral applicants among their faculty depending on faculty areas of research interest and their potential match with the applicants' research interests.

Faculty recruitment is determined by vacancies; the dean submits a request and justification for new faculty positions and associated salaries to the Office of the Provost. When the position is approved, a faculty recruitment committee of up to five members is formed. The committee is responsible for advertising, interviewing, and forwarding a diverse pool of qualified candidates to the dean. Committees at the department and college levels, the department director, dean, provost, and president are involved in recommendations and decisions regarding promotion.

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
		Decisions regarding research and service activities of faculty are made via coordination between faculty members and their department chairs during the faculty performance appraisal process. Stempel College faculty also contribute to university-wide decision making via participation on university committees, such as the Diversity Committee and Technology Committee.		

A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students have both formal and informal methods to participate in policy and decision making. Public health degree-seeking students engage in the college governance process through participation on the Student Advisory Committee (SAC), the Educational Policy Committee (EPC), and the Student Scholarship Committee (SSC). Student representatives also serve on the Diversity and Inclusion Committee. In addition, the dean has two or three informal, open-access 90-minute listening sessions with students in the college each semester. These sessions activate a communication-action-feedback loop.	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate				

| | | The SAC comprises representatives from each degree program, plus any students who represent the college in the FIU Senate. The SAC currently has 18 members, about half of whom are from public health. The SAC meets with the dean at least once each semester to communicate student concerns and recommendations; the dean brings this input to college leaders for possible action; and the SAC communicates the outcomes back to the student body. An example of a recent SAC accomplishment is their request for study rooms designated to the college, which has been fulfilled.

The EPC and SSC each have one student member, selected by the SAC chair, in consultation with the assistant dean for student affairs. Student representatives provide input to decision-making but do not have voting rights. | | |

A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		The college operates independently with the dean directly reporting to the provost and representing the college at all senior leadership meetings. All college-level deans at the university enjoy the same level of autonomy.	Click here to enter text.	

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master's degree in at least three distinct concentrations		The college offers the MPH in 10 concentrations and the PhD in six public health concentrations, as shown in the instructional matrix in the introduction of this report.

In addition to these minimum degree requirements, the college also offers BS, BSSW, BA, MA, MS, and PhD degrees, as well as several joint degree options. The instructional matrix shows classification of these offerings as either public health or non-public health. | Click here to enter text. | |
| Offers public health doctoral degree programs in at least two distinct concentrations | | | | |

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The college's vision is "to develop solutions for health and wellness around the world."

The college's mission is "to inspire groundbreaking research and education in public health, dietetics and nutrition, and social welfare from within a nurturing academic environment that influences policy and promotes healthy lives – especially for the most underserved in communities near and far." | Click here to enter text. | |
| Taken as a whole, guiding statements address instruction, scholarship, service | | | | |
| Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success | | | | |

Guiding statements reflect aspirations & respond to needs of intended service area(s)		The college has 10 goals that address such areas as online education; student support; continuing education; diversity, inclusion, and cultural competence; and community engagement. The goals align with the strategic plans for both Stempel College (2017-2020) and FIU and aim to advance the field of public health and support student success.
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		The college, in preparation for its new 2020-2025 strategic planning process, and to enhance community engagement, recently added an eleventh goal to "provide opportunities for students and faculty to engage in mutually beneficial service that supports our communities." The eleventh goal was the product of a process to review new initiatives and goals with the Community Advisory Board, students, faculty and the Dean's Executive Committee. To support the community engagement goal, two new positions have been established in the dean's office, the director of community engagement and the director of educational programs and workforce development. The site visit team met with the new director of educational programs and workforce development, and the director of community engagement is anticipated to join the staff in early 2020. The site visit team noted that the strategic plan provides sufficient guidance for leading the college, allocating resources, and guiding decision making.

B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		Graduation rates for the MPH are as follows: • 82% for the 2013-14 cohort • 86% for the 2014-15 cohort • 86% for the 2015-16 cohort • 79% for the 2016-17 cohort • 55% for the 2017-18 cohort	Based on the number of 17-18 cohort students who graduated in Fall 2019, and those who have applied to graduate this semester, we expect to exceed the 70% threshold for the 2017-18 cohort by the end of the spring 2020 term with a graduation rate of 72%. There is no attrition from that cohort for the 19-20 academic year.	The Council reviewed the self-study, team's report, and college's response. Based on this review, the Council changed the team's finding of met with commentary to met. The review identified no issues that warrant commentary.
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		The college has surpassed the defined threshold of at least 70% within the college's maximum time to graduate of six years. The cohort that has not yet met the threshold has not reached the maximum time to graduation; current attrition rates are low enough that this cohort still has the ability to meet or exceed the threshold. Graduation rates for the PhD in public health are as follows: • 70% for the 2010-11 cohort • 43% for the 2011-12 cohort • 85% for the 2012-13 cohort • 58% for the 2013-14 cohort • 43% for the 2014-15 cohort. Based on a nine-year allowable time to graduation, the college has exceeded this criterion's defined threshold of 60% graduation for the 2010-11 cohort. The 2012-13 cohort has also already exceeded the threshold, though students still have additional time to complete their studies. Attrition rates for the 2013-14 cohort are low	In reference to the PhD graduation rates, based on our graduation data from fall 2019 and spring 2020, we have exceeded the graduation rate threshold for the 2013-14 cohort given we have reached 63%. This cohort has only one more student left in the program, who is making progress towards graduation, so we expect the 2013-14 cohort to end with a 68% graduation rate. Regarding the 2014-2015 PhD cohort, we did have a small cohort, so attrition numbers impacted us greatly. We have now graduated 43% of the cohort and expect to	

| | | enough that the cohort still has the ability to meet or exceed the threshold.

The 2011-12 and 2014-15 PhD cohorts have high attrition rates, which make it impossible for the cohorts to meet the defined threshold. However, the two cohorts were small in comparison to other cohorts (n=7 in both cases). During the site visit, college leaders shared that they have methods and procedures in place to track reasons for withdrawal and are actively improving retention efforts. For example, faculty follow student milestones through annual (university) and semi-annual (college) evaluations to monitor time until graduation in order to help students stay on track and address any obstacles to graduating.

Faculty also shared that in previous years, PhD students were not being tracked properly due to lack of resources. The college now has more funding opportunities to support doctoral students enrolling on a full-time basis rather than part-time basis; this support allows students to graduate within the allotted maximum time to graduate. The dean also meets with PhD students every semester to discuss their progress and address any outstanding concerns. Attrition rates from more recent cohorts and feedback collected from faculty and PhD students during the site visit, are evidence that the new system is working. | graduate one more student in the program, which will bring us to 57% for the 2014-2015 cohort. As mentioned during the site visit, the college and the university have established the infrastructure and processes to ensure that our doctoral students are successfully progressing through the program and reaching specific milestones in a timely manner. At the college level, these processes have been further solidified since 2016; students are supported through their program and their progress is monitored carefully to ensure their success. With these systems in place, we expect to continue to see significant progress in our PhD graduation rates. | |

B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The college has achieved rates of at least 80% employment or enrollment in further education for both MPH and PhD graduates. For the past three academic years, the rates for the MPH have been 89%, 82%, and 83%; and for PhD graduates, the rates have been 93%, 100%, and 86%.	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes		The college collects data on post-graduation outcomes by conducting an exit survey, an alumni survey (one year after graduation), and a focus group.		
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		The surveys ask about graduates' employment or enrollment in further education post-graduation. During the site visit, administrators acknowledged that they have to be creative about data collection because there are challenges reaching students after they graduate. If a student does not respond to a survey, the Office of Student Affairs phones the student. If the student does not answer the phone, staff reach out via social media. Student affairs staff go back to faculty and staff from the student's program of study if needed to complete the process. The university also supports the college in this process. College-university collaborations include the university's Communication Protocol for Accountability and Strategic Support (ComPASS) initiative, which allows for a coordinated intra-college process of accessing relevant data from different sources. The college's analysis conforms to ASPPH graduate outcomes reporting. The results of these efforts is that there are few unknowns in		

		the surveys. For the most recent year, the unknowns were only 3% for the MPH and 0% for the PhD.		

B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The college collects alumni perceptions annually via the exit and alumni surveys for both MPH and PhD graduates. The exit survey is distributed to graduating students in their last semester. Three follow-up reminder emails are sent to graduating students who have not responded to the survey. The exit survey asks students to rate *how prepared they are to successfully apply each competency* on a scale of one to five, with one being very prepared. Students are also asked *to what extent they feel the program has prepared them for entering the workforce* (excellent, good, fair, or poor). The alumni survey is distributed to program graduates one year after graduation. Three follow-up reminder emails are sent, followed by a phone call to graduates who have not provided a response. The alumni survey asks the same questions as the exit survey, pertaining to competency attainment. Both surveys are designed, administered, and analyzed by a data analyst from the Office of Student and Alumni Affairs. Survey results are reported back to faculty during	Already implemented this spring semester, the alumni survey that our students receive a year after graduation includes an open-ended question that asks alumni to share their perception on the usefulness of the competencies in their post-graduation placements. The open-ended question to alumni reads as follows: "With regards to the public health competencies that you attained in our program, how useful are they for you in the workplace? Please share your perceptions about the relevance of these competencies to the work that you do." The college will examine responses and response rates to ensure the effectiveness of the data collection process. As is done with the rest of the alumni data, information	The Council appreciates the information provided in the response to the team's report regarding efforts to collect meaningful data related to alumni perceptions.
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements				

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		the Dean's Executive Committee and department chair meetings.	gathered will be shared with the college's leadership team and public health program chairs.	
		Results from the 2018-19 exit survey show that MPH students rated an average of 1.8 on each competency when asked if they were adequately prepared to successfully apply competencies after graduation. Similarly, doctoral students rated an average of 1.5 on each competency.		
		Results from the alumni survey report similar results for the same question: an average score of 2.0 across all competencies for MPH graduates and an average score of 1.4 for doctoral graduates across all competencies.		
		The college held one alumni focus group in 2018 where alumni were asked how they have been able to apply program competencies after graduation. One graduate shared that biostatistics was relevant in his or her everyday work; another graduate shared the importance of presentation and communication skills in professional practice. Both MPH and PhD graduates from the epidemiology concentration felt that the competencies were very relevant and useful in their workplace.		
		The commentary relates to limited data on alumni perceptions of usefulness of defined competencies in post-graduation placements. Alumni had the opportunity to share their perceptions in their alumni focus group, however, the survey questions only address alumni perceptions of success in achieving the competencies. Site visitors note that the college might consider incorporating an open-ended question in the alumni survey that allows alumni to share their perceptions on usefulness of the		

		competencies in their workplace, in order to provide more significant and useful data.		

B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		The college's evaluation methods and measures align with the college's mission and goals and provide a fair set of benchmarks for the 11 goals identified to advance the field of public health and support student success.

To advance the field of public health, the college has developed evaluation measures that align with their goals to increase access to graduate public health education, increase research generated from the college, and increase the number of doctoral students and post-doctoral fellows. The number of doctoral students and fellows are reviewed by the Office of Student and Alumni Affairs and the department chairs. Funding support for doctoral students and fellows are reviewed by the associate deans for research and graduate education and the department chairs. | 1. Commentary related to the eleventh goal concerning community engagement ("provide opportunities for students and faculty to engage in mutually beneficial service that supports our communities"). In addition to identifying the number of service-based initiatives that faculty and students are engaged with and conducting focus groups, the college will conduct a needs assessment among community partners and other health-related agencies, adding to the current evaluation measure identified. In the late fall 2019 the college hired a Director of Educational Programs and Workforce Development who will oversee and | The Council has reviewed the self-study document, the draft team report and the college's response to the team report. Based on this information, the Council found that the college has clarified the streamlined evaluation processes, which constitutes compliance with this criterion. The Council changed the site visit team's finding for this criterion from met with commentary to met. |
| Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review | | | expand on these initiatives. In addition, we are in the process of hiring a Director of Community Engagement. The hiring of these two leaders is an important first step in developing a robust evaluation plan to | |
| | | To support student success, the college has identified six goals with corresponding measures. One goal focuses on an identified area of need – engaging students with career and talent development. Measures for this goal include monitoring the number of staff members in Career and Talent Development, the number of students attending professional development workshops, and job | | |

opportunities posted on the college website. The assistant dean of student and alumni affairs and the department chairs have responsibility for reviewing these measures.

Another goal is to promote effective and engaging teaching in online, onsite, and hybrid courses. The goal is measured using data on the number and type of workshops provided to support faculty in enhancing their teaching methods. The college also uses a data report from the university that tracks course completion and failure by mode of instruction and feedback from student evaluations.

The eleventh goal, related to enhancing community engagement, is measured by the number of service-based initiatives in which faculty and students engage.

At the college level, indicators are monitored on an ongoing basis, and progress is discussed in the Dean's Executive Committee meetings. For the university level, the college's evaluation plan is also used to make informed decisions related to critical performance indicator goals detailed in the university's new strategic plan.

The first commentary relates to the eleventh goal concerning community engagement. The college has identified only one measure: identify the number of service-based initiatives in which faculty and students are engaged with an assessment via qualitative feedback from students and community members. Site visitors noted that additional measures and more formalized data collection processes are needed to appropriately

assess community engagement. Both directors, consulting with the Assistant Dean of Student and Alumni Affairs, will work together to develop and administer an annual survey to community partners, stakeholders, and other agencies in the community to identify community needs and gaps in services that both faculty and/or students can help address. The survey is in the process of development and will include both closed and open-ended questions. The survey will draw from different sources including the Public Health Workforce Interest and Needs Survey developed to inform workforce development initiatives, which has a number of questions across dimensions that include Training Needs Assessment and Emerging Issues in Public Health (https://www.debeaumont.org/what-is-ph-wins/).

Working together with the Director of Community Engagement and in consultation with the Assistant Dean, the Director of Educational Programs and Workforce Development will oversee the refinement and administration of the survey, data collection and analysis, and communicate the findings with college leadership, faculty, and

evaluate progress on this goal. The new director of educational programs and workforce development shared plans with the site team to formally assess community needs to help guide decision-making and the focus of community engagement activities.

The second commentary relates to the competency assessment process used to evaluate the fifth goal, in which instructors are asked to input a score (four-point scale) for each student to determine the number and percent of students meeting each competency. The site visit team noted the need for a more streamlined competency evaluation process that aligns with academic assessments because the current process was ambiguous and did not align across each course.

student groups. The opportunities will be promoted among faculty and potential opportunities for students and faculty to engage in mutually beneficial service that supports our communities. The college leadership will also review the data and develop strategies to address public health workforce needs and ensure that students and faculty are engaged in mutually beneficial service that meets community needs and gaps in training and services.

2. Commentary related to the competency assessment process used to evaluate the fifth goal. We appreciate the opportunity to expand on the competency evaluation process and its alignment with academic assessments. The process has worked well over the years to make sure students attain the CEPH competencies and that that attainment is monitored across the school. This response provides more details on the process and how the competency evaluation aligns with the grades assigned in each course. There are essentially three steps, as follows:

| | | Step 1. Each course with a CEPH competency has an assignment that assesses the competency (as outlined in Templates D2-2, D4-1, D18-2). Those assignments carry weights of at least 20% to 30% of the overall grade in the course (see examples of the grade weights in the syllabi included in the attachments with this document).

Step 2. At the end of each semester, the faculty member electronically enters a grade for the course. The faculty member also electronically enters a CEPH competency attainment score (0-3) that is linked to the grade for the competency assignment, as follows:

- a score of 3 ("exceeds expectations") aligns with a letter grade "A;"
- a score of 2 ("meets expectations") aligns with letter grade "B;"
- a score of 1 ("partially meets expectations") aligns with letter grade "C;" and
- a score of 0 ("does not meet expectations") aligns with letter grade "D" or "F."
(For further clarity, see Attachment 1: Crosswalk from Grades to Competency Scores) | |

| | | Step 3. At the end of each semester the competency attainment scores are examined by the MPH program director. The director compiles a report that is forwarded to the public health department chairs and discussed at the monthly chairs meeting. This process allows the school to monitor the proportion of students attaining competencies, and to develop remediation plans if needed, to help students improve prior to graduation. An example of the latest report is included as Attachment 2: Assessment Results. In addition, these data are sent to FIU's Office of Academic Planning and Accountability for their review and for the annual SACSCOC report.

We have found that this process of steps of data collection and feedback is both efficient and effective in learning how CEPH competencies have been met based on specific assessment opportunities within the classes. | |

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		The college governance bodies have regular decision-making meetings. Surveys, such as the diversity and exit surveys, are conducted annually. Additionally, qualitative data are gathered through a variety of means including focus groups, the Community Advisory Board, and student meetings with the dean.	As confirmed by the CEPH site visit accreditation coordinator, nothing in this commentary requires a response. We received a message from CEPH that the Council will have a note from the site visit team saying the commentary to this section was moved elsewhere and that the finding will be updated in the final report after the Council meeting.	The Council reviewed the self-study and team's report and noted no identified issues that warrant a met with commentary finding. Therefore, the Council acted to change the team's finding of met with commentary to a finding of met.
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		The self-study provided examples of how the college has translated evaluation findings into programmatic plans and changes. One example of a change in response to an identified need, includes the development of the online MPH generalist program and hybrid programs to provide easier access to educational programs. In collaboration with FIU Online, the college conducted a market survey on the demand for an online MPH and realized that many professionals were interested in an online offering. The college also launched a feasibility study during 2016-17 related to more online and hybrid offerings; surveys and focus groups were conducted with undergraduate students, faculty, and the professional community. Findings from these studies informed the decision to offer flexible degree programs that were appropriate for part-time and full-time professionals.

Another example was the increased funding to support doctoral students; the change was in response to the college's goal to increase the number of doctoral students | | |

		and postdoctoral fellows dedicated to advancing the field of public health. Other examples of changes that were shared with the site visit team include additional allocations to graduate student support, recruitment of faculty, and support of new research initiatives.		

C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings Financial support appears sufficiently stable at time of site visit		The dean is responsible for oversight of fiscal resources, specifically ensuring alignment of budget processes with FIU's 2020 strategic plan. The college's income mirrors the university's four revenue priorities: 1) student enrollment; 2) funded research; 3) donor support; and 4) alternate revenue sources, such as continuing professional education funds. Total operating funds increased approximately 80% from $20 million in 2014 to almost $37 million in 2018-2019. Revenue increases have been most dramatic in tuition, research, and expendable gifts. Annual income has exceeded expenses since the 2014-2015 academic year. Administrators and faculty expressed support for the existing budgeting system and felt that the process was transparent and generally responsive to their needs. University education and general finance support, inclusive of state appropriations, supports 100% of college faculty salaries for tenured, tenure-track, and instructional	Click here to enter text.	

personnel, while research faculty are supported by external research awards. Externally-funded grants augment the college budget through salary support dollars, which provide an opportunity to redirect and invest university-allocated funds into hiring high priority staff, such as those in career development and workforce development. As a point of reference, the education and general finance support was over $14 million in the 2018-2019 academic year.

Faculty development expenses are supported at the department level through state budget allocations, indirect costs recovered from grants, and auxiliary based funds allocated to support faculty development of skills related to online teaching.

Grant indirect costs are distributed in line with university policy. Eighty-five percent of the federally negotiated rate is retained by the university, and the balance is distributed to the college (10%) and for discretionary use by the principal investigator (5%).

Doctoral and master's-level student support is derived from an eclectic array of resources, including foundation-funded travel scholarships, stipends, tuition waivers, and college and university-wide scholarships. Students who met with site visitors expressed satisfaction with the opportunities to benefit from these resources and understood the eligibility requirements; they appreciated the overall sensitivity of the college to their financial needs.

With limited exceptions, tuition revenue is retained by the university. However, the university provides significant

funds through the educational and general fund. This allocation is harmonized with the Florida College System Performance-Based Incentive, predicated on select performance metrics and enrollment growth. Since 2014-15, this annual budget line for the college has increased by about 15% from $12.7 million per year to $14.7 million per year in 2018-2019.

Tuition revenue derived from self-supporting programs remains with the college. Examples of self-supporting programs are the Academy for International Disaster Preparedness and the online generalist MPH program, which generated $1.1 million in the 2018-19 academic year.

C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The college's public health degrees have 33 primary instructional faculty (PIF) and 14 non-PIF, with nine PIF who are appropriately double-counted to support multiple concentrations. The college has sufficient faculty resources to meet or exceed this criterion's minimum requirements for all concentrations and degree levels.	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable		All PIFs have primary appointments in the college at 1.0 FTE. Non-PIFs include adjunct and secondary faculty appointments. The college calculates FTE based on individual courses for all non-PIF adjunct instructors (25%		

Ratios for general advising & career counseling are appropriate for degree level & type	 	per course, regardless of semester credit hours). For all other non-PIF, the FTE calculation is based on the percentage of appointment, denoted in the appointment letter.
Ratios for MPH ILE are appropriate for degree level & nature of assignment	 	Advising ratios appear appropriate for each of the degree levels. Advisors have an average of seven MPH students and three PhD students for general advising and career counseling. Advisors for the MPH integrative experience have an average of seven students; and PhD dissertation advisors have an average of four students.
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	n/a	
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	 	The college collects quantitative data regarding class size and faculty availability through the exit survey for both master's and doctoral students. Among MPH students, 100% were very satisfied or satisfied with class size, and 92% were very satisfied or satisfied with the availability of faculty. Similarly, among PhD students, 100% were very satisfied or satisfied with class size, and 90% were very satisfied or satisfied with faculty availability.
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)	 	
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)	 	The college also collects qualitative data on student perceptions related to class size and faculty availability through a focus group and a questionnaire. All students who participated in the focus group indicated that the class sizes were conducive to their learning. One student shared that despite that smaller class sizes, there is significant diversity among the students and faculty, which enriched the learning experience. Students also shared that the faculty were extremely supportive and responsive. The questionnaire distributed in spring 2019 via email asked students to share their thoughts on class size and responsiveness of faculty to their requests/needs. The majority of responses indicated that the class sizes

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<td>were favorable; one student shared that "small or large class sizes had no effect on the experience because the learning experience is largely dependent on the professor rather than the environment." Feedback related to faculty availability was mostly positive; students shared not having any problems with availability of faculty, and most faculty respond within 24 hours. One student shared that the responsiveness of faculty varied and was contingent on how well the faculty knew the student.

During the site visit, students shared their appreciation for faculty availability and the continuous support they provide, beyond office hours. Students also shared their satisfaction with class sizes. One student said that the college is able to foster great relationships with professors because of the small class sizes.</td>
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C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The college has 187 permanent and temporary support staff. There are 27 full-time administrative staff and 12 (10 FTE) other staff. In addition, there are 42 (41.3 FTE) research staff, 48 (24 FTE) graduate assistants, 13 (5.6 FTE) hourly-wage students in research and non-research roles, and 45 (28.6 FTE) temporary non-students in research and non-research roles. Some of these positions are supported by extramural funding. Administrators assert that staff are "well trained and dedicated" to support the college's stated mission and goals. A strong professional development program	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable				

		enhances staff contributions. In particular, faculty report that the dedicated research administration staff members are critical to the success of the 11 research labs and five research centers. Also, the addition of an executive director of operations position has been instrumental in improving efficiencies and establishing backup staff support, as needed. The dean stated that the college receives state dollars each year, and these are used to pay staff, as grant money that supports faculty salaries frees up state dollars. The executive director of operations constantly assesses existing staff and support, relative to the evolving needs of the college. The university uses performance-based resource allocation, and the college has doubled its research since the dean came on board; therefore, when the college needed to add new staff positions, they have consistently been approved. The dean feels that the college is doing well today in terms of staff, but the college will have future needs as programs grow. During the site visit, faculty described staff support as adequate. Faculty felt the staff support is reinforced by services that are available at the university level (IT support, FIU Online, etc.). Faculty also reported that staff support has improved over the years.		

C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The college's physical infrastructure and supporting material resources are located on FIU's main campus, the Modesto Maidique Campus. The college's main home is in the Academic Health Center 5 complex, where it has resided since 2014. The self-study and on-site discussions with faculty, staff, and students, collectively report that existing facilities are adequate to meet to the college's stated mission and goals.	Click here to enter text.	
Physical resources appear sufficiently stable				
		Each faculty member is assigned an individual office, and staff also have assigned office space. Students may be assigned individual or shared office space or cubicles, or other support space as warranted. Students may meet collectively in a variety of common areas inside the Health Center 5 complex. Students who met with site visitors expressed a desire for additional dedicated student meeting space and increased vehicle parking options.		
		Over 20,000 square feet of modern wet and dry laboratory space is provided to the departments to support research. The primary departments using these facilities are environmental health sciences, epidemiology, biostatistics, and dietetics and nutrition. The wet laboratories are located in four buildings that are in close proximity to one another on the main Maidique campus.		

C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty Adequate IT resources, including tech assistance for students & faculty Library & IT resources appear sufficiently stable		Information and technology resources are adequate to fulfill the college's stated mission and goals. There are two main libraries that support the academic enterprise, the Green Library and the Hubert Library. The Green Library, located on the main campus, is open 24 hours a day during the week, with reduced hours on the weekend. The Hubert Library is on the Biscayne Bay campus and is available over 110 hours per week. In aggregate, the libraries hold nearly two million print volumes, digital access to over 100,000 journals and magazines, and over 1000 databases. Faculty, staff and students reported satisfaction with library services. Faculty, staff, and students are provided adequate IT services, hardware, and software to meet their professional needs. Faculty and staff receive a computer with a Windows 10 operating system, and a menu of software congruent with their professional needs. State of the art audio-visual and conferencing equipment is available. Students have a computer lab on each campus, and remote access to a menu of software, such as NVIVO, SAS, and SPSS, among others. Faculty, staff and students expressed satisfaction with IT support. In recognition of the growing demands for IT support, the college recently partnered with the FIU Department of Information Technology to enhance IT services to the college community. IT services are practical in nature,	Click here to enter text.	

		including usual and customary challenges associated with the modern academic enterprise, such as ensuring that classroom equipment, such as projectors, work properly and ensuring that video recording equipment is operating properly. Faculty, staff and students were unanimous and effusive in their praise of the current state of IT support systems.		

D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		The program ensures that MPH students are grounded in public health knowledge by mapping the learning objectives to multiple required courses. All MPH students are required to take five required MPH courses, corresponding with the five core public health disciplines defined in previous accreditation criteria, at the beginning of the program. Foundational knowledge is assessed using homework assignments, projects, and exams. Upon review of the course syllabi, the site visit team found that students receive appropriate instruction in each of the 12 foundational public health knowledge area, as shown in the D1 worksheet.	Click here to enter text.	

D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		The college ensures coverage and assessment of each foundational competency through the required curriculum referenced in Criterion D1. The 15 credits of foundational courses completed by all MPH students address biostatistics, epidemiology, health policy, health behavior, and environmental health.

The self-study provides descriptions of each assessment opportunity, and site visitors were able to validate didactic preparation and assessment through review of syllabi; supporting materials such as assignment descriptions, class exercises, and projects; and on-site discussions with faculty.

During the site visit, students shared that they are familiar with competencies that they are expected to demonstrate, and they appreciate the real-world application of competencies they are exposed to in the classroom. For example, students shared that faculty invite guest speakers into the classroom to share their work experience in order to help students understand the application of the competencies in day-to-day work responsibilities. | Click here to enter text. | |

D2 Worksheet

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

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The college offers 10 MPH concentrations in areas such as health promotion, environmental health, health policy and management, maternal and child health, epidemiology, and biostatistics. Each concentration has five competencies that define the advanced skills and knowledge that students are expected to attain, as shown in the D4 worksheet.	1. Concern related to the definition of competencies for the Maternal and Child Health Concentration (MCH). Competency #3 was previously written as: "Explain the history and current structure of key MCH programs serving women, families and children, recognizing the core values and strategic objectives that necessitate a special focus on MCH populations." Conversations with the site visit team suggested that the competency could better highlight the rigor of the assessments that take the form of debate assignments, questions on the mid-term exam, and reflections on the Life Course Game (published by HRSA/CityMatCH). Following a suggestion from a site visit team	The Council reviewed the college's response to the team's report. Based on the updated information, the Council found that the college has defined appropriate competency statements and assessments to demonstrate compliance with this criterion. Therefore, the Council changed the site visit team's finding for this criterion from partially met to met.
Assesses all students at least once on their ability to demonstrate each concentration competency		The first concern relates to the definition of competencies for the maternal and child health concentration. The assessment mapped to competency 3 appears appropriately robust, however, as written, the competency statement does not match the skills on which students are being assessed. Rewriting the competency statement would better highlight the rigor of the assessment. During the site visit, faculty acknowledged that the assessment was more advanced than the competency statement.		
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)	n/a	The other concern relates to the definition of competencies for the health economics concentration.		

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| | | Competency 4 overlaps with foundational competencies 4 and 19. Additionally, the assessment listed for competency 4 does not assess students on skills that are distinct or more advanced than the assessments mapped to foundational competencies 4 and 19. | member, MCH competency #3 was re-written to say: "Identify historical and current MCH issues, articulate their implications, and assess programs designed to address them." The attached syllabus (Attachment 3: PHC 6530 Principles of Maternal & Child Health) has been updated accordingly to reflect the new competency statement (see MCH Concentration Competency #1 on page 2 of the syllabus). Assessments were not modified since they were already deemed to meet the criteria of the competency statement.

2. Concern related to the definition of competencies for the Health Economics Concentration. The review highlighted that one of the competencies in the concentration overlapped with two of the foundational competencies. We have re-written the competency and the assignment to reflect the more advanced skills that students must demonstrate with competency. Specifically, students are expected to analyze healthcare utilization or healthcare cost data from the Medical Expenditure Panel Survey (MEPS), one of the primary sources of such data in the field of Health | |

			Economics. The new competency is "Use health economic methods to analyze healthcare utilization or healthcare costs" (see page 2 in Attachment 4: Syllabus - PHC 6087C Health Policy Database Applications II). The new competency requires students to access the MEPS dataset, identify and select key variables, and perform analyses. Healthcare utilization and cost data require methods different than those obtained in the foundational competencies to account for the particular characteristics of healthcare cost (skewness) and utilization (zeros and count observations) data. Students must demonstrate the ability to use the appropriate methods to estimate both appropriately.	

D4 Worksheet

MPH Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Master key concepts of statistical probability and sampling distributions, such as standard normal, t, F, binomial, Poisson, multinomial, and chi-square.	Yes	Yes
2. Apply common statistical methods for inference, including: estimation, confidence intervals, and univariate or multivariate hypothesis testing.	Yes	Yes
3. Apply and interpret various multivariable regression methods such as linear, logistic, and survival models.	Yes	Yes
4. Develop practical skills for use of statistical software such as SAS/R in advanced data management, integration, analysis, and interpretation for public health studies.	Yes	Yes
5. Develop written and oral presentations of statistical data analysis related to public health issues with a given research question, and the ability to communicate these to practitioners with the use of less technical terminology.	Yes	Yes

MPH Environmental Health Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe biological, chemical and physical hazards in the environment and their toxicological effect on genetic factors and exposure pathways.	Yes	Yes
2. Apply health risk assessment principles and practice to interpret fate map of environmental hazards and health outcome.	Yes	Yes
3. Evaluate environmental health risk management/intervention plans and policies.	Yes	Yes
4. Analyze critical scientific literature in the area of epidemiology, toxicology and relevant topics in biology, chemistry and medicine that apply to environmental health sciences.	Yes	Yes
5. Discuss Health Risk communication instruments specific to one or more environments (home, recreation, schools or professional environments) to disseminate environmental health risk information.	Yes	Yes

MPH Brain, Behavior and the Environment Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Explain the anatomical, cellular, and system-level effects of environmental toxicants on the central and peripheral nervous systems.	Yes	Yes
2. Describe the common features and connections among human neurological diseases and toxin exposures.	Yes	Yes
3. Analyze and interpret experimental data from modern approaches in environmental neurotoxicology.	Yes	Yes
4. Identify the chemical basis by which medications, biochemicals, and lifestyle choices influence fundamental neurological processes.	Yes	Yes
5. Apply methods used to evaluate the impact of environmental toxicants on behavior and cognition.	Yes	Yes

MPH Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify key sources of data for use in epidemiologic studies.	Yes	Yes
2. Determine the potential benefits and limitations of a screening program for a given health problem.	Yes	Yes
3. Evaluate a surveillance system observing ethical and legal principles pertaining to the collection, use and dissemination of data.	Yes	Yes
4. Select and implement an appropriate epidemiologic study to address a specific health problem.	Yes	Yes
5. Examine data for confounding and effect modification and interpret appropriately.	Yes	Yes

MPH Epidemiology – Infectious Diseases Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Conduct an epidemiological investigation of a tropical disease outbreak scenario.	Yes	Yes
2. Prepare appropriate travel advice for international travelers to tropical countries.	Yes	Yes
3. Evaluate infectious disease risks for pregnant women in specific resource poor settings.	Yes	Yes
4. Design an appropriate prevention and control strategy to address an epidemic.	Yes	Yes
5. Determine host immunologic factors that affect host response for a given infectious disease.	Yes	Yes

MPH Health Promotion and Disease Prevention Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critically assess and analyze the social, cultural, and behavioral determinants of health and their impact on the health status of populations.	Yes	Yes
2. Apply social and behavioral science theoretical methods and practical applications to design behavioral interventions and plan a program that addresses the determinants of and aims to solve a public health problem.	Yes	Yes
3. Plan and conduct program evaluations to assess quality and effectiveness of public health interventions.	Yes	Yes
4. Apply health promotion theories that most clearly address a research question at the appropriate societal level.	Yes	Yes
5. Use appropriate social/behavioral research methods to investigate public health priorities and problems.	Yes	Yes

MPH Health Promotion and Disease Prevention – Maternal Child Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Evaluate the services available through major MCH programs recognizing their limitations and gaps.	Yes	Yes
2. Demonstrate the use of a systems approach to explain the interactions among individual mothers and children, healthcare and other professionals, groups, organizations and socioecological (community, state, national and international) entities.	Yes	Yes
3. Identify historical and current MCH issues, articulate their implications, and assess programs designed to address them.	Yes	Yes
4. Interpret vital statistics and other data relevant to MCH to identify issues related to the health status of a particular MCH population group.	Yes	Yes
5. Design strategies to address health disparities within MCH populations and to monitor/ evaluate progress towards disparity elimination.	Yes	Yes

MPH Health Policy and Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify and analyze major health policy issues in the U.S. and provide evidence-based policy recommendations.	Yes	Yes
2. Use economic models to predict consumer and employer responses to changes in health policies.	Yes	Yes
3. Develop and present an evaluation plan for measuring the effectiveness of a population health management solution.	Yes	Yes
4. Apply quality and performance principles to improve organizational, health systems and population health systems performance.	Yes	Yes
5. Identify and manage financial data to support public health and health system decision making.	Yes	Yes

MPH Health Policy and Management – Health Economics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify a range of data sets and select the appropriate data set to support a specific public health or health systems decisions.	Yes	Yes
2. Use evidence in decision-making in health care and health policy.	Yes	Yes
3. Analyze quantitative data and interpret results to support public health and health system decision.	Yes	Yes
4. Use health economic methods to analyze healthcare utilization or healthcare costs.	Yes	Yes
5. Conduct cost-benefit and cost-effectiveness analyses to support evidence-based decision-making.	Yes	Yes

Online MPH Generalist Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply demographic and epidemiologic methods to assess population size, composition, and morbidity and mortality patterns at local and state levels.	Yes	Yes
2. Apply SAS and SPSS statistical software for basic data management, data analysis, and interpretation of public health research.	Yes	Yes
3. Apply evidence-based planning frameworks to design a comprehensive program for public health.	Yes	Yes
4. Communicate environmental health risk assessment, management, and prevention plans.	Yes	Yes
5. Analyze how and why health policies are formulated, implemented, and adapted in the United States.	Yes	Yes

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		Policies and procedures for the practicum experience are provided to students in the Practicum in Public Health course, which is a 200-contact hour, three-unit course. The MPH practicum coordinator ensures that students address three foundational and two concentration-specific competencies in their field practice experience. In most cases, the coordinator facilitates student contact with potential practicum sites, evaluates preceptor qualifications, and serves as the instructor, among other functions. The coordinator provides a formal face-to-face orientation, when feasible, for preceptors to familiarize them with the process, as well as their responsibilities as preceptors, the students' responsibilities, and the college's responsibilities.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least 5 competencies, at least 3 of which are foundational		Students enroll in the practicum toward the end of their academic experience, generally two terms before degree completion and after they have completed the core curriculum. The experience is customized to the individual student's circumstances and can be completed in one or more terms. Competencies are identified and agreed upon in collaboration with the preceptor, the MPH practicum coordinator, and the student. Intermittently and upon completion of the practicum, the preceptor evaluates the student's performance and attainment of identified competencies. This assessment is duplicated in parallel by the practicum coordinator to assure that competencies are attained. Students expressed satisfaction with the		

| | | practicum support processes. The site visit team was satisfied that there is a reliable process for mapping work products to the competencies.

Students have conducted practicums at the Circle of Moms, University of Miami Brain Development Bank, Green Family Foundation, Dade County Department of Health, Health Choice Network, Banyan Health Systems, and the Baptist Health System, among others.

Most community stakeholders who met with site visitors reported extensive experience hosting public health student interns. Unanimous agreement was communicated to the site visitors around student professionalism and preparation, college administrative support systems, and the value created by the students who work on high priority, impactful work products. These products included reports, white papers, and analyses, which were verified during reviews of electronic resource files and confirmed with interviewed preceptors. | | |

D6. DRPH APPLIED PRACTICE EXPERIENCE

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

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		The Integrative Seminar in Public Health course (PHC 6930C) serves as the sole culminating experience for all MPH students. Students complete the seminar course one semester after they complete the MPH practicum, typically during the last semester of the program. The course includes a review of the competencies through exercises, discussions, guest speakers, and quizzes.	Click here to enter text.	
Project occurs at or near end of program of study				
Students produce a high-quality written product		The integrative seminar culminates in a final paper that demonstrates integration of at least three foundational and two concentration-specific competencies that the student-selected and relate to the practicum. The practicum coordinator and the student's faculty advisor evaluate the final paper.		
Faculty reviews student project & validates demonstration & synthesis of specific competencies		Site visitors reviewed samples of student work; documents indicate that students are undertaking high quality work that require synthesis of competencies. Examples include policy analyses, program evaluations, and papers examining public health issues such as "Development of Telehealth Policy" for international students and "MCH Title V Workforce: Zika and Low Risk C-Sections." The deliverables address appropriate public health topics and are frequently grounded in the needs of specific public health organizations.		
		Students expressed a high level of satisfaction with the Integrative Seminar. Students emphasized that the		

		seminar "brought everything together" in terms of synthesizing the foundational and concentration competencies, as well as their classroom learning and practicum experience.		

D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

CRITERION ELEMENTS	COMPLIANCE FINDING	TEAM'S EVIDENCE FOR COMPLIANCE FINDING	SCHOOL/PROGRAM RESPONSE	COUNCIL COMMENTS
	Not Applicable			

D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

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

D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

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

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		Students must complete at least 45 credit hours for all MPH degree concentrations. The college defines a credit hour in accordance with federal regulations. For a regular one-hour class in a regular semester, there is one hour of faculty instruction, plus at least two hours of homework each week over fifteen weeks.	Click here to enter text.	

D15. DRPH PROGRAM LENGTH

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

D16. BACHELOR'S DEGREE PROGRAM LENGTH

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

D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

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

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The college offers six academic public health PhD degrees in brain, behavior and the environment; environmental toxicology; epidemiology; health promotion and disease	1. Concern related to PhD In Public Health - Health Systems Research Concentration Competencies. Concern was expressed about	The Council reviewed the college's response to the team's report. Based on the updated information in the school's response, the Council

Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		prevention; health disparities; and health systems research.	Health Systems Research competency number 4 "Select appropriate study design(s) and analytical approach(es) to answer specific health system research questions." The purpose of the competency is for students to produce a preliminary draft of the methods section of their dissertation proposals. We have strengthened the wording of the competency to reflect its intent. Competency 4 is now written as, "Develop a methods section that describes procedures, measures, and analyses to answer specific health system research questions." We have attached a revised Template D18-2 with the changes highlighted (Attachment 5: Template D18-2 Health Systems Research [Revised]). We have also attached a revised syllabus (Attachment 6: PHC 7753 Applied Econometrics for Health Systems Research), which includes the rubric to evaluate the competency.	found that the college has defined appropriate competency statements and assessments, ensuring compliance with this criterion. Therefore, the Council changed the site visit team's finding for this criterion from partially met to met.
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level		The doctoral programs share a set of four common core courses (three credits each) and 24 dissertation credits. Each of the 12 foundational public health learning objectives are covered and assessed in the core course series which includes Biostatistics II (PHC 6091), Emerging Issues in Public Health (PHC 6601), Methods in Evidence Based Public Health (PHC 7705), and Research Concepts and Proposal Development (PHC 7981). The doctoral core curriculum addresses scientific and analytical approaches to discovery and translation of public health knowledge in the context of a population health framework, as well as provides instruction in scientific and analytic approaches.		
Assesses all students at least once on their ability to demonstrate each concentration competency				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework				
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course		Each doctoral degree has developed five concentration competencies. The competencies for brain, behavior and the environment; epidemiology; health promotion and disease prevention; and health disparities are defined at an advanced level and demonstrate appropriate didactic coverage and assessment, distinguishable from a master's-level course of study. Site visitors' determined that there is a sufficient depth of coursework at the doctoral level. Each doctoral degree has at least three doctoral-specific courses.		
Students produce an appropriately advanced research project at or near end of program				
Students have opportunities to engage in research at appropriate level				
Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study		All doctoral candidates must pass a comprehensive exam or qualifying exam before he or she can advance to candidacy and begin enrolling in the required 24 dissertation credits.

Students are required to prepare a dissertation proposal, which forms the substance of the first three chapters of | 2. Concern related to PhD in Public Health - Environmental Toxicology Concentration Competencies. In response to the comments by reviewers, competencies 1 and 5 have been revised to more | |

| | | the dissertation. The dissertation committee and the college determine the significance of the research question and affirm that proposed methods are appropriate to answer the question.

After the student has completed a research project and written a dissertation, the dissertation must be approved by the dissertation committee and the University Graduate School and must be of sufficient caliber to be published in the scientific literature.

The concern relates to the environmental toxicology and health systems research competencies, which are not consistently written at a level appropriate for a doctoral degree and do not adequately reflect an advanced level of didactic coverage and assessment. The D18-2 worksheet reflects the team's findings. | accurately reflect the assessments. In the case of competency 1, another assessment from the course was selected to meet the revised competency. We have attached a revised Template D18-2 that highlights the changes that were made to competencies 1 and 5 and the specific assessment opportunities (Attachment 7: Template D18-2 Environmental Toxicology [Revised]). We have also attached the revised syllabi for PHC 7300 (Biological Basis of Environmental Diseases, Attachment 8) and PHD 7374 (Organ-Specific Toxicology, Attachment 9). | |

D18-1 Worksheet

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

D18-2 Worksheet

PhD in Public Health – Brain, Behavior and the Environment Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe the chemical and biochemical mechanisms governing neurological processes in the central and peripheral nervous systems and how environmental factors affect nervous system function.	Yes	Yes
2. Synthesize hypotheses to investigate emerging, current, and community-relevant problems related to the nervous system, behavior, and the recent environmental concerns.	Yes	Yes
3. Explain state-of-the-field biochemical, cellular, organismal and clinical methods used to study the effects of environmental toxicants on the nervous system.	Yes	Yes
4. Utilize recent knowledge, methods, analyses, and statistical approaches to create an experimental design to address emerging issues related to neuro-environmental issues.	Yes	Yes
5. Apply the appropriate mathematical and statistical approaches necessary to develop neurological and behavioral experiments and those necessary to critically analyze experimental data.	Yes	Yes

PhD in Public Health – Environmental Toxicology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze environmental toxicological knowledge addressing public health concerns.	Yes	Yes
2. Develop sufficient knowledge on the theory and methodology of the environmental toxicological sciences to perform peer review.	Yes	Yes
3. Effectively communicate environmental toxicological sciences to public health professionals and scientists	Yes	Yes
4. Develop a public health perspective based on environmental toxicological research	Yes	Yes
5. Analyze toxicological basis of environmental factors on the biology and genetics of population's health	Yes	Yes

PhD in Public Health - Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Conceptualize an epidemiologic research question from identifying and critically appraising the literature to the formulation of a valid research question and hypothesis.	Yes	Yes
2. Synthesize epidemiologic knowledge to advance public health interventions and policy	Yes	Yes
3. Interpret the results of statistical analysis for different types of epidemiologic data and understand their limitations and implications.	Yes	Yes
4. Interpret epidemiologic associations within a comprehensive causal framework	Yes	Yes
5. Comprehend ethical and legal principles pertaining to epidemiological data collection, maintenance, and dissemination	Yes	Yes

PhD in Public Health – Health Promotion and Disease Prevention Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Understand and apply the values and ethical principles underlying decision-making in public health, especially with respect to research policy development and practice	Yes	Yes
2. Conduct rigorous and innovative social and behavioral science research of relevance to public health	Yes	Yes
3. Analyze and evaluate the history and philosophical foundations of public health as the public health profession has evolved from ancient civilizations to an era of globalization, modernization, and health promotion for all.	Yes	Yes
4. Analyze community, organizational, and societal influences on health (e.g., disease, injury, illness, disability)	Yes	Yes
5. Develop, implement, and evaluate individual and structural level interventions to prevent disease and injury, alleviate illness and disability, improve the quality of life, and reduce health disparities	Yes	Yes

PhD in Public Health – Health Disparities Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze how community based participatory research informs policy and advocacy aimed at the reduction of substance abuse, HIV, and obesity related health disparities within underserved population in South Florida, Latin America and the Caribbean region.	Yes	Yes
2. Evaluate major causes and trends of morbidity and mortality in chronic diseases including, substance abuse, HIV, and obesity within regions such as the United States and the Latin America and Caribbean region.	Yes	Yes
3. Analyze the social, political and economic determinants contributing to health disparities in HIV, substance abuse, and obesity within the United States, Latin American and Caribbean region.	Yes	Yes
4. Analyze and evaluate theoretical paradigms explaining health disparities, e.g. Critical Race Theory, Intersectionality, Capital (social, cultural), Social Disorganization Theory and Collective efficacy as these apply to current public health practice, e.g., HIV, substance abuse, obesity, diabetes within the United States, Latin America and Caribbean region.	Yes	Yes
5. Propose a theoretically grounded research study examining health disparities related to HIV, substance abuse, and obesity, within the United States, Latin America and Caribbean region.	Yes	Yes

PhD in Public Health – Health Systems Research Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze how core elements of a health system shape the structure and functioning of public health and/or health care programs.	Yes	Yes
2. Analyze economic data to recommend strategies to improve health system quality, efficiency, and performance.	Yes	Yes
3. Critically appraise existing literature by evaluating manuscripts published in peer-reviewed journals.	Yes	Yes
4. Develop a methods section that describes procedures, measures, and analyses to answer specific health system research questions.	Yes	Yes
5. Identify, manage, and analyze secondary datasets to support evidence-based decision-making.	Yes	Yes

D19. ALL REMAINING DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The college offers non-public health degree programs in dietetics and nutrition, social work, social welfare, and disaster management.	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		Students in the bachelor's programs in social work and disaster management programs take PHC 3101: Introduction to Public Health; students in the bachelor's program in dietetics and nutrition take multiple courses that address, reinforce, and assess the foundational public health knowledge objectives. Students in master's programs in dietetics and nutrition and social work, as well as students in the PhD in social welfare and the PhD in dietetics and nutrition, take PHC 6500: Foundations of Public Health Practice; students in the Master of Arts in Disaster Preparedness take FES 6848: Disaster Health Readiness. All courses are three-credit, semester long courses.

Upon review of the course materials, reviewers found the courses to be equivalent to other three-credit courses offered. Additionally, reviewers were able to validate that every foundational learning objective was taught and addressed appropriately, as noted in the D19 worksheet. | | |

D19 Worksheet

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		The college places a high priority on distance education because 1) the student body is largely commuter oriented; and 2) to enhance educational access. Distance education and hybrid courses benefit key stakeholders by reducing time and expense associated with the vehicle gridlock associated with one of the country's large urban areas and accommodating working students.

Since 2018, the college has offered a generalist online MPH program; the first students had not yet graduated at the time of the site visit. Additionally, 75% of graduate public health courses are offered in an online or hybrid format; these courses do not constitute online degrees, but they do attest to the college's investment in and commitment to supporting distance-based education.

Online course creation and delivery are supported by FIU Online, which is a university central service with 230 staff. FIU Online provides faculty instructional design, development, and delivery support, in addition to technical assistance to enrolled students. Faculty, staff, and student support is tendered 24 hours a day, seven days a week. Faculty and students expressed great satisfaction with this support function.

The college launched its online MPH generalist degree in part due to a 2016 Education Advisory Board report which identified a growing regional demand for individuals | Click here to enter text. | |
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements				
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification				

		holding MPH degrees. The online MPH meets the same admissions, curricular, and graduation requirements as the on-campus students. Online courses are evaluated at two levels: first, the university assesses standards and student outcomes, with special attention to comparisons to campus-based educational formats. Secondly, the college's Education Policy Committee conducts a more thorough assessment of online performance. Online students complete the same exit surveys given to on-campus students. Program integrity and fidelity are maintained through a two-factor authentication process to verify student identification at the time of enrollment. The college also uses tools to ensure academic honesty, once courses begin. The tools are *Proctor U* and *HonorLock.* Course content is delivered through a secure connection using the Canvas Learning Management System. Finally, FIU has initiated the *Learn it to Earn it* campaign to promote academic integrity. This pledge-based campaign socializes and normalizes university expectations around academic integrity. The university and college aim to have all online courses meet national standards as defined by Quality Matters, a national third-party verification scheme.		

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		Primary instructional faculty are responsible for instruction and curriculum development within each concentration. PIF are qualified by the totality of their education and experience to teach and supervise students in their areas of expertise. A review of faculty CVs indicate that they are well qualified and that their education and experience align with degree offerings and are appropriate for the degree level. The college has also assembled a sizable non-PIF complement who offer additional value to the degree programs in the areas of brain, behavior, and the environment, epidemiology, health policy and management, and environmental toxicology. All non-PIF have doctoral degrees, with the exception of one adjunct who has an MPH and an MBA degree and works for the University of Miami Health System. Students expressed satisfaction with faculty teaching and advising. The students highlighted opportunities for one-on-one interactions with faculty and a culture pervasive across the college that promotes student success. In particular, students were pleased with small class sizes and assistance in finding practicum experiences that enable them to meaningful public health practice	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, practice)				

		contributions and advance their professional development.		

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The college utilizes a complement of tenured, tenure-track, clinical (teaching emphasis), adjuncts (contract instructors), and practitioner guest lecturers to impart practice perspectives into the curriculum. The self-study and on-site interviews provided evidence that real-world perspectives are inculcated into degree programs. Tenure, tenure-track, and clinical faculty, while generally oriented to research endeavors, possess, in aggregate, sufficient practice experience to translate didactic exercises into meaningful lessons for the practice universe. Primary instructional faculty possess experience in state and local governmental agencies, the U.S. federal government, and ministries of health in foreign countries. Guest lecturers deliver targeted lectures throughout the curriculum, including but not limited to Emerging Issues in Public Health (PHC 6601), Integrative Seminar in Public Health (PHC 6930C), Practicum in Public Health Seminar (PHC 6945), and Environmental Health Sciences Seminar (PHC6921). Approximately 30 practitioner guest lecturers were identified in the self-study. Practitioners are heavily involved with students during the Practicum in Public Health Course.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

| | | The university president, the college dean, Community Advisory Board members, faculty, and students supported the notion that the college is highly integrated with the surrounding professional community. The university sees itself as a southern Florida "solution center" and values the importance that local practitioners bring to the research and teaching enterprise. The academic environment supports and values practice links described at length during the site visit. These included current collaborations with the Florida Public Health Association, Florida Public Health Institute, and Miami-Dade Department of Health HIV interventions, among others.

Each department identifies potential adjunct faculty based on current needs. The department follows established procedures outlined in the FIU Faculty Credential Manual, which involve nomination of an adjunct to the associate dean of academic affairs, who approves and forwards the nomination to the university where it receives approval. Adjunct faculty receive compensation to teach courses. At the time of the site visit, there were three identified adjuncts. The site visit team was informed by administration that sufficient resources are available to secure adjunct faculty on an as-needed basis, while some faculty expressed concern about the paucity of resources to support adjuncts. | | |

E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		All teaching faculty must be credentialed to teach in their areas of expertise. Before any instructor is permitted to lead a class, the university requires evidence to be produced that the instructor possesses the academic preparation, training, and experience to teach in an academic setting. As evidence, each department must complete an electronic credentialing request form and submit a CV that aligns with their assigned courses. The university and the college support faculty participation in professional development related to instruction. The FIU Center for Advancement of Teaching offers training courses in instructional methods and in particular, training in hybrid and online learning. Additionally, FIU Online provides instructional design and technical assistance to faculty and students in online education methods. Teaching is an integral component of the faculty annual review and tenure and promotion process. In accordance with the Faculty Performance Appraisal Guidelines, all Stempel College faculty are evaluated annually at the end of the academic year. Faculty are assessed on teaching effectiveness in academic courses, seminars, research supervision, as well as student advising. Chairs and directors of each department also assess instructional effectiveness through student evaluations and quality of course syllabi, as well as assignment alignment with	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

| | | curricular objectives of the degree programs. Additionally, faculty are expected to update course materials and instructional methodology to reflect current knowledge.

Students emphasized to site visitors the importance of teaching in the college and the high level of support from faculty and the university. Students emphasized support from faculty in the instructional content, as well as from the university in technical assistance, particularly with online learning.

The chair/director give faculty a rating of their teaching performance on a scale of "excellent", "very good," "satisfactory," or "unsatisfactory." A teaching rating of at least "satisfactory" is required for consideration of any merit increase.

The self-study describes the school's approach and progress along several relevant indicators over the last three years.

During the site visit, faculty shared that the university has identified teaching as a priority. As such, the university is providing teaching development and feedback that includes self, peer, and student assessments. | | |

E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		Productivity for faculty research and scholarly activity is a component of the annual performance evaluation and tenure and promotion guidelines. Performance is rated based on the percentage of research effort assigned (75%, 50% or 25%) to the faculty member, and specific criteria for research and scholarship output are used to assign ratings of "excellent", "very good", "satisfactory," and "unsatisfactory" to faculty research and scholarship.

At the university level, the FIU Office of Research and Economic Development provides logistical support for grant submission and implementation of funded grants.

Additionally, the university offers other programs and incentives to support faculty scholarly activity, such as the 'Program to Promote Cross-College Collaboration,' which provides unrestricted grants of up to $2,000 to FIU faculty collaborating to plan interdisciplinary cross-college research projects.

At the college level, staff manage grants and provide consultation and support to faculty. Funds are designated for each department to support each faculty member to attend activities that support professional development, research, and scholarly activity. Funds are distributed to individual faculty at the discretion of the department chair. | Click here to enter text. | |
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

Additionally, faculty can request pilot funding from the college, center, or vice president of research. These pilot funds are awarded, as available, based on the quality of the proposal and likelihood of opportunity for future external support.

Faculty engage in a wide range of research activities including the NIEHS and UK Medical Research Council-funded Parkinson Disease Research Laboratory that aims to develop Parkinson disease modifying therapies. The principal investigator integrates his research into his instruction of Introduction to Neurotoxicology (PHC 6380), an MPH-level course highlighting the impact of the environment and gene-environment interactions on neurodegenerative disorders such as Parkinson's and Alzheimer's disease. In addition to classroom instruction, a symposium on Alzheimer's was held at the college in response to community concerns.

Other examples shared with site visitors of faculty research integrated into classroom instruction and student research and publication opportunities included patient-centered care among HIV-infected clients in the Ryan White Program and student involvement in the summit, "Empowering Women to Take Control of Their Sexual Health," in May 2018. The summit resulted in additional student engagement in follow-up grant applications and publications.

The college has been highly productive in research and scholarship, doubling the research portfolio over the past four years and bringing in additional faculty to the college. The university has designated health disparities and brain, behavior, and the environment as emerging preeminent

| | | programs and has concentrated resources and cluster hires in these areas.

The college has exceeded its target for 90% of total faculty participating in research over the past three years, with a rate of 91% in 2018-2019. The college met its target of 175 articles in peer-reviewed journals in 2016-2017 (198) and 2017-2018 (177) and in 2018-2019 it was at 168.

The college shared that moving forward, there will be a greater focus on assuring a diverse research portfolio as they continue to experience the high rate of research growth. A Research Committee has been formed to identify areas of opportunity and needs for the college to support and promote multi-disciplinary collaborative research. | | |

E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		College faculty are expected to engage in extramural service. Community service is broadly defined, and in practice, junior faculty are expected to engage in less service than their senior counterparts, as outlined in the Faculty Performance Appraisal Guidelines. Service external to the university is positively weighed in the annual review process and is necessary to receive a good or excellent performance appraisal. College guidelines are consistent with university service expectations.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means				

Illustrations of college service activities include chairmanship of a Florida government public health task force, supporting evaluation efforts of Federally Qualified Health Centers, participating in a Municipal HIV Task Force, and providing leadership in arranging health fairs. Lessons learned from these and other relevant service contributions are repurposed for classroom learning, as verified by site visitors during on-site interviews. The self-study and students provided examples of student involvement in faculty-led service and service-learning activities. Examples included vaping educational programs, working with the socially isolated aging populations, and HIV intervention efforts among minority youth.

The college provides support for up to 10% of faculty annual effort for service. The university president conveyed that some FIU faculty have been denied promotion due to an inadequate service track record in their application package. One hundred percent of Stempel College faculty report service activities over the last three years.

Administrators and faculty passionately communicated that a large fraction of their research is translational or service oriented. The Research Center for Minority Institutions (RCMI) was an example where faculty felt that community-based participatory research provides a benefit to local population health. Each college department provided illustrations of areas where they felt they were providing benefit to the local southern Florida community through the comprehensive academic enterprise.

F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The college engages external stakeholders primarily through the Community Advisory board, which includes local and state government officials, directors of hospitals, healthcare systems, and non-profit organizations, and representatives from neighboring universities. The dean recruits the members of the advisory board, with input from department chairs and faculty, based on their knowledge about matters relevant to public health and higher education, their leadership in their fields and respective organizations, and their commitment to supporting the college's success. The Community Advisory Board is chaired by the dean and meets three to four times each year, and additionally during periods of focused work, such as preparation of the self-study and shaping the strategic plan.

The college also solicits input and feedback from other community partners, including preceptors, alumni, and community-based health organizations across South Florida. The college also receives guidance from advisory boards of several programs and centers at the university. Community partners all provide input toward the content and currency of the curricula in the college's public health concentrations.

The college maintains ongoing communication between preceptors, the practicum coordinator, and the Community Advisory Board to ensure that issues of | Click here to enter text. | |
Ensures that constituents provide regular feedback on all of these: • student outcomes • curriculum • overall planning processes • self-study process				
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback				

		relevance to current public health practice are discussed. Preceptors provide evaluations of student performance, and updates and changes to the curriculum are discussed at advisory board meetings, when applicable. For example, the Community Advisory Board engaged in discussions concerning the launch of the online MPH program and vetted the generalist competencies. The college's guiding statements and evaluation measures were initially developed internally and then shared with the Community Advisory Board after its formation in 2016. The board recently reviewed the guiding statements for 2020 during the September 2019 meeting to ensure relevancy and currency. In concert with the university's new strategic plan, the college is in the early stages of developing a new strategic plan, and community partners are heavily engaged in this process. The self-study document was developed by a group of constituents comprising faculty, staff, students, and college and university administrators, with input from the community, including alumni. The Community Advisory Board has also been involved in discussing the content of several sections of the self-study. The college shared drafts of the self-study via the college website and direct mailings to members of the Community Advisory Board. The advisory board most recently discussed the self-study document during its May 2019 meeting. The college provided meeting minutes and/or agendas from several Community Advisory Board meetings in the ERF. The meeting minutes indicated substantive discussions about the assessment of evolving practices and research needs. In summer 2019, the college updated		

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| | | the preceptor training evaluation form to include questions about changing practices and research and professional development needs.

In spring 2019, the college distributed surveys to agencies who employ the college's graduates. Employers were asked to rank three competencies they consider most important of the 22 CEPH competencies. Employers were also asked to rate their satisfaction with graduates' ability to perform these competencies. Data from the survey show that 75% of respondents rated graduates' ability to perform their top three ranked competencies in an employment setting as "very satisfied" or "satisfied."

During the site visit, stakeholders, including members of the Community Advisory Board, attested to being well-informed about the self-study and the accreditation process. Stakeholders shared the various opportunities afforded to them to contribute to the self-study and invitations to share what they would like to see in the college, in terms of curriculum and skill sets. | | |

F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The college displays an ongoing commitment to service, engagement, and development activities. These activities come from many directions in the college and via many	Click here to enter text.	

| Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field | | platforms. Students obtain community service experience through the practicum, statistical consulting center, class activities, interprofessional team work, etc.

The college has eight student organizations, each of which has a faculty advisor who helps to plan service activities for the students. The college also has 135 community partners, who provide many opportunities – often cross-disciplinary – for student engagement. Additionally, the college makes both general (webinar) and individualized professional development opportunities available to all students. The college continues to work on finding more effective ways to communicate activities to students and then to document these activities.

Many opportunities are made available to students for exposure to the importance of professional and community service. An example given of a structured group activity is the college's partnership with the City of Doral (the largest municipality in the neighborhood of the main campus); the result was an evaluation of the impact of a nutrition intervention. The self-study includes nine examples of other service and community engagement activities in areas such as HIV prevention and treatment, human trafficking, domestic violence, and breast cancer. The ERF file includes a list of annual "flagship events" in which students participate. This includes, among others, such activities as designated days (e.g., research day) and weeks (e.g., National Public Health Week); *Hot Topics* that the college pursues with the Florida Public Health Association and the Florida Department of Health; and Maternal and Child Health Grand Rounds. | | |

		One of the college's student groups is a recently created student chapter of the APHA Latino Caucus; FIU is the first school in the nation to create a student chapter of this caucus. The group provides student opportunities for leadership in the caucus and to promote public health programs in South Florida. Other student organizations include the Stempel Public Health Association and various program-specific student organizations. Students learn about these organizations at orientation, where representatives from each organization introduce themselves and their work to students. The organizations send emails to the students throughout the semester alerting them to different opportunities. Every week, the Office of Student Affairs sends out a "This Week at Stempel" email, which gives information about upcoming opportunities. The organizations meet twice a semester and during different volunteer opportunities. Some of the organizations also collaborate with one another on events. During the site visit, one student said that joining an organization was the "best thing they could have done." Students also shared that the organizations are very active and are always hosting events and inviting students to be involved. One student also shared that he met friends and made many connections through these organizations.		

F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a professional community or communities of interest & the rationale for this choice		The college aims to address the professional development needs of health professionals and community stakeholders who serve underserved communities in Miami-Dade, Broward, Monroe, and Palm Beach counties. The college prioritizes health professionals in these communities because their work aligns with the college's research foci and programming related to health inequities and emergent issues of local communities. More specifically, specific regional issues include high transmission rates of HIV, high levels of undocumented and uninsured patients, high incidence of diseases that affect minorities, and disproportionately high concentrations of older adults.	Click here to enter text.	
Periodically assesses the professional development needs of individuals in priority community or communities		The professional development needs of the communities of interest are identified through both formal and informal mechanisms. As leaders of health systems and governmental and non-profit sectors serving the health of the public, members of the Community Advisory Board are queried on their personal and organizational professional development needs and the needs they observe in their professional settings. At each advisory board meeting, college administrators ask how the college can support the missions and the work of the Community Advisory Board members. For example, board members have indicated the need for workshops on grant writing, research, and statistics; similar feedback has been provided by alumni who work in local communities. The site visit team was		

able to verify these discussions through review of meeting minutes and materials presented in the ERF.

More specifically, the Community Advisory Board has expressed the need for community events that addresses issues related to aging, given the rapidly aging population across South Florida. At the May 2019 advisory board meeting, members also indicated the need for a focus on communication with diverse communities, cultural sensitivity in communication, and how to engage communities with mobile devices and social media.

Preceptors are also routinely asked about their personal and organizational professional development needs during preceptor training, and these questions are included in the preceptor survey. During these trainings, most preceptors expressed a preference for Continuing Education programs, rather than certificate or licensure needs. The preceptor training evaluation form also asks preceptors to list the main public health issues that the respective organizations identify in the community.

In summer 2018, FIU's Research Infrastructure Core conducted a needs assessment survey to guide training and support offered to the university's health disparities researchers. Results from the assessment were shared with colleges and schools at the university, including Stempel College. The college used feedback from this survey to guide the content of the workshops that were subsequently delivered.

As a more informal mechanism to assess the professional development needs of the community of interest, faculty and leaders routinely attend community-based events to

| | | keep abreast of health issues that are of interest to South Florida and to solicit feedback from community partners. In recent community events, interests included the built environment, health behaviors, aging, and mental health.

During the site visit, community partners shared that they have many formal and informal opportunities and methods to express their research and professional development needs with the college. Stakeholders also shared that the college's commitment to practice and the community is what distinguishes Stempel College. | | |

F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		The college provides an abundance of professional development opportunities for the workforce in several capacities. Stempel College delivers both for-credit and not-for-credit continuing education opportunities. Some examples of for-credit opportunities include those aimed to support individuals with the following credentials: Certified in Public Health, Certified Health Education Specialists, and Licensed Mental Health Counselors; not-for-credit opportunities include the Interdisciplinary Perspectives on Aging and Health: Advancing our Understanding of Gerontology Colloquium, the Risk Management Certificate program, and the Epidemiology, Health Effects and Policy Considerations for Waterpipe Tobacco Smoking conference.	Click here to enter text.	

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| | | The site visit team reviewed a list of over 75 different professional development opportunities that have been delivered between 2016 and 2019; the number of attendees for these opportunities varied between nine and 1,200+ participants.

In response to feedback from Community Advisory Board members indicating the need for professional development workshops and programs focused on aging and the associated health challenges, the college hosted a community research and caregiver symposium in May 2019, titled "Discoveries in Alzheimer's Research." The symposium included a lecture by the chief medical officer of the Alzheimer's Association, followed by a panel discussion with experts in the field from FIU and the University of Miami.

In response to the HIV epidemic in South Florida that has been discussed at both Community Advisory Board meetings and other community meetings, the college held a daylong event entitled "Empowering Women to Take Control of their Sexual Health Summit," in May 2018; this event focused on biomedical prevention of HIV and was attended by 225 diverse attendees, including women of color, health care providers, officials from local departments of health, and other community stakeholders.

During on-site discussions with stakeholders, community partners highlighted the significant role the college plays in the community and appreciated the college's proactive approach to interacting with the community on a regular basis. | | |
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		The college prioritizes the recruitment of Black/African American and Hispanic/Latinx students. These are the largest racial/ethnic groups in the county, and FIU is a designated Hispanic-serving institution. Currently, Blacks/African Americans comprise 19% of the county population and 25.1% of the college's public health student population; Hispanics/Latinxs comprise 66.8% of the county and 36.4% of the student population.

The college also prioritizes the recruitment of Black/African American faculty who are female and Hispanic/Latinx faculty who are female. Faculty are underrepresented in these groups when compared with students.

The self-study presents goals and targets for the student population. The diversity goal for students is that the college maintain a high percentage of Blacks/African Americans and Hispanics/Latinxs. More specifically, the college aims to continue with least 20% students who identify as Black/African American, and at least 30% who identify as Hispanic/Latinx, or at least 50% total. This is not a stretch goal, as the percentage of Blacks/African Americans and Hispanics/Latinxs is currently 61.5%. To help maintain this goal, the college recently established a standing committee on diversity and inclusion, which meets at least once a year and submits a report to the dean. The college reportedly continues to refine targeted | Click here to enter text. | |
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

| | | recruitment strategies, including engagement, outreach, and fellowship/scholarship strategies.

The college works with each unit to identify recruitment practices. The college also partners with the university, since the recruitment of students from the priority populations is also a priority for the university. Specific strategies involve recruiting students at HBCUs in Florida and at research conferences (e.g., McNair, McKnight, etc.), providing university funding incentives (especially for doctoral students), and making sure the college can provide matching stipends as needed, as well as helping prospective students with their applications.

The college has a stated commitment to graduate a majority of students from the two prioritized groups. To promote retention, students are connected to communities through student organizations. Students are given support (financial or non-financial, such as referrals to counseling and psychological services) to support them in their studies. The university has an automated system that alerts the college when students are having problems advancing in their programs. Doctoral students are mentored, provided with career perspectives, supported in identifying data, and provided with funding opportunities (NIH grant diversity supplements, GA awards from the dean's office, etc.), among other support mechanisms.

The college has a target to ensure that that differences between the faculty and students from the stated populations is less than 10%. At the time of the site visit, the target has been met; 10.7% of the faculty are Black/African American and female, in comparison with 20.3% of students; and 17.9% of faculty are Hispanic/Latinx | | |

| | | and female, in comparison with 26.4% of students, which is a difference of 8.5%.

The college developed a diversity and inclusion plan with actions to make faculty searches for diverse candidates more productive. Search committees consciously try to encourage minority applicants. Departments employ various strategies, such as bringing speakers from underrepresented groups to the campus to present their research, and reaching out to people from priority groups at national and international meetings. During the site visit, faculty shared that non-local candidates visit the college's website and are often attracted by the existing diversity, made visible via the faculty and staff directory.

Faculty and administrators shared examples of recent successes in recruiting a diverse faculty: the latest hires in epidemiology were Hispanic or female; two-thirds of the faculty in the health promotion department are minority; and four department chairs are female.

The university currently has more men than women in tenure lines, and the university has an initiative to hire more women in the sciences. FIU uses national benchmark data for salaries, especially for women. The college has accordingly, been focused on women faculty. Many of the female faculty members have been going up for promotion in the college, narrowing the gap. Faculty who met with site visitors gave credit to chairs who are mentoring faculty in their units and to the mandatory implicit bias training of chairs of search committees.

The college uses a number of strategies to create and maintain a culturally competent environment. Examples | | |

	include the administration of a diversity and inclusion survey to faculty, staff, and students; placement of students in diverse communities to conduct their practice experiences; recruitment of a diverse faculty; inclusion of cultural diversity in the curriculum; accommodation of different cultural and religious holidays; and student involvement in research with underserved populations. Examples of actions taken are inclusion of cultural humility and diversity and inclusion as discussion topics in the integrative seminar, and inclusion of students in community-based research activities on substance abuse prevention, family violence, and Latinx farmworkers. During the site visit, faculty and administrators stated that the college's Diversity Committee tries to identify issues related to diversity. For the past few years, the committee has reviewed demographic institutional research data on an ongoing basis. In spring 2019, the committee also began to conduct an annual diversity survey of faculty, staff, and students. The results indicated that there were some diversity issues across the board: 1) increasing diversity among faculty and staff (several participants felt underrepresented); 2) improving support for students of color and with disabilities; 3) increasing faculty and staff training in diversity and inclusion; 4) improving mechanisms for holding faculty and staff accountable for behaviors that are inappropriate; and 5) assessing how power structures impact student, faculty, and staff relationships. The survey also revealed many specific ideas for implementation. The committee is working on refining recommendations and developing priorities related to these issues. Future administrations of the survey will be reviewed on an ongoing basis.		

		College leaders stated that the college has a unique culture of diversity; this stems from the diversity of the larger university community: college students engage with people from all walks of life. A large proportion of FIU students are first-generation college students. Faculty said that these students have a lot of drive and passion, and this helps build the college's community of students. As a result, student surveys at FIU have uncovered little evidence of discrimination. The college also benefits from university services in the area of diversity. The university now has a diversity administrator and a STRIDE program (strategies and tactics for recruiting to increase diversity and excellence). All faculty and staff are invited to trainings. Search & Screen committees are required to participate in these trainings. The university also has a coffee hour for international students; this serves to dissolve misperceptions and promote learning from each other about different cultures. The FIU Center for Teaching and Learning offers instruction on culturally sensitive teaching. The faculty perception of the college's climate regarding diversity and cultural competence is positive. Faculty take advantage of the fact that students have different cultural backgrounds when they develop group projects or develop interventions. Students discuss the assignments among themselves, some of which are linked to a particular cultural group, and give feedback in the presentations.		

H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		All students have access to three levels of advising: an individual faculty advisor associated with the program, services offered by the college Office of Student Affairs, and services offered by the university. The program director assigns each student a faculty advisor by the time the student is enrolled. The faculty advisor works individually with the student throughout the student's time in the program. The academic units keep faculty advisors apprised of program and curriculum information. The Office of Student Affairs also provides advising services, concentrated under a senior coordinator of public health enrollment and academic advising and a manager of student and career success. The senior coordinator keeps faculty advisors apprised of relevant enrollment information, university policies, transfer credits, and graduation requirements. Additionally, the university provides advising services, via four different offices: One Stop Enrollment Services Office, University Graduate School, Career and Talent Development Office, and Student Life.

Departments have differing processes for selecting advisors. For example, in biostatistics, faculty may (within limits) select the students they advise. In epidemiology, on the other hand, students have two faculty advisors: the program director, who advises all students on course planning matters, and a faculty member assigned by the | Click here to enter text. | |
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

program director to advise on career, science and training matters. Biostatistics has both faculty and peer advising. Faculty advisors are prepared by the departments and Office of Student Affairs. In addition, the university provides training useful to faculty advisors on university policies and procedures. Advising loads differ across programs. In general, faculty do not feel they are overly saturated with advisees.

The college encourages students to have regular contact with faculty advisors. Advisors help students plan course schedules, monitor student progress, and identify those who may experience difficulty progressing. The college uses advising sheets to monitor student progress. The sheets include all courses required for a program (number of hours, term they were completed, grade awarded, prerequisites), and other pertinent information, including graduation requirements. For some programs, there are student handbooks, charts that indicate which semesters a course is expected to be offered, and recommended full-time course schedules. Advisors meet with students at the end of every semester to make sure the students are progressing well.

Departments receive lists of students who have not enrolled or have incomplete grades from the Office of Student Affairs; the student affairs staff meet with the program coordinators, and departments follow up with the students. The senior coordinator recently initiated a communication process for dissemination of information to faculty advisors, along with department chairs and program directors, to help them better understand issues related to student advisement and to maximize their effectiveness as student advisors. The report, generated

		three times each enrollment cycle, flags concerns and students approaching milestones and prompts advising action.

During the site visit, students reported having great experiences with their advisors; no students reported having bad experiences. Students also reported that faculty are incredibly accommodating and have been supportive in taking stress and pressure off and promoting a productive environment. One student stated that her advisor has been her "rock," as a commuter student and single mom. Another stated that her advisor has kept her right on track and ahead of schedule. Students appreciated that advisors sets expectations for the students and guide them towards their goals.

The college has a mandatory orientation for all newly admitted students. The orientation includes a general session, in which students are presented information that is designed to help them succeed; this is followed by a program-specific session, in which students are presented information about policies, curricula, and advising related to their specific programs. The college has plans to improve orientation for online students by developing orientation videos.

Each semester, the college administers an online exit survey (with three reminders) to all graduating public health students. The rate of response to the most recent survey was 64% (39 respondents) for the MPH and 100% (10 respondents) for the PhD. The percent of students who reported they were very satisfied or satisfied with the academic advising received from the department faculty was 79% for the MPH and 90% for the PhD. The Office of | | |

		Student Affairs provides the data to units, and meetings are held to discuss results and identify areas for improvement. An example of an actionable finding from the exit survey is that career advising needed to be better addressed. To address the gap, the college obtained university matching funds to hire a specialized, dedicated counselor that can work with students one on one.		

H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		Students are notified of career advising services at the time of new student orientation, and all interested students receive periodic notifications of new and emerging opportunities through digital communications and career-related events on campus. Campus-wide events include a US Food and Drug Administration career informational session convened in spring 2019, attended by approximately 50 students from the college. The college also recently hosted an on-campus employer fair attended by 25 employers and over 120 students	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni		Data presented in the self-study suggest that student satisfaction with career counseling services for the time period of 2016-2019 is generally sub-optimal, with reported satisfaction ratings ranging from 46% to 53%. The college took corrective action in 2018 by employing a full-time career counselor. During on-site discussions, students reported support and satisfaction for the amended direction taken by the college. A 2018 alumni focus group reported in the self-study suggests that		

		alumni are pleased with the career support now being provided.		

H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		The college and university maintain established procedures to manage grievances, which are described to students during new student orientation. The university publishes its academic grievance flow chart online.

Public health students who believe they have a legitimate grievance are encouraged to discuss potential issues with the college's assistant dean of student and alumni affairs. The assistant dean is empowered to triage the issue in collaboration with appropriate leaders, including the department chair and associate dean of academic affairs. If the issue remains unresolved, then the dean may become involved, or at the student's discretion, a formal grievance process may be pursued through the university's Office of Academic Integrity, in line with published policy.

The self-study reported no formal grievances during the most recent three years, verified by on-site discussions of students and administrators. The review team was impressed by the open-door policy reported by faculty, staff, and administrators, which likely creates an environment where conditions for the identification of potential problems and early dispute resolution exist. Students confirmed the open-door policy reported by the | Click here to enter text. | |
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

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		college and expressed satisfaction with their access to faculty and administrators, and an equal measure of comfort in conveying their concerns. Faculty described recent student issues that were resolved informally; these included alleged dissatisfaction over grades and practicum processes.		

H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The college's Office of Student and Alumni Affairs employs an admissions manager who is responsible for most recruitment activities. The manager's efforts reflect attention to priority groups including: 1) undergraduate students, with emphasis on FIU undergraduates; 2) mid-career professionals; and 3) multilingual individuals. College recruitment methods reflect a menu of strategies including in-person and online engagements. Examples include social media promotions, college fairs, and applicable national conferences.	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		Each graduate program operates an admissions committee that reviews and approves admission applications for the master's and doctoral programs. These recommendations are forwarded to the University Graduate School, who ensure that the application package complies with university standards. Final admissions decisions are made by the departments. The college has identified two priority target constituencies as performance targets for their		

| | | recruitment and admissions success. The first is the percentage (40%) of new students that should come from the FIU undergraduate pool. The second is the percentage (50%) of accepted doctoral students who choose to enroll. The college's performance indicators suggest they have met, or almost met, these numerical targets over the last three years; for the outcome measure related to undergraduate students, the percentages for the past three years are 39%, 39%, and 33%. For the outcome measure related to doctoral students, the percentages for the past three years are 36%, 59%, and 57%.

Students verified the recruitment approaches described in the self-study; in fact half of the students interviewed by the site team reported being FIU undergraduates at one point. Students expressed that they felt valued during the application process. Student comments included: "they gave me personal and prompt attention", "I felt welcomed as a returning FIU student", and "my advisor is my rock."

The site visit team is satisfied that the college is recruiting a qualified student body consistent with articulated college priorities. The site visit team believes there is sufficient evidence that the college is meetings its mission, which in part is to create a nurturing academic environment – especially for underserved populations. | | |
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The college's public health programs are described in FIU's graduate course catalog, which is available on the university's public website. The information on all websites is accurate with regard to academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

Wednesday, December 4, 2019

8:30 am   **Site Visit Team Request for Additional Documents**
                         Dr. Mark Macgowan, Associate Dean of Academic Affairs

8:45 am   **Site Visit Team Executive Session**

9:00 am   **Break**

9:15 am   **Guiding Statements and Evaluation**

Participants	Topics on which participants are prepared to answer team questions
Dr. Tomas Guilarte, Dean	*Guiding statements – process of development and review?*
Dr. Mark Macgowan, Associate Dean of Academic Affairs	*Evaluation processes – how does school collect and use input/data?*
Dr. Magnolia Hernandez, Assistant Dean of Student & Alumni Affairs	*Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?*
Dr. Vukosava Pekovic, MPH Program Director	
Dr. Elliot Sklar, Former Academic Director of Public Health Programs	*Budget – who develops and makes decisions?*
Dr. Jessy Devieux, Chair of Faculty Assembly	*Staff operations*
Dr. Jason Richardson, Associate Dean for Research	
Dr. Stan Wnuk, Associate Dean for Graduate Education	
Dr. Yasenka Peterson, Director of Educational Programs & Workforce Development	
Ms. Karla Munoz, Assistant Director, Research Administration	
Ms. Sandhya Appunni, Data Analyst	
Ms. Maryann Camps-Gato, Director, Budget	
Ms. Paola Moreno, Executive Director, Operations	
Total participants: 13	

10:30 am   **Break**

11:00 am   **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
Dr. Alejandro Arrieta, Assistant Professor, Health Policy & Management	*Foundational knowledge*
Dr. Tim Page, Associate Professor, Health Policy & Management	*Foundational competencies – didactic coverage and assessment*
Dr. Diana Sheehan, Assistant Professor, Epidemiology	*Concentration competencies – development, didactic coverage, and assessment*

Participants	Topics on which participants are prepared to answer team questions
Dr. Mary Jo Trepka, Professor, Epidemiology	
Dr. Miguel Cano, Assistant Professor, Epidemiology	
Dr. Changwon Yoo, Associate Professor, Biostatistics	
Dr. Boubakari Ibrahimou, Assistant Professor, Biostatistics	
Dr. Tan Li, Assistant Professor, Biostatistics	
Dr. Jeremy Chambers, Assistant Professor, Brain Behavior & Environment	
Dr. Quentin Felty, Associate Professor, Environmental Health Sciences	
Dr. Patria Rojas, Assistant Professor, Health Promotion & Disease Prevention	
Dr. Rashida Biggs, Clinical Assistant Professor, Health Promotion & Disease Prevention	
Dr. Melissa Howard, Clinical Assistant Professor, Health Promotion & Disease Prevention	
Dr. William Darrow, Professor, Health Promotion & Disease Prevention	
Dr. Alok Deoraj, Senior Instructor, Environmental Health Sciences	
Dr. Marcus Cooke, Professor, Environmental Toxicology	
Dr. Vukosava Pekovic, MPH Program Director	
Total participants: 17	

12:15 pm   **Break & Lunch Set-up**

12:30 pm   **Students**

Participants, Enrolled Program	Topics on which participants are prepared to answer team questions
Maribel Saad, MPH Brain, Behavior, and the Environment	*Student engagement in school operations*
Hadi Abdulwahed, Ph.D. Environmental Toxicology	*Curriculum (competencies, APE, ILE, etc.)*
Katherine Lemus, MPH Environmental Health Sciences	*Resources (physical, faculty/staff, IT)*
Syed Ali, MPH Epidemiology	*Involvement in scholarship and service*
Fatima Arifi, MPH Epidemiology	*Academic and career advising*
Sandra Kiplagat, PhD Epidemiology	*Diversity and cultural competence*
Ian Lee, Ph.D. Health Disparities	*Complaint procedures*
Cristina Andrade-Feraud, Ph.D. Environmental Toxicology	
Rochelle Parrino, Ph.D., Health Systems Research	
Shaina Johnson, Ph.D. Health Disparities	
Alexandra Briceno, B.S. Dietetics and Nutrition	
Alexis Jones, MPH, Environmental Health Sciences	
Ferass Sammoura, Ph.D. Brain, Behavior and the Environment	
Total participants: 12	

1:45 pm   **Break**

2:00 pm **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
Dr. Vukosava Pekovic, MPH Program Director	*Concentration competencies – development, didactic coverage, and assessment*
Dr. Ben Amick, Chair, Health Policy & Management	
Dr. Alejandro Arrieta, Assistant Professor, Health Policy & Management	
Dr. Elena Bastida, Chair, Health Promotion & Disease Prevention	
Dr. Melissa Howard, Clinical Assistant Professor, Health Promotion & Disease Prevention	*Applied practice experiences*
Dr. Zoran Bursac, Chair, Biostatistics	*Integrative learning experiences*
Dr. Boubakari Ibrahimou, Assistant Professor, Biostatistics	*Distance education*
Dr. Wasim Maziak, Chair, Epidemiology	
Dr. Mary Jo Trepka, Professor, Infectious Disease Epidemiology	
Dr. Nasar Ahmed, Associate Professor, Epidemiology	
Dr. Kim Tieu, Chair, Environmental Health Sciences	
Dr. Quentin Felty, Associate Professor, Environmental Health Sciences	
Dr. Alok Deoraj, Senior Instructor, Environmental Health Sciences	
Dr. Marcus Cooke, Professor, Environmental Toxicology	
Ms. Florence Greer, Public Health Practicum Coordinator	
Mr. Nico Rose, Associate Director of Academic Support Services, FIU Online	
Total participants: 16	

3:15 pm **Break**

4:00 pm **University Leaders**

Participants	Topics on which participants are prepared to answer team questions
Dr. Mark B. Rosenberg, President	
Dr. Kenneth G. Furton, Provost	*School's position within larger institution*
Dr. Elizabeth M. Béjar Senior Vice President for Academic and Student Affairs	*Provision of school-level resources*
Dr. Jennifer Doherty-Restrepo, Director of Accreditation, Office of Academic Planning and Accountability	*Institutional priorities*
Total participants: 4	

4:45 pm **Site Visit Team Executive Session 3** (conference room 500)

5:00 pm **Adjourn**

8:30 am   **Executive Session**

9:00 am   **Break**

9:15 am   **Curriculum 3**

Participants	Topics on which participants are prepared to answer team questions
Dr. Vukosava Pekovic, MPH Program Director	*Concentration competencies – development, didactic coverage, and assessment*
Dr. Ben Amick, Chair, Health Policy & Management *(representing PhD in Health Systems Research)*	*Non-public health degrees*
Dr. Elena Bastida, Chair, Health Promotion & Disease Prevention *(representing PhD in Health Promotion & Disease Prevention)*	
Dr. Patria Rojas, Assistant Professor, Health Promotion & Disease Prevention *(representing PhD in Health Disparities)*	
Dr. Zoran Bursac, Chair, Biostatistics	
Dr. Wasim Maziak, Chair, Epidemiology *(representing PhD in Epidemiology)*	
Dr. Miguel Cano, Assistant Professor, Epidemiology *(representing PhD in Epidemiology)*	
Dr. Kim Tieu, Chair, Environmental Health Sciences *(representing PhD in Environmental Toxicology)*	
Dr. Jeremy Chambers, Assistant Professor, Brain, Behavior and Environment *(representing PhD in Brain, Behavior and Environment)*	
Dr. Marcus Cooke, Professor, Environmental Toxicology *(representing PhD in Environmental Toxicology)*	
Dr. Mark Macgowan, Associate Dean of Academic Affairs	
Dr. Mary Helen Hayden, Director, School of Social Work	
Dr. Adriana Campa, Director, Department of Dietetics and Nutrition	
Ms. Joan Marn, Director, Didactic Program in Dietetics and Clinical Instructor, Department of Dietetics and Nutrition	
Dr. Rashida Biggs, Clinical Assistant Professor, Health Promotion & Disease Prevention *(representing MSW & PhD Social Work course PHC 6500)*	
Dr. Dorothy Contiguglia-Akcan, Assistant Professor, College of Medicine *(representing Academy for Disaster Preparedness; course FES 6848)*	
Dr. Elena Sebekos, Instructor, Maternal & Child Health *(representing BSSW Social Work course PHC 3130)*	

Participants	Topics on which participants are prepared to answer team questions
Total participants: 16	

10:30 am   **Break**

10:45 am   **Instructional Effectiveness** *(faculty-focused session)*

Participants	Topics on which participants are prepared to answer team questions
Dr. Alejandro Arrieta, Assistant Professor, Health Policy & Management	*Currency in areas of instruction & pedagogical methods*
Dr. Tim Page, Associate Professor, Health Policy & Management	*Scholarship and integration in instruction*
Dr. Mary Jo Trepka, Professor, Epidemiology	*Extramural service and integration in instruction*
Dr. Gladys Ibanez, Assistant Professor, Epidemiology	*Integration of practice perspectives*
Dr. Dr. Alok Deoraj, Senior Instructor, Environmental Health Sciences	*Professional development of community*
Dr. Quentin Felty, Associate Professor, Environmental Health Sciences	
Dr. Tan Li, Assistant Professor, Biostatistics	
Dr. Melissa Howard, Clinical Assistant Professor, Health Promotion and Disease Prevention	
Dr. Rashida Biggs, Clinical Assistant Professor, Health Promotion & Disease Prevention	
Dr. William Darrow, Professor, Health Promotion & Disease Prevention	
Dr. H. Virginia McCoy, Professor, Health Promotion & Disease Prevention	
Ms. Florence Greer, Practicum Coordinator	
Dr. Jessy Devieux, Chair of Faculty Assembly	
Dr. Jeremy Chambers, Assistant Professor, Brain, Behavior, & Environment	
Total participants: 14	

11:45 a.m.   **Break & Lunch Set-Up**

12:00 pm   **Stakeholder Feedback/Input**

Participants	Topics on which participants are prepared to answer team questions
Bruce Hayden, LMHC, C.A.P. President/CEO, Banyan Health Systems, Inc.	*Involvement in school evaluation & assessment*
Steven E. Marcus, Ed.D. President and Chief Executive Officer, Health Foundation of South Florida	*Perceptions of current students & school graduates*
	Perceptions of curricular effectiveness
Michelle Fundora, Operations Manager, Health Choice Network, Inc.	*Applied practice experiences*
Priscilla Torres, M.S. Director, Organizational and Talent Development, Health Choice Network	*Integration of practice perspectives*
Martine, Charles, MPH, Director of Planning and Population Health, Alliance for Aging	*School delivery of professional development opportunities*
Ms. Ann-Karen Weller, RN, BSN, ICCE, Director, Office of Community Health and Planning, Florida Department of Health in Miami Dade County	
Mr. Eriko Grover-Robinson, WIC and Nutrition Program Director, Florida Department of Health in Miami Dade County	
Ms. Barbara Kubilus, Chief Officer, Special Programs, Borinquen to Project Access	
Trivel McKire, MPH, CSSWB, Regional Care Coordinator, Florida Dept. of Health in Broward, Florida Breast and Cervical Cancer Early Detection	
Juan Suarez, Regional Environmental Epidemiologist, Florida Dept. of Health in Miami Dade	
Virginia Munoz, Human Services Program Manager, Florida Dept. of Health in Miami Dade	
Margaret Sotham, Director, Community Relations & Volunteer Services, Baptist Health Homestead Hospital	
Michelle Decenteceo, CDC Quarantine Director-Miami CDC	
Yesenia Villalta, APRN, DNP, MSN, Administrative Health Officer, Florida Department of Health in Miami Dade County	
Total Participants: 14	

1:30 pm   **Break**

2:00 pm   **Strategies & Operations**

Participants	Topics on which participants are prepared to answer team questions
Dr. Mark Macgowan, Associate Dean of Academic Affairs Dr. Magnolia Hernandez, Assistant Dean of Student & Alumni Affairs	*Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data?*
Dr. Vukosava Pekovic, MPH Program Director Dr. Ben Amick, Chair, Health Policy & Management	*Recruiting and admissions, including who chose the measures and why did they choose them*
Dr. Elena Bastida, Chair, Health Promotion & Disease Prevention	*Advising and career counseling, including who collects and reviews the data*
Dr. Zoran Bursac, Chair, Biostatistics Dr. Wasim Maziak, Chair, Epidemiology Dr. Kim Tieu, Chair, Environmental Health Sciences Dr. Cristina Palacios, Associate Professor, Department of Dietetics & Nutrition Dr. Natalia Giordano, Clinical Instructor, School of Social Work Ms. Deidre Okeke, Public Health Admissions Coordinator Ms. Zoraya Arguelo, Student Services Coordinator Ms. Lauren Cavicchi, Assistant Director, Career Development Ms. Florence Greer, Practicum Coordinator	*Complaint procedures*
Total participants: 14	

3:00 pm   **Break**

3:15 pm   **Site Visit Team Executive Session**

4:30 pm   **Adjourn**

Friday, December 6, 2019

8:15 am   **Site Visit Team Executive Session**

12:00 pm   **Site Visit Team Working Lunch**

1:00 pm   **Exit Briefing**