



Accreditation Self-Study

of the

Bachelor of Science in Public Health

for consideration as a

Standalone Baccalaureate Program (SBP)

on behalf of the

Department of Health Sciences

College of Science

Coastal Carolina University

September 2017

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ACRONYMS

PASCAL - Partnership Among South Carolina Academic Libraries

CeTEAL - Center for Teaching Excellence to Advance Learning

CHES - Certified Health Education Specialist

COOL - Coastal Office of Online Learning

FERPA - Family Educational Rights Privacy Act

FTE - Full-Time Equivalent

HPRO - Health Promotion

IPEDS - Integrated Postsecondary Education Data System

IRAA - Office of Institutional Research, Assessment and Analysis

PI - Principal Investigator

PUBH – Public Health

SABPAC - SOPHE-AAHE Baccalaureate Program Approval Committee

SACSCOC - Southern Association of Colleges and Schools Commission on Colleges

SBP - Standalone Baccalaureate Program

SCCHE - South Carolina Commission on Higher Education

SFR - Student-to-Faculty Ratio

SLO - Student Learning Outcome

SCS - Student Computing Services

1.0 Leadership, Management and Governance

1.1 Organization

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

As provost and executive vice president of Coastal Carolina University, J. Ralph Byington, Ph.D., is the chief academic officer of the University and is responsible for the administration of the Division of Academic and Student Affairs. The provost reports directly to the president of the University.

Each academic college and the library at the University is led by an academic dean. The University is organized into the following five colleges and the library.

- College of Science
- E. Craig Wall Sr. College of Business Administration
- Spadoni College of Education
- Thomas W. and Robin W. Edwards College of Humanities and Fine Arts
- University College

The College of Science is organized through ten academic departments, one of which is the Department of Health Sciences, and the School of Coastal and Marine Systems Science, which houses the Burroughs & Chapin Center for Marine and Wetland Studies and related graduate programs. Undergraduate degree programs in the College of Science include:

- Biochemistry
- Biology
- Chemistry
- Computer Science
- Engineering Science
- Exercise and Sport Science
- Health Administration (completion)
- Information Systems
- Information Technology
- Marine Science
- Mathematics, Applied
- Nursing (completion)
- Physics, Applied
- Psychology
- Public Health
- Recreation and Sport Management
- Sociology

Graduate degree programs in the College of Science include:

- M.S. in Coastal Marine and Wetland Studies
- M.S. in Information Systems Technology
- M.S. in Sport Management
- Ph.D. in Coastal and Marine Systems Science

The Department of Health Sciences includes three undergraduate degree programs. These are:

- B.S. in Public Health
- B.S. in Health Administration (completion)
- B.S. in Nursing (completion)

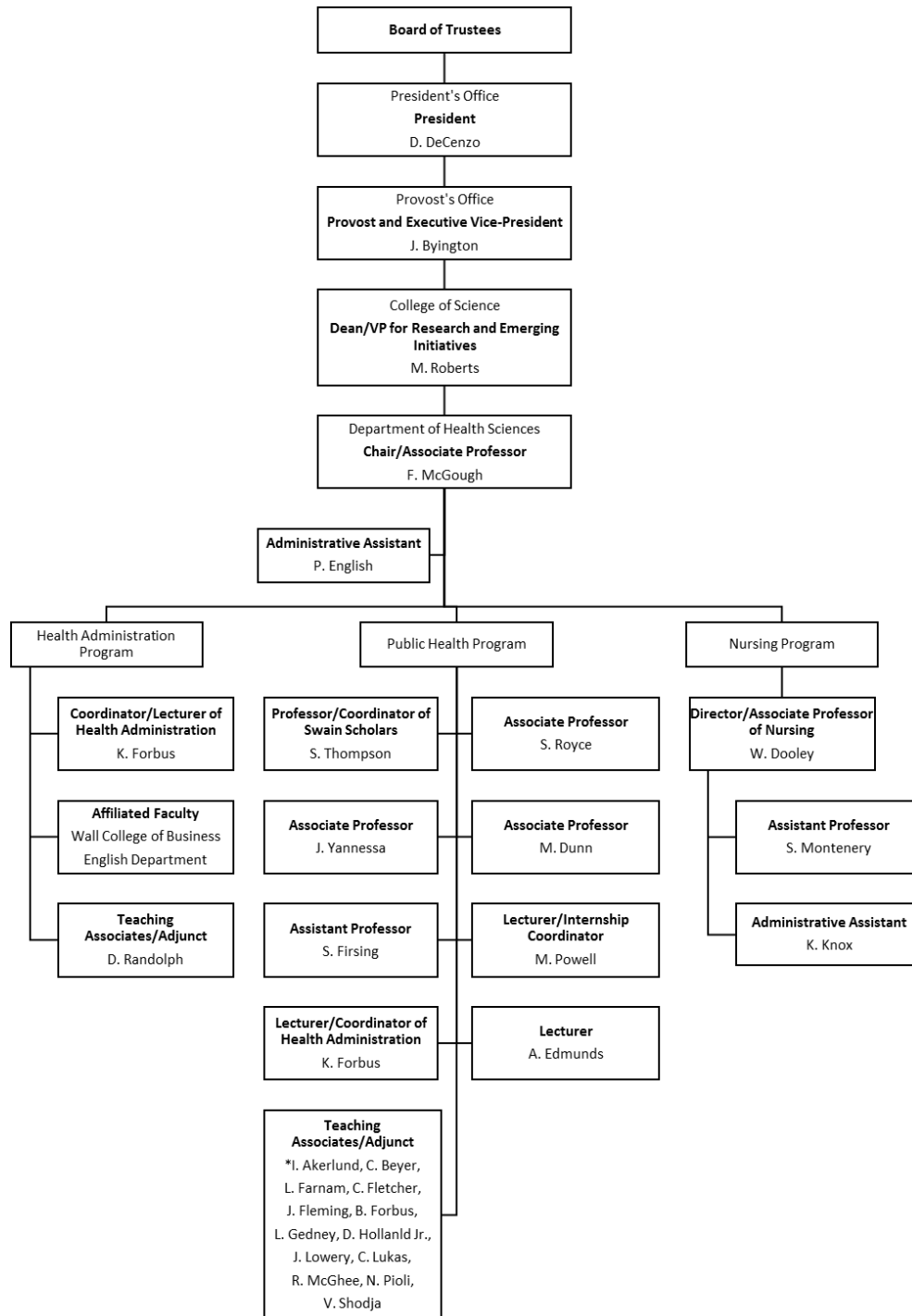
Template A-1 presents information for the public health program.

Template A-1
Instructional Matrix – Degrees and Concentrations
Public Health Program

Degrees	Campus Based	Distance Based
Public Health, Bachelor of Science	X	

Figure 1 presents the organizational chart displaying the program's relationships with its department, college, and administration.

Figure 1 - Organizational Chart –
Department of Health Sciences



1.2 Administrative Autonomy

The program’s administrators demonstrate autonomy that is sufficient to affirm the program’s ability to fulfill its mission and goals and to conform to the conditions for accreditation. Autonomy refers to the program’s ability, within the institutional context, to make decisions related to the following:

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

Fredanna M’Cormack McGough, Ph.D., is chair of the Department of Health Sciences and the designated leader of the B.S. in Public Health. The responsibilities of the chair’s position include, but are not limited to, serving as mentor to faculty colleagues and as a collaborator with other college administrative officers, interpreting college policy, advocating for the department, leading faculty in important processes that shape the curriculum, articulating department and college missions to internal and external constituencies, and preparing department budgets. The chair reports directly to the dean of the College of Science, Michael H. Roberts, Ph.D. The Department of Health Sciences organizational chart (Figure 1) presents the reporting line from the designated program leader through the University board of trustees.

Template A-2 lists areas of autonomy and includes summary information that supports the program administrator’s demonstration of autonomy that is sufficient to affirm the program’s ability to fulfill its mission and goals and to conform to the conditions for accreditation.

Template A-2 Public Health Program Administrator Autonomy

Area of autonomy	Narrative overview
Allocation of program resources	The allocation of state and tuition-funded recurring resources to the Department of Health Sciences is made by the provost to the college and then by the dean of the college to the public health program. Recurring state funding is devoted to departmental operations. This includes everything from faculty travel to departmental supplies, printing activities and needed repairs. The chair of the Department, with input from the support staff (administrative specialist) and faculty (through an email request) is one mechanism used to identify Department and faculty needs. Faculty meetings provide another opportunity for faculty to discuss Department goals and activities and the resources needed to meet the goals and support the implementation of those activities (e.g., Teal Nutrition Lab). After pertinent information has been gathered, the program then makes a purchase request based on Department and faculty needs that is approved by the dean and provost. Requests for new resources, such as additional permanent faculty positions, require a request from the program to the provost conveyed through the

Area of autonomy	Narrative overview
	<p>dean. The provost, with input from the program and college, determines full-time support staff needs. In addition to these recurring resource needs, the public health program receives non-recurring resources (income) through activities in the research lab.</p>
<p>Implementation of personnel policies and procedures</p>	<p>The chair of the Department, following the rules and procedures specified in the University <i>Faculty Manual</i>, implements personnel policies and procedures for faculty. The dean, with the recommendation of the search committee and chair of the Department, offers regular faculty hire positions. The chair of the Department appoints members of the Department and the University to serve as members of the search committee for full-time faculty that makes recommendations to the chair and dean.</p> <p>Tenure-track faculty members undergo a three-year review and are eligible for tenure and promotion to associate professor after five years. Criteria for promotion and tenure are specified in the University <i>Faculty Manual</i> and <i>College of Science Faculty Handbook</i>. In addition, criteria are being developed specific to the public health program.</p> <p>Lecturer renewal and tenure-track faculty tenure and promotion procedures are specified in the University <i>Faculty Manual</i> and <i>College of Science Faculty Handbook</i>. The provost, with the recommendation of the chair of the Department, reappoints lecturers on an annual basis. After three years of service and based on enrollment needs, lecturers can receive three-year appointments.</p> <p>The chair makes temporary hires (teaching associates). Teaching associates are hired each semester based on departmental needs.</p> <p>A full-time administrative specialist and a part-time work-study student provide the support staff for the public health program. A committee of three hires the administrative specialist (two faculty in public health and an administrative assistant in the dean's office). The administrative specialist hires the work-study student.</p>
<p>Development and implementation of academic policies and procedures</p>	<p>The public health program has the same degree of autonomy as any other academic unit in implementing academic policies and procedures. Faculty are expected to relay University academic policy related to disability, attendance, student conduct and grading criteria on the syllabus. Faculty are expected to follow and implement the University policy and can have more stringent expectations in the syllabus.</p>

Area of autonomy	Narrative overview
	<p>The public health program adheres to the University policies that can be found in the <i>Student Handbook</i>, <i>Code of Student Conduct</i> and the Title IX Statement of Non-Discrimination policy [ERF 1.2.1, UNIV-TIX-466, <i>Title IX Statement of Non-Discrimination</i>].</p>
<p>Development and implementation of curricula</p>	<p>Curriculum is a faculty responsibility. While students must complete the University's core curriculum requirements for graduation, the balance of the curriculum for students in the public health program is designed by the faculty and approved by the faculty. Curriculum is based on the CHES competencies and the public health domains. The faculty-approved curriculum is also approved at the department level by the chair, college level (Curriculum Committee), university level (Academic Affairs Committee), and, ultimately, the Faculty Senate. [ERF 1.2.2, ACAD-SENA-109, <i>New Program Development and Modification</i>]</p> <p>Course revisions can be identified and initiated by the faculty or chair of the Department, approved at the department level by the chair, college level (Curriculum Committee), university level (Academic Affairs Committee), and, ultimately, the Faculty Senate. [ERF 1.2.3, ACAD-SENA-123, <i>New Undergraduate Course Development and Modification</i>]</p>
<p>Admission to the major</p>	<p>The University establishes general admission requirements to the University. In addition, requirements for continued good-standing are handled university-wide. However, the public health program can set standards for admission to the degree program, acceptable progress through a degree program, e.g., required pre-requisites, and minimum grades needed for satisfactory progress in the program.</p> <p>Students can declare public health as their major at any time in their academic careers, although they will not be administratively admitted to the program until they fulfill the admission criteria.</p> <p>Prior to being admitted, a student must:</p> <ul style="list-style-type: none"> • See an advisor in the public health program for guidance; • Complete PUBH 121, PUBH 201, and PUBH 350 with a grade of C or better in each course; and • Have completed a minimum of 60 semester credit hours (junior standing) for admission to the following classes: PUBH 410, PUBH 481, PUBH 485, PUBH 491, and PUBH 495.

Area of autonomy	Narrative overview
	Advisers (tenure-track faculty) for the program ensure that students meet pre-requisites to move forward in the program.

Template A-3 identifies how each of the program functions is accomplished and their relevancy to the program’s authority.

Template A-3
Summary of Program Functions, Responsible Parties,
Processes, and Policies

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies
a. determine the amount of resources (financial, personnel and other) that will be allocated to the program	provost, dean, department chair	The resource allocation process for each upcoming academic year begins in March. Department budget requests, tied to University and program goals, are submitted to the dean. The dean assembles the overall college budget request, which is submitted to the provost’s office. Each year’s budget request is established from a baseline level with adjustments (up and down) based on program need (driven by program enrollment and FTEs generated) and new initiatives (driven by projected enrollment). Faculty lines likewise are requested by departments through the dean to the provost. The dean ranks requests for new faculty and the provost allocates faculty slots to the colleges.	University Policy ACAD-SENA-114, <i>Academic Director/Department Chair</i> [ERF 1.2.4, ACAD-SENA-114, <i>Academic Director/Department Chair</i>]

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies
b. distribute resources (financial, personnel and other)	provost, dean, department chair	Once staffing and funding decisions are made by the provost, as described above, the chair of the Department, on behalf of the Department, is responsible for allocating/ managing resources appropriately. Allocations are based on faculty requests and needs and Department needs. The dean has ultimate responsibility, however, to sign off on faculty hiring and spending.	University Policy ACAD-SENA-112, <i>Academic Deans</i> [ERF 1.2.5, ACAD-SENA-112, <i>Academic Deans</i>] and ACAD-SENA-114, <i>Academic Director/Department Chair</i> [ERF 1.2.4, ACAD-SENA-114, <i>Academic Director/Department Chair</i>]
c. appoint/hire faculty to teach program courses	department chair	The Department can request FTE lines to address Department needs. Full-time FTEs must follow the process above. The dean, with the recommendation of the search committee and Department chair, offers regular faculty hire positions. The chair of the Department appoints members of the Department and the University to serve as members of the search committee for full-time faculty that makes recommendations to the chair and dean. Adjunct faculty (teaching associates) can be hired any time there is a Department need. Need is determined by course coverage need or special course interest on a semester basis.	<i>Faculty Manual 2016-2017</i> Section 6 – Appointments, Promotion, and Tenure. Pages 42-67 [ERF 1.2.6, <i>Faculty Manual 2016-2017</i>]
d. appoint/hire personnel to advise program students	department chair, program faculty	All tenure-track faculty members advise students as part of their Department service.	<i>Faculty Manual 2016-2017</i> Section 5 – Faculty Responsibilities and Rights. Page 25, item #8 [ERF 1.2.6, <i>Faculty Manual 2016-2017</i>]

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies
e. design curriculum, including program-specific requirements for awarding the degree	department chair, program faculty	The curriculum design has been in place for some time. Recently, two classes were added to the curriculum. These are PUBH 333 - Environmental Health and PUBH 403 - Leadership in the Health Professions. Both of these changes were made to further align the curriculum with public health content. Curriculum changes can be initiated by the faculty or chair of the Department, approved at the department level by the chair, college level (Curriculum Committee), university level (Academic Affairs Committee), and, ultimately, the Faculty Senate.	University Policy ACAD-SENA-114, <i>Academic Director/Department Chair</i> [ERF 1.2.4, ACAD-SENA-114, <i>Academic Director/Department Chair</i>]
f. develop plans for student assessment	dean, department chair, program faculty	The purpose of the College of Science Assessment Committee is to review and assist departments with assessment plans and reports for each program. Each department in the College of Science has a representative on the Committee to facilitate communication between the department and the dean's office.	Standing Committee within the College of Science
g. evaluate the performance of individuals teaching program courses	department chair	Each faculty member is required to submit an annual activity report. Included in this report are student evaluations of teaching performance and a faculty self-appraisal of efforts.	University Policy ACAD-SENA-127, <i>Student Evaluation of Courses</i> [ERF 1.2.7, ACAD-SENA-127, <i>Student Evaluation of Courses</i>]

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies
h. evaluate the performance of individuals advising program students	department chair	The program performs advising in two phases. First, group advising is performed with the chair of the Department and all available faculty members. Students are then invited to attend one-on-one advising sessions. The Department will administer an advising survey to assess group advising sessions and the performance of the individual advising program during Fall 2017.	<i>College of Science Faculty Handbook Fall 2015</i> Evaluation of Department Chair. Item 4f. Page 8 [ERF 1.2.8, <i>College of Science Faculty Handbook Fall 2015</i>]
i. promote and/or grant tenure, if applicable, to faculty teaching program courses	Promotion and Tenure Committee	The University has a formal promotion and tenure process. Each tenure-track faculty member is hired with a six year probationary period for employment, with a formal three year review with feedback (or termination of appointment after year four). Submission of a formal dossier after year five triggers review and formal comments (positive or not) from the department chair, Promotion and Tenure Committee of the Department of Health Sciences, (three tenure-track faculty members beginning Spring 2017), College of Science dean, Promotion and Tenure Committee of the College of Science, provost, president, and board of trustees.	<i>Faculty Manual 2016-2017</i> Section 6.4 – Appointments, Promotion, and Tenure. Pages 46-67 [ERF 1.2.6, <i>Faculty Manual 2016-2017</i>]

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies
j. re-appoint or terminate program faculty hired by contract, if applicable	department chair, Promotion and Tenure Committee	<p>The program has three lecturers. Each is reappointed each year or for three years (after three years of service) at the discretion of the chair of the Department.</p> <p>After six years of service, lecturers are eligible for promotion and eligible to submit a formal dossier for review and formal comments (positive or not) from the Department chair, Promotion and Tenure Committee of the Department of Health Sciences, College of Science dean, Promotion and Tenure Committee of the College of Science, provost, president, and board of trustees.</p>	<i>Faculty Manual</i> Section 6.4 – Appointments, Promotion, and Tenure. Page 47 [ERF 1.2.6, <i>Faculty Manual 2016-2017</i>]
k. determine teaching assignments for program courses	department chair	The Department chair matches teaching and research expertise with course content. Faculty members translate their research into the pedagogy of each course to enhance the course content.	<i>College of Science Faculty Handbook Fall 2015 – Work Responsibilities</i> . Pages 11-12 [ERF 1.2.8, <i>College of Science Faculty Handbook Fall 2015</i>]
l. develop the program's academic policies governing matters such as academic standing and awarding of degree	provost, university registrar, department chair, program faculty	Program faculty who are advisers ensure that the student has met the program requirements and recommend degree completion to the chair, which recommends completion to the dean and the provost. The provost is the chief academic officer of the University and is charged by the State of South Carolina to certify the degrees awarded. This process is ensured by the University registrar.	Section 59-136-130, Code of Laws of South Carolina, Article 1 – Powers of the Board (http://www.scstatehouse.gov/code/t59c136.php)

Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies
m. implement the program's academic policies, including grading	Faculty Senate	The University has a standard grading system. This is set by the Faculty Senate and included in the yearly <i>Undergraduate Catalog</i> [ERF 1.2.9, 2017-2018 <i>Undergraduate Catalog</i>]. The public health faculty members develop and grade their own course-related assignments.	<i>Faculty Manual 2016-2017</i> section 5.1.2 – Examination and Grading Policy. Page 26 [ERF 1.2.6, <i>Faculty Manual 2016-2017</i>]
n. recruitment, advertising and admissions	Office of Admissions and Merit Awards	The chair of the Department meets with the admission counselors prior to their fall recruitment trips to promote the program and answer any questions they may have. The program is advertised via the University website.	Office of Admissions and Merit Awards recruitment programs (https://www.coastal.edu/admissions/)
o. define the academic calendar	provost, Faculty Senate	The academic calendar falls under the purview of the faculty. This responsibility is then delegated to the Faculty Senate Calendar Committee.	<i>Faculty Manual 2016-2017</i> , Section 4.3 - Functions of the Faculty. Page 7 [ERF 1.2.6, <i>Faculty Manual 2016-2017</i>]
p. publication and currency of information in catalogs and other publications	provost, university registrar, department chair	The <i>Undergraduate Catalog</i> is published annually with updates/changes approved through the Faculty Senate. Prior to publication, the chair of the Department reviews the document for clarity and to ensure that final edits and the approved curriculum and program changes are made. It is distributed in an electronic format only.	Annual publication schedule

1.3 Administrator/Faculty Responsibilities

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

The Department of Health Sciences has a combined faculty of 12 full-time and 10 part-time faculty members for a total FTE faculty of 17.15. The public health program has 13.98 FTE faculty.

At the program level, all curriculum development and changes are based on committee recommendation of the entire full-time faculty within the public health program. Program changes are reviewed by the Department of Health Sciences faculty to ensure that program alterations do not adversely affect the unit as a whole. Once a curriculum change has been approved at the department level, a curriculum change proposal must be approved by the College of Science Curriculum Committee, the dean, the Academic Affairs Committee, and the Faculty Senate. Once approved by the Faculty Senate, the proposal is sent to the provost for final approval.

For classes to be included in the University core curriculum, proposals for additions or changes go through the Core Curriculum Committee. This committee oversees and makes recommendations regarding all aspects of the core curriculum, including implementation, modification, and assessment. The Committee's recommendations regarding modifications to core curriculum requirements are forwarded to the Academic Affairs Committee for approval prior to requesting Faculty Senate action. The Core Curriculum Committee is a standing committee of the Faculty Senate. Membership consists of: nine to eleven faculty (two elected from each college, one of whom must be tenured, and one elected from the Library); Ex Officio: Provost; Director of Academic Advising/First Year Experience (as one University College representative); and Ex Officio (non-voting): Dean of University College and Director of the Core Curriculum.

For classes to be identified as experiential, proposals for additions or changes go through the QEP Curriculum Committee before going to the Academic Affairs Committee.

In the College of Science, the dean of the college allows for autonomous operation of departments, including the Department of Health Sciences. As such, the chair of the Department has clearly defined rights and responsibilities. One of the primary responsibilities of the chair is governance of the public health program, including academic policies and curriculum design. For example, several years ago, the faculty decided to update the program curriculum to mirror the five core areas of public health. In this update, two courses were voted to be removed from the required curriculum and new two courses, PUBH 333 - Environmental Health and PUBH 403 - Public Health Leadership, were added. This change was approved by a formal faculty vote, approved internally via the University's academic affairs process [ERF 1.3.1, Administrative Action-30 2012-2013], and externally via a program notification to the South Carolina Commission on Higher Education (SCCHE).

Faculty members in the Department of Health Sciences meet as a group each semester [ERF 1.3.2 Department of Health Sciences Meeting Notes, 2013-2017]. These meetings usually occur at the beginning and end of each semester. In addition, full-time faculty members meet with the chair of the Department individually every other week to discuss and address faculty needs and concerns. Between meetings, the faculty is updated by email regarding issues that may affect individual

programs or the Department. If issues are identified that need to be addressed, special meetings are called. Informal communication also happens frequently with office visits.

Program assessment occurs as part of the ongoing University assessment process. In the assessment process, formal assessment activities are performed each year and used for continuous improvement of the public health program. These activities are linked to student learning outcomes which are linked to program goals; the program goals are designed to support the overall mission of the public health program. A program faculty member has been identified as the program's assessment coordinator and works closely with the chair of the Department on assessment matters. Resource allocation at the university level is decided above the dean level, and the Department chair is responsible for reviewing the yearly budget and requesting and justifying additional requests for the forthcoming fiscal year. Program faculty members make recommendations for purchases to the chair of the Department. Requested changes in budgets are tied to the University's Strategic Plan, supported by assessment data, and passed through the dean to the Office of Academic Affairs for approval by the provost.

1.4 Faculty Engagement

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

The public health program works to ensure that there are avenues of formal and informal communication that occur in a collegial manner. All program faculty members are located in Kenneth E. Swain Science Hall, and this proximity allows for both formal and informal engagement to easily take place. The faculty meets at the beginning and end of every semester, and, when needed, meetings occur throughout the semester. In addition, full-time faculty members meet with the chair of the Department individually every other week to discuss and address faculty needs and concerns. Teaching associates interact with the chair and other faculty during Department meetings and can meet with the chair informally when requested. Although there is not a formal curriculum committee within the program, the faculty has had several retreats in the past to review the program curriculum. As a result of this type of interaction, the curriculum was recently fully aligned with the five core areas commonly found in a Master of Public Health degree.

Several of the faculty are currently, or have been in the past, members of the University Faculty Senate. As a result, the faculty is regularly briefed on University matters. While the Department does not have a formal faculty mentoring program, dozens of seminars are available annually via the University's Center for Teaching Excellence to Advance Learning (CeTEAL), and faculty members are encouraged to attend those that are most pertinent to them. Many CeTEAL sessions are designed to improve traditional face-to-face instruction, distance learning instruction, and assist faculty in integrating technology into the instructional process. Each department unit has a seat on the College of Science Promotion and Tenure Committee. This individual is elected from the membership of the Department of Health Sciences as a whole. The current representative is a member of the public health faculty.

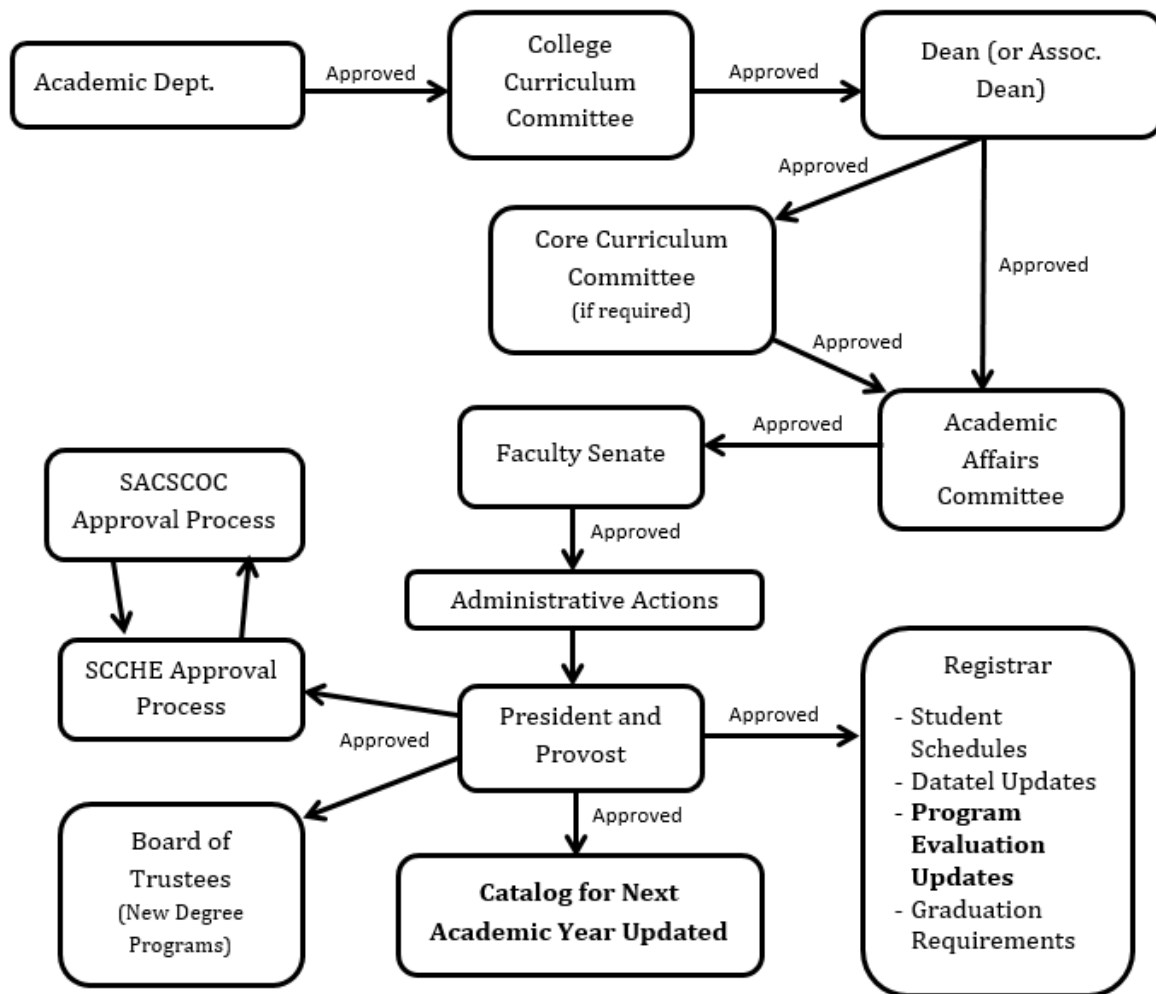
Each faculty member also has full support to attend a professional conference each year. Within the past year, faculty members have attended the American Public Health Association annual conference, the Society for Public Health Education annual meeting, and the American Dietetic Association annual meeting. Attendance at these meetings is important for faculty members to be informed of the latest developments in their fields, and engagement in these opportunities allows recent findings to be incorporated into course content.

Part-time faculty members are eligible to apply for University technology grants, are required to participate in one training a year offered by the Department, are invited to all meetings of the Department, and meet with the Department chair once a semester. In addition, the Department chair encourages all part-time faculty to participate in CeTEAL professional development sessions that are offered throughout the academic year.

1.5 Information Accuracy

Attention to detail is important as all additions/changes to academic policies and the curriculum have a direct impact on the *Undergraduate Catalog* and program evaluation, which, in turn, impact student retention and graduation. Forms reflecting additions/changes need to be filled out accurately and completely. What is evident to the initiator may not be evident to others in the approval process, and a proposal risks being rejected or misinterpreted if not complete and clear. Adhering to the Course and Program Addition/Change Workflow chart (Figure 2) ensures *Catalog* changes are accurately executed.

Figure 2
Course and Program Addition/Change Workflow Chart



The accuracy of information contained on the Department's website as well as the program website is reviewed, revised and motions are prepared to be approved by the faculty annually at the first spring faculty meeting. Approved edits and revisions are submitted for approval to the College of Science Curriculum Committee, dean, Academic Affairs Committee, Faculty Senate and the provost for inclusion in the *Catalog*. The information contained in the *Catalog* is duplicated on the website and on promotional materials. Final approvals must be completed in the spring semester before the designated deadline.

Undergraduate Catalog

The *2017-2018 Undergraduate Catalog* is available online and contains academic policies in effect for the academic year. The *Catalog* is updated annually and published at the beginning of each academic year. Academic policy information is presented as appropriate for the following areas:

- Academic Forgiveness
- Academic Honors
- Academic Status
- Admissions Criteria and Categories
- Changes in Registration
- Class Attendance
- Classification of Students
- Course Credit
- Credit by Examination
- Degrees and Minors
- Double Majors
- Enrollment Certification/Verification
- Final Examinations
- Grading System
- Graduation
- Honors Program
- Notification of Student Rights Under the Family Educational Rights Privacy Act (FERPA)
- Registration
- Second Baccalaureate Degrees
- Transcripts
- Withdrawal

Academic Programs

The University defines and publishes the requirements for each undergraduate degree program and the core curriculum (general education) program in the *2017-2018 Undergraduate Catalog*. The *Catalog* is reviewed on an annual basis. This review includes a review at the program/department and college levels to ensure that the University is providing clear, consistent and accurate information about all programs.

Student Handbook and Academic Planner

The *Student Handbook and Academic Planner* is a guide to student life at the University to include its governance, organizations, policies, facilities, and services. Each student enrolled at the University is responsible for having knowledge of current University policies and regulations. Of specific importance to the area of academic policies is the Code of Student Conduct which is presented in its entirety in the *Handbook*. The Code of Student Conduct includes information on Student Rights and Responsibilities, the Academic Integrity Code, and the Non-Academic Conduct Code. Academic majors are also listed by college for student reference.

University Policies Website

The University Policies website is easily accessible and includes academic and other policies of the University. Individual units of the University may have policies and procedures specific to their individual operations that are not included on the University Policies website and represent department policy rather than University policy. University Policy UNIV-COMP-410, *Policy on Policies* [ERF 1.5.1, UNIV-COMP-410, *Policy on Policies*], specifically outlines the University's policy governing the development of University policies, including those in the academic area.

2.0 Resources

2.1 Faculty Resources

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

Policies, programs, and resources are in place at the University to ensure the quality and integrity of the University's academic programs. The public health program has sufficient faculty resources to accomplish its mission as indicated in Table 1. Every 21 credit hours taught during the academic year is equivalent to one full-time equivalent (FTE). A 1.0 FTE is considered to be a tenured or tenure-track, full-time faculty member teaching seven courses per academic year, advising students, and conducting research, or a salaried full-time lecturer teaching 10 courses per year or the equivalent. Part-time faculty members are calculated at 0.249 FTE per three credit hours course. Faculty members teaching less than 3 credit hours, typically independent study or creative inquiry courses, are prorated in this calculation. Table 1 identifies the public health faculty headcount and FTE from 2013-2016.

**Table 1
Public Health Faculty Headcount and FTE
2013-2016**

Year	Full-time Faculty			Part-time Faculty			Total
	Head-count	FTE		Head-count	FTE		
	N	N	%	N	N	%	
2013	9	9.00	63.2%	8	5.23	36.8%	14.23
2014	9	9.00	64.4%	8	4.98	35.6%	13.98
2015	9	9.00	62.2%	9	5.48	37.8%	14.48
2016	9	9.00	64.4%	9	4.98	35.6%	13.98

The chair of the Department of Health Sciences oversees the following degree programs:

- Bachelor of Science in Public Health
- Bachelor of Science in Health Administration (completion)
- Bachelor of Science in Nursing (completion)

The health administration program has a program coordinator, Kristi Forbus, M.H.A., and the nursing program has a director of nursing, Wanda Dooley, D.N.P. The chair of the Department of Health Sciences, Fredanna M'Cormack McGough, Ph.D., devotes 75% of her time to the public health program which includes administration (e.g., planning, faculty evaluations, budgeting), teaching and advising students. The remaining 25% of her time is spent with the other two degree programs in the Department.

PUBH 121 - Personal and Community Health primarily serves the University core curriculum Goal 7: Knowledge of Human Health and Behavior. This goal specifies that "educated persons should

gain a basic knowledge and understanding of human behavior on the individual and societal levels to facilitate quality of life and improve community and societal environments."

The course has been submitted for inclusion in the new core curriculum (effective Fall 2017) for the core's Human and Social Behavior objective. This objective specifies that "students will recognize a variety of social perspectives and contexts, and identify connections among individual and group behaviors within and across cultures." The student learning outcomes for the course are as follows:

1. Apply methods of inquiry to investigate social behavior, and
2. Analyze and illustrate the connections among individual and group behavior

In the Fall 2015 and Spring 2016 semesters, nearly 1,500 students enrolled in PUBH 121. The majority of these students were not public health majors. For any student who is, or later declares public health as his or her major, PUBH 121 serves as part of the foundational major requirements.

Because of this structure, public health tenure-track faculty members seldom teach this class. They are limited in the number of classes they teach, and the program focuses their teaching primarily on upper-level required courses. The instructors of the PUBH 121 classes, however, are master's-prepared within the broad spectrum of public health.

2.2 Faculty Mix

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

The mix of full-time and part-time faculty is sufficient for the program to accomplish its mission as indicated in Table 2. The typical workload for all tenure-track faculty in the public health program is a 4-3 teaching load, or 21 credit hours per academic year. Table 2 identifies the public health faculty headcount and FTE by full-time and part-time status from 2013-2016.

**Table 2
Public Health Faculty Headcount and FTE
by Full-time and Part-time Status
2013-2016**

Year	Full-time Faculty			Part-time Faculty			Total
	Head-count	FTE		Head-count	FTE		
	N	N	%	N	N	%	
2013	9	9.00	63.2%	8	5.23	36.8%	14.23
2014	9	9.00	64.4%	8	4.98	35.6%	13.98
2015	9	9.00	62.2%	9	5.48	37.8%	14.48
2016	9	9.00	64.4%	9	4.98	35.6%	13.98

Public health faculty members by rank, FTE allocation to SBP, and courses taught for 2012-2016 are included in Template B.

**Template B
Public Health Courses Taught
2012-2016**

Name of Faculty Member	Rank	FTE Allocation to SBP	Course(s) Taught	
			Required	Electives
Dunn, Michael S., Ph.D.	Full-time	1.0	PUBH 350, 481	PUBH 331, 399
Edmunds, Amy L., M.A.	Full-time	1.0	PUBH 121	PUBH 440
Firsing III, Stephen L., Ph.D.	Full-time	1.0	PUBH 201, 333	PUBH 399, 420
Forbus, Kristi S., M.H.A.	Full-time	1.0	PUBH 310, 485, 495	PUBH 382

Name of Faculty Member	Rank	FTE Allocation to SBP	Course(s) Taught	
			Required	Electives
McGough, Fredanna M'Cormack, Ph.D.	Full-time	1.0	PUBH 304/404, PUBH 310	PUBH 375, 399, 411, 480
Powell, Mary Kate, M.P.H.	Full-time	1.0	PUBH 121, 485	
Royce, Sherer, Ph.D.	Full-time	1.0	PUBH 403, 491	PUBH 340, 399, 420
Thompson, Sharon H., Ed.D.	Full-time	1.0	PUBH 304/404, 481	PUBH 399, 411, 499
Yannessa, John F., Ph.D.	Full-time	1.0	PUBH 410	PUBH 347, 399, 499
Akerlund, Iphigenia, M.S. (co-instructor)	Part-time	.249	PUBH 304/404	
Beyer, Christine, Ph.D.	Part-time	.249	PUBH 310	
Gedney, Larissa, M.S. (co-instructor)	Part-time	.249	PUBH 304/404	
Holland, Jr., David T., M.S.	Part-time	1.245	PUBH 121	
Lowery, Jessica M., M.A.T.	Part-time	1.245	PUBH 121	
Lukas, Cary F., M.A.	Part-time	.498	PUBH 121	
McGhee, Rebecca, D.P.T.	Part-time	.249		PUBH 380
Pioli, Nicole Marie, M.S.W.	Part-time	1.245	PUBH 121	
Shoja, Vona, M.P.H.	Part-time	.747	PUBH 121	

The public health program has six full-time, tenure-track faculty members and three full-time lecturers. All of the primary courses supporting the mission of the program are taught by these faculty members. While there is a section of PUBH 310 – Issues in Family Life and Sexuality taught by a health educator, this course is designated for education students only. A section of PUBH 304/404 – Nutrition is also taught by dietitians in the community, to support both nursing and education students.

2.3 Student Enrollment

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

Students can declare public health as their major at any time in their academic careers, although they will not be administratively admitted to the program until they fulfill the program’s admission criteria. Admission criteria for the program consist of the following guidelines.

Prior to being admitted, a student must:

- See an advisor in the public health program for guidance;
- Complete PUBH 121, PUBH 201, and PUBH 350 with a grade of C or better in each course; and
- Have completed a minimum of 60 semester credit hours (junior standing) for admission to the following classes: PUBH 410, PUBH 481, PUBH 485, PUBH 491, and PUBH 495.

Template C shows the public health student headcount and FTE from Spring 2015 to Fall 2016.

**Template C
Public Health
Student Headcount and FTE
Spring 2015 – Fall 2016**

Semester	Student Headcount	Student FTE	Narrative explanation of the specific method and source of student enrollment data
Spring 2015	226	214	
Fall 2015	239	228	
Spring 2016	239	224	
Fall 2016	260	246	

A full-time student is a student enrolled for 12 or more credit hours. A part-time student is a student enrolled for 11 or fewer credit hours. The student full-time equivalent (FTE) is calculated by taking the number of student credit hours generated by the number of students who have declared a public health major divided by 15.

The IRAA produces internal and official enrollment reports for each semester and for the summer sessions. The ten-day reports (internal only) provide summary views of the enrollment at the beginning of the semester. Official enrollment reports include basic statistics about enrollment, credit hours, and FTE. The official enrollment reports are based on a standard, census snapshot view as defined by the SCCHE.

2.4 Student-Faculty Ratios

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

Template D.1 shows the public health student-to-faculty ratio (SFR) from Spring 2015 to Fall 2016.

**Template D.1
Public Health
Student-Faculty Ratio
Spring 2015 – Fall 2016**

Semester	SBP SFR	Explanation of the data and method used	SBP Average Class Size	Explanation of the data and method used
Spring 2015	13:1		23	
Fall 2015	17:1		21	
Spring 2016	19:1		20	
Fall 2016	21:1		21	

* The Instructional FTE is assigned only to employees who teach. It is a measurement of the teaching load of faculty in a given term and is intended to measure the teaching duties of all faculty of record. The full-time or part-time status of faculty is generally defined by contract. Full-time faculty equal 1 FTE. Part-time faculty appointment fractions are accumulated to an equivalency of full-time appointments. For example, an instructor teaching one 3 credit hour course will have 3/12=.25 FTE provided 12 hours is a full-time teaching load for the faculty. This may vary between departments and colleges.

Template D.2 identifies a comparison of the public health program to a comparable baccalaureate program, i.e., sociology, at the University.

**Template D.2
Comparable Baccalaureate Program - Sociology**

Comparable Baccalaureate Program in the institution	Narrative explanation of the choice of the comparable program. Include degree objectives and methods of instruction as well as a rationale for the choice.
Sociology	<p>The sociology major has a similar number of students (approximately 200) and a similar number of faculty to the public health major. Sociology involves the study of human social behavior, specifically organizations, institutions, stratification, and social change in human societies. Degree objectives are also similar to those of the public health major. These are:</p> <ul style="list-style-type: none"> • Develop and implement qualitative and/or quantitative investigative projects from the initial step of topic selection through literature

Comparable Baccalaureate Program in the institution	Narrative explanation of the choice of the comparable program. Include degree objectives and methods of instruction as well as a rationale for the choice.
	<p>review, data collection and analysis, and writing and presenting sociological research.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of a specific area of sociology and appropriate scientific methods in conducting independent and group research. • Illustrate and communicate key sociological concepts. • Understand the substance and centrality of sociology theory as it relates to the science and application of sociology. • Demonstrate an understanding of how class, status, race, ethnicity, gender and/or sexuality steer individual life processes. <p>Similar to the public health program, sociology students have the opportunity to participate in internships with various local agencies, including those dealing with spousal and child abuse, law enforcement, care of the elderly, community recreation programs, and alcohol and drug programs.</p>

Comparable program SFR (sociology) information for Spring 2015 to Fall 2016 is included in Template D.3.

**Template D.3
Comparable Program SFR - Sociology
Spring 2015 – Fall 2016**

Semester	Comparable Program SFR	Comparable Program Average Class Size
Spring 2015	19:1	26
Fall 2015	22:1	30
Spring 2016	18:1	25
Fall 2016	20:1	31

Template E.1 includes average advising load data for the public health and sociology programs for Spring 2015 to Fall 2016.

**Template E.1
Average Advising Load
Public Health vs. Sociology
Spring 2015 – Fall 2016**

Semester	SBP (Public Health) Average Advising Load	Explanation of the data and method used	Comparable Program (Sociology) Average Advising Load
Spring 2015	38		21
Fall 2015	40		25
Spring 2016	33		24
Fall 2016	41		35

Template E.2 provides an explanation of the average advising loads of faculty in the public health and sociology programs.

**Template E.2
Average Advising Load
Comparable Baccalaureate Program
Sociology**

Comparable Baccalaureate Program in the institution	Narrative explanation of the choice of the comparable program.
Sociology	<p>The sociology major has fewer students than the public health program. Sociology has eight faculty members who advise students, and the faculty members meet one-on-one with their students. The public health program has six faculty members who advise students. While there are three public health lecturers, they generally do not advise students and focus on teaching only. The advising model the public health program uses is a group advising process, in which students are invited to attend one of ten scheduled advisement sessions. Sessions last for approximately one hour, where for 15 minutes students as a group are provided curriculum and program updates, information about reviewing their academic plan, necessary pre-requisites and forms or petitions needed to update the academic plan. For the remaining time, faculty advisers meet with four to six students individually to review their academic plans and pre-identified courses to make sure appropriate courses are being selected for pre-registration.</p> <p>Following attendance at a group advising session, students are invited to make one-on-one appointments with faculty if they have additional academic advising questions.</p>

2.5 Financial/Physical Resources

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

The University and College of Science support the public health program and provide the necessary resources required to accomplish the program's mission, promote scholarship, and support faculty and students [ERF 2.5.1, Dean's Letter dated January 4, 2016].

The public health program faculty has been housed in Kenneth E. Swain Science Hall (Swain Hall) since the building was officially dedicated in Fall 2013. The \$15 million, 40,000 square foot building has state-of-the-art research space and equipment for labs, two classrooms, and a computer lab.

Each tenure-track faculty member has a dedicated office space, allowing for adequate space to facilitate scholarly/research activities and student advising and mentorship. Within Swain Hall there are tables, benches, and chairs that allow open space for students and facilitate student-faculty interaction. Additionally, there is a dedicated classroom for the public health program where some public health classes and meetings are held as well as community outreach activities. Through reservation, the program has access to the computer lab (with 25 independent work stations) on the second floor of the building.

Those enrolled in the public health program also have access to lab space in Swain Hall. Students have access to research opportunities with the faculty in this space. The lab has recently been equipped with over \$15,000 worth of equipment. Examples of some of the items that students have access to are: an InBody Machine, Diet Analysis Plus software, a mobile kitchen, an I-pad for social media. It is the goal of the public health program to provide opportunities for research activities that intersect faculty/student mentorship with community participation and benefit.

As a public institution, the University operates on tuition and fees, gifts and grants, government scholarships and contracts, and state appropriations. A portion of facilities and infrastructure (indirect) costs on extramurally funded research is also returned to the Department. The University is authorized to charge an indirect cost (overhead) rate of 47.5% of salaries and wages to extramural grant accounts. By policy, University indirect costs support the research activities of the institution through allocation to the Principal Investigator (PI), the PI's home department, college, and the University's Office of Sponsored Programs and Research Services. Typically, 50% of the funds can be used by the PI or department.

Template F identifies the revenue for the public health program from FY 2011-2012 to FY 2015-16.

**Template F
Revenue for Public Health Program
FY 2011-2012/2015-2016**

Source of Funds	Fiscal Year 2011-2012	Fiscal Year 2012-2013	Fiscal Year 2013-2014	Fiscal Year 2014-2015	Fiscal Year 2015-2016
Tuition and Fees	2,251,084	2,398,472	2,429,291	2,784,717	2,989,720
State Appropriation	217,029	286,420	242,594	257,804	284,378

Source of Funds	Fiscal Year 2011-2012	Fiscal Year 2012-2013	Fiscal Year 2013-2014	Fiscal Year 2014-2015	Fiscal Year 2015-2016
University Funds	-	-	-	-	-
Grants and Contracts	356,858	393,077	353,773	373,231	377,571
Indirect Cost Recovery	-	-	-	-	-
Endowment	-	-	-	-	-
Gifts	418,503	425,543	411,618	432,689	433,000
Other – Sales and Service	326,611	589,029	592,025	648,852	725,894
Other – Operating Revenue	50,673	64,505	63,103	68,685	65,504
Other - Local Appropriation	7,618	7,574	8,907	9,344	9,496
Other - Investment	17,355	37,846	31,643	9,840	14,216
Total	3,645,732	4,202,467	4,132,953	4,585,163	4,899,780

The Campus

In Fall 2016, the University campus reported 115 main buildings encompassing over 2,777,743 gross square feet of space. The Office of Facilities Planning and Management maintains an inventory of all current buildings. In FY 2016, the total acreage of the University was approximately 1,738 acres of which 633 acres are considered main campus.

In Fall 2016, the University had a total of 799,307 assignable square feet of educational and general (E&G) space. E&G space includes teaching, library, research, office, and support space. Current and recently-completed construction projects at the University include:

1. a 65,000 square foot science building which serves as a new location for the marine science, biology, and chemistry departments (completed: May 2016)
2. a 39,000 square foot addition to the student center which provides a theatre, recreation room, student activities offices and increased lounge space to support the University's student growth (completed: December 2014)
3. a 8,000 square foot facility which provides a healthy choice catering kitchen and food service with seating for 100 on the west side of the campus (completed: November 2014)

2.6 Support Services

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

- computing and technology services
- library services
- distance education support, if applicable
- other student support services (e.g., writing center, disability support services), if they are particularly relevant to the public health program

Template G provides an overview of the academic support resources available to the public health program.

**Template G
Academic Support Resources Available to the Public Health Program**

Academic Support Resource	Responsible Party	Description
Computing and Technology Services	Institution	<p>Student Computing Services (SCS), a part of Information Technology Services, provides students with assistance on technical issues and technology-related projects to enhance their academic experience. SCS staff members maintain the University’s general-access labs, assist with computer accounts and academic projects, support residence hall computer operations, and advise on computer and software purchases. In addition, SCS staff members assist with email, Moodle, WebAdvisor, printing, and wireless access.</p> <p>There are 38 computer labs across the campus available for student use containing a total of 1,105 workstations and 21 printers. There also is a dedicated computer lab (with 25 independent work stations) on the second floor of Swain Hall to which all public health students have access.</p>
Library Services	Institution	The mission of the Kimbel Library and Bryan Information Commons is to serve as a vibrant, student-centered intellectual gathering place offering portals to information and

Academic Support Resource	Responsible Party	Description
		<p>ideas that enhance learning and research for a successful, engaging and diverse community of learners. To accomplish this mission, the Kimbel Library and Bryan Information Commons provide the resources, services, instruction and facilities essential to support the high quality teaching and engaged learning of students and faculty of the University.</p> <p>Kimbel Library has holdings of approximately 300,000 items in all formats, with more than 375,000 additional eBooks provided by Partnership Among South Carolina Academic Libraries (PASCAL), a statewide consortium. The library currently subscribes to approximately 121,000 periodicals, including magazines, newspapers, scholarly journals and proceedings in print and online formats. The library provides access to its print holdings, as well as 175 online citation, full-text, and reference resources, via the library website at www.coastal.edu/library. Public health faculty members provide input regarding the selection of library resources, including both print and electronic resources. The public health program has a designated library liaison who takes order requests and communicates with faculty when new resources are available.</p> <p>All electronic resources, including books, articles and videos, are available to students, faculty and staff from off campus.</p> <p>A list of relevant library holdings is contained in the Electronic Resources File [ERF 2.6.1, Library Holdings].</p>

Academic Support Resource	Responsible Party	Description
Distance Education Support, if applicable	Institution	<p>The Coastal Office of Online Learning (COOL) provides developmental assistance for online education with emphasis on academic integrity and quality.</p> <p>COOL assists in developing the University's technology infrastructure and managing a marketing plan for the exceptional quality of online learning courses and programs at the University.</p>
Advising Services	College/Department	<p>The College of Science Advising Center works to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective.</p> <p>Academic advisers are committed to helping students:</p> <ul style="list-style-type: none"> • Understand degree/graduation requirements • Create a plan for graduation • Make course selections and plan course schedules • Understand University policies and procedures • Learn about campus support services • Work through academic issues <p>Department faculty members become the major advisers as students confirm their area of study. The major adviser is a "specialist" in the major requirements.</p>
Public Health-Related Career Counseling Services	Program	Faculty members in the program advise students about public health careers and further education.

3.0 Faculty Qualifications

3.1 Faculty Qualifications

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

University faculty members are qualified to accomplish the mission and goals of the University. The University mission states that, "Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective" [ERF 3.1.1, University Mission Statement]. By establishing the goal of developing knowledgeable, productive, responsible students with a global perspective, faculty search committees seek candidates with the professional credentials and world views necessary to produce well-rounded and successful students. To this end, the public health program has a diverse and experienced faculty. Six of the nine faculty members hold doctoral degrees and three hold master's degrees. The faculty also participates in professional development and continuing education through conference attendance and participation; tenure-track faculty members maintain active research agendas. To retain faculty, the University strives to ensure successful tenure by offering New Faculty Orientation, workshops, writing groups and institutes through the CeTEAL, leadership training, and mandatory compliance and professional development through the Office of Training Development and Service Excellence.

Ensuring Faculty Competence

The University ensures the competence of its faculty through 1) faculty qualification standards published in the *Faculty Manual 2016-2017* [ERF 1.2.6, *Faculty Manual 2016-2017*], and adherence to these standards, 2) specific University policies that pertain to faculty searches, employment, and credentials, and 3) a detailed system of faculty performance review that encompasses both University expectations as well as expectations in the faculty member's discipline.

University Policy FAST-HREO-215, *Faculty Recruitment and Employment* [ERF 3.1.2, FAST-HREO-215, *Faculty Recruitment and Employment*] addresses the employment of faculty and includes the statement, "It is the policy of Coastal Carolina University to recruit and select persons for employment on the basis of training, experience, and other characteristics which best suit an individual to the job to be performed." In the recruitment and hiring of faculty members, primary consideration is given to a candidate's highest earned degree along with prior professional experience and potential for contributions to the University. University Policy FAST-HREO-215, *Faculty Recruitment and Employment* provides an overview for the academic colleges and departments in conducting searches for new faculty and offers direction on all phases of the search process, from advertising positions and screening applications to interviewing candidates and making hiring recommendations. A demonstration of instructional capabilities should be included in the interview process and faculty candidates invited to campus for the public health program are expected to teach a class as a part of the interview.

University Policy ACAD-SENA-118, *Faculty Qualifications* [ERF 3.1.3, ACAD-SENA-118, *Faculty Qualifications*] specifies the qualifications needed for faculty members to be employed at the University. University Policy ACAD-SENA-128, *Distance Learning* [ERF 3.1.4, ACAD-SENA-128 *Distance Learning*] addresses faculty qualifications and distance learning course delivery including

the demonstration of knowledge and skills and faculty selection. All faculty members who teach distance learning courses have the appropriate qualifications. The *Faculty Manual 2016-2017* addresses procedures and expectations for the appointment of faculty members at the University including the University's Affirmative Action Policy, the English Proficiency Requirement (English Fluency in Higher Education Act), and nepotism. The *Faculty Manual 2016-2017* further identifies qualifications for faculty positions by rank. Faculty appointed to tenure-track positions at the rank of Assistant Professor or Assistant Librarian, Associate Professor or Associate Librarian, and Professor or Librarian are expected to hold the appropriate terminal degree, or equivalent. University Policy ACAD-SENA-117, *Faculty Transcripts* [ERF 3.1.5, ACAD-SENA-117, *Faculty Transcripts*] states that official transcripts must be submitted to ensure that faculty members are qualified to teach within a specific discipline. The Office of the Provost maintains documentation (i.e., transcripts and curriculum vitae) that demonstrates each faculty member's qualifications. The curriculum vitae of the faculty members in the public health program are provided for review [ERF 3.1.6, Public Health Faculty Vitae].

The University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, specialist, and doctoral degrees. The last SACSCOC review was in 2015, and the next reaffirmation will take place in 2022. The public health program was accredited by the SOPHE-AAHE Baccalaureate Program Approval Committee (SABPAC) in 2007. This accreditation lasted until 2012 when SABPAC was dissolved.

The public health program consists of nine full-time faculty members. Of the nine faculty members, six hold the Ph.D. or Ed.D. The other three faculty members hold master's degrees. Of the six faculty members in the core area of public health, five are tenured at the University. Tenure is awarded following a review of the faculty member's accomplishments and effectiveness in the traditional areas of teaching, scholarship, and service. The faculty member who is not tenured has shown promise and has demonstrated exceptional productivity. The Department of Health Sciences faculty has over 50 years of collective institutional experience. This experience has allowed the faculty to develop exceptional student experiences within and outside the classroom. For example, the experiences of the faculty have allowed for the development of international public health experiences for students in Barbados, West Indies, Sierra Leone, and South Africa.

All faculty members in the public health program with the rank of lecturer have met or exceeded the acceptable qualifications for faculty as stipulated in the University *Faculty Manual 2016-2017*. The University documents and justifies that all lecturers are qualified to teach their assigned courses. This justification is completed by using a combination of traditional academic credentials and alternative qualifications. Within their master's degrees, each lecturer has completed at least 18 credit hours related to the courses taught. Alternative qualifications include but are not limited to:

- Other degrees and concentrations
- Certificates or diplomas
- Professional licensure or certification
- Special training
- Documented excellence in teaching in the discipline
- Honors, awards, or special recognitions
- Related work experience
- Other documented teaching competencies and achievements

The public health lecturer faculty members have been approved to teach by the chair of the Department, College of Science dean, and provost. Collectively, they teach nine sections of Personal

and Community Heal (PUBH 121) each semester, in addition to other selected courses. A brief overview of the qualifications of the three public health lecturers follows.

Kristi Forbus holds a Master of Health Administration degree from the Medical University of South Carolina. She has extensive experience in various areas of public health, and extensive knowledge of the local community. While her primary departmental service is with the health administration degree program, she serves the public health program by teaching PUBH 121 - Personal and Community Health, and PUBH 310 - Issues in Family Life and Sexuality, and assisting with placing interns at internship sites during the spring course PUBH 485 - Internship in Health Careers. She also teaches the capstone senior course PUBH 495 - Senior Seminar – CHES Review, which serves as a bridge from academics to placement in the public health job sector.

Mary Kate Powell holds a Master of Public Health degree from the University of South Carolina. She serves the program by teaching PUBH 121 - Personal and Community Health and PUBH 485 – Internship in Health Promotion, and as the program’s internship coordinator. In this role, she is the primary contact for community organizations seeking an intern during each semester. She also has extensive knowledge of the local community which makes her a valuable asset in this role.

Amy Edmunds holds a Master of Arts degree in Organizational Communication with a Health Emphasis from Murray State University. She serves the program by teaching PUBH 121 - Personal and Community Health. She has extensive experience at the local, state, and national levels relative to cardiovascular issues such as Stroke. She also serves at the international level as a World Ambassador for Stroke Initiatives and on the board of directors of the World Stroke Organization.

Over the past five years, the members of the faculty have been awarded more than \$5,000,000 to support their collective research agendas. The results of their research have been presented at the regional, national, and international levels. Each year, their scholarly efforts have resulted in publications on pertinent topics ranging from teen pregnancy prevention to traumatic brain injury and from nutrition issues to tobacco cessation. As a result of their research and scholarly activity, they are recognized as experts in their respective areas of inquiry. Public health faculty members regularly attend annual meetings such as the American Public Health Association conference, the Society for Public Health Education annual meeting, the American Dietetics Association annual meeting, and the Center for Disease Control focused meetings both domestically and internationally.

Template H provides a synopsis of the public health faculty members and their academic and professional qualifications.

Template H Public Health Faculty Academic and Professional Qualifications

Name of Faculty	Graduate Degrees Earned	Institution Where Degrees Were Earned	Discipline(s) of Degrees	Relevant professional experience	Applicable registration, certification and/or licensure
Dunn, Michael S. Associate Professor of Public Health	Ph.D. M.S.H.	The University of Alabama The University of North Florida	Health Education and Promotion Health Science	Research Associate - Summer Coastal Research Experience. South Carolina’s IDEA Networks of Biomedical Research Excellence.	

Name of Faculty	Graduate Degrees Earned	Institution Where Degrees Were Earned	Discipline(s) of Degrees	Relevant professional experience	Applicable registration, certification and/or licensure
				<p>Evaluator – Coordinated school health in the Tennessee Department of Education.</p> <p>Principal Investigator - Analyzed disparities in mental health status and substance abuse prevalence and access to treatment services in the Appalachian Region at the Appalachian Regional Commission.</p> <p>Principal Investigator – Performed trend analysis of the Tennessee Youth Risk Behavior Survey at the Tennessee Department of Education.</p> <p>Evaluator – Worked to address substance abuse, including methamphetamine in Appalachia at the Appalachian Regional Commission.</p> <p>Co-investigator - A Study of Rural High Risk Middle School Student Behaviors, National Institute on Alcohol Abuse and Alcoholism.</p>	
Edmunds, Amy L. Lecturer in Health Sciences	M.A.	Murray State University	Organizational Communication with Health Emphasis	<p>Served for the following organizations:</p> <ul style="list-style-type: none"> • World Stroke Organization, 2014-2018 Board of Directors • American Heart Association • American Stroke Association • National Quality Improvement and Advocacy Consumer Taskforce • South Carolina Institute of Medicine and Public 	

Name of Faculty	Graduate Degrees Earned	Institution Where Degrees Were Earned	Discipline(s) of Degrees	Relevant professional experience	Applicable registration, certification and/or licensure
				<p>Health, Long-Term Care Taskforce</p> <ul style="list-style-type: none"> • South Carolina Health Coordinating Council <p>Founder and Chief Executive - YoungStroke, Inc. since 2005.</p>	
<p>Firsing III, Stephen L.</p> <p>Assistant Professor of Public Health</p>	<p>Ph.D.</p> <p>M.A.</p> <p>M.P.A.</p>	<p>The University of Alabama at Birmingham</p> <p>The University of Alabama</p> <p>University of North Carolina at Wilmington</p>	<p>Health Education and Promotion</p> <p>Health Studies</p> <p>Public Administration</p>	<p>Project Coordinator & Principal Investigator - (Independent Contractor) - Worked on the Housing and Mobility Assessment of People with Disabilities project for the United Cerebral Palsy of Greater Birmingham, Alabama. This position grant was funded by the U.S. Department of Housing and Urban Development.</p> <p>Program Evaluator (Independent Contractor) – Worked on the Women’s Health Information—For the Incarcerated Initiative project at the Alabama Department of Public Health and Aid to Inmate Mothers in Montgomery, Alabama. This position grant was funded by the National Institute for Reproductive Health.</p> <p>Assistant Team Leader - Worked on the DEVELOP National Program at the National Aeronautics and Space Administration (NASA). The position was administered through the Marshall Space Flight Center, Huntsville, Alabama and located at the UAB Laboratory for Global Health Observation.</p>	

Name of Faculty	Graduate Degrees Earned	Institution Where Degrees Were Earned	Discipline(s) of Degrees	Relevant professional experience	Applicable registration, certification and/or licensure
				<p>Senior Airman (E-4) - Worked as Allied Trades Assistant Supervisor, Chemical and Biological Warfare Decontamination Team Member, United States Air Force and Army (Training), United States Air Force (Honorable Discharge).</p>	
<p>Forbus, Kristi S. Lecturer in Health Sciences</p>	M.H.A.	Medical University of South Carolina	Health Administration	<p>RS Medical Account Manager - Educated patients on indications/ contraindications and use of products and was responsible for the promotion, rental and/or sale of RS Medical products to appropriate healthcare providers.</p> <p>Horry County Parks & Recreation Program Coordinator - Assessed and evaluated community recreation needs and organized, managed and oversaw various recreational programs and instructional activities throughout the county.</p>	
<p>McGough, M’Cormack Fredanna Associate Professor of Public Health</p>	Ph.D. M.S.	Southern Illinois University at Carbondale Southern Illinois University at Carbondale	Health Education Food and Nutrition	<p>Served for the following organizations:</p> <ul style="list-style-type: none"> • Social Workers Sierra Leone • Palmetto Works Community Development • Diaspora Health Literacy Advocacy Team & Global Collaborators for Africa (DHLAT Collaborators) • Bele Uman Project • Health Liaison/ Evaluation Contributor • Institute for Governance Reform (IGR) • FJP Consulting • Africa Community Internship Placement Programme 	Certified Health Education Specialist, Registered Dietician

Name of Faculty	Graduate Degrees Earned	Institution Where Degrees Were Earned	Discipline(s) of Degrees	Relevant professional experience	Applicable registration, certification and/or licensure
Powell, Mary Kate Lecturer in Health Sciences	M.P.H.	University of South Carolina	Health Promotion and Education	Served for the Horry County Schools: <ul style="list-style-type: none"> • Safe Schools/Healthy Students Grant Project Director (federally funded by the U.S. Departments of Education, Health & Human Services, and Juvenile Justice) and the Safe & Drug Free Schools & Communities • Grant Facilitator (state funded by SC Department of Alcohol & Other Drug Abuse Services) 	
Royce, Sherer W. Associate Professor of Public Health	Ph.D. M.P.H.	University of South Carolina University of South Carolina	Health Promotion, Education and Behavior Health Promotion Education, and Behavior	Served for the following organizations: <ul style="list-style-type: none"> • Eat Smart Move More of Conway - Executive Committee • Smoke Free Horry - Leadership Team • BREATHE Coalition - Board of Directors • Rape Crisis Center of Myrtle Beach - Board of Directors • SC Department of Health and Environmental Control - Turning Point Initiative • Tobacco Use Prevention, Alliance for a Smoke Free SC • Planned Parenthood of the Midlands • Medical University of South Carolina Office of Public Affairs • The White House Office of Economic and Domestic Policy 	
Thompson, Sharon H. Professor of Public Health	Ed.D. Ed.S. M.S.	University of South Carolina University of South Carolina	Health Education Administration Educational Administration	Regional Evaluation Assistant - South Carolina Adolescent Pregnancy Prevention Initiative. Chairperson - Pee Dee Regional Partnership, South Carolina State Department of Education Grant.	Certified Health Education Specialist, American Council on Exercise Certified Personal

Name of Faculty	Graduate Degrees Earned	Institution Where Degrees Were Earned	Discipline(s) of Degrees	Relevant professional experience	Applicable registration, certification and/or licensure
		University of South Carolina	Community and Occupational Programs in Education	Consultant - Horry County School District for Science Curriculum.	Trainer, Kevala Centre Yoga Certification
Yanessa, John F. Associate Professor of Public Health	Ph.D. M.S.	Indiana University Indiana University	Health Behavior Exercise Physiology	Founding Co-Director - The Bele Uman Project-Saving Mothers, Saving Lives-Department of Health Sciences. External Program Evaluator - Eye Care Community Outreach (ECCO): A clinic addressing Health Disparities-Indiana University School of Medicine.	

3.2 Designated Leader

The program has a designated leader who is a full-time faculty member with educational qualifications and professional experience in a public health discipline.

A department or program structure is used within each college to organize faculty and degree programs. Each department is led by a department chair, a faculty member with the degree, experience, and academic background to coordinate the program(s) in the department, and the ability to lead curriculum development and program review. The department chair, working in conjunction with the department faculty, is responsible for administering the academic programs in the department including curriculum development, curriculum assessment, course scheduling, student advising, and other related matters. In some program areas, a program coordinator assists the department chair in curricular matters.

The chair of the Department of Health Sciences and designated leader of the public health program is Fredanna M'Cormack McGough. Professor McGough holds a Ph.D. in Health Education from Southern Illinois University Carbondale in Carbondale, Illinois. She is a full-time employee of the University and has been a member of the faculty since 2008.

As chair of the Department of Health Sciences, Professor McGough reports to the dean of the College of Science and is specifically responsible for:

1. Coordinating the daily operation of the academic unit;
2. Providing leadership to the department;
3. Scheduling courses in coordination with other department chairs and supervising instruction within the department;
4. Recruiting, mentoring and retaining department faculty;
5. Evaluating faculty with annual recommendations to the dean by June 1;
6. Preparing letters for the Promotion and Tenure files of applicants from the department;
7. Budgeting and coordinating departmental expenditures;
8. Coordinating department student advisement, maintaining advisement files, and reviewing graduation applications;
9. Reviewing and correcting departmental information in the *Undergraduate Catalog*;
10. Coordinating departmental requests for library acquisitions;
11. Reviewing, evaluating, and modifying departmental courses and curriculum;
12. Preparing a departmental annual report for the dean;
13. Preparing and maintaining current departmental and pre-professional brochures;
14. Cooperating with the director of admissions in the recruitment of excellent students;
15. Modeling the University's teacher/scholar model to the faculty of the department;
16. Informing faculty of department and college procedures relating faculty evaluation to merit salary increases; and
17. Performing other duties and projects as assigned by the dean.

3.3 Practitioner Involvement

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

Student experience with public health practitioners is generally considered a separate, two-step process for students in the public health program. At the PUBH 201 - Philosophy and Principles of Public Health and Education level, students are relatively new to the University and take this course early in the curriculum. Students are required to complete a 30 hour pre-internship experience in the course. For clarity with the community organization, it is generally referred to as a 30 hour volunteer experience. Students are provided a detailed list of community organizations and are expected to initiate contact with the organizations themselves as part of a process designed to engage students rather than have them participate passively. The faculty member teaching the class approves all placements. Approximately 45 students each semester spend 30 hours in the field as part of the Public Health Field Experience in PUBH 201 - Philosophy and Principles of Public Health and Education.

As part of a final capstone experience, students enroll in PUBH 485 - Internship in Health Careers. This course is designed to help the student make the transition from public health in the classroom to public health in the workforce. Each placement site provides a description of activities, projects, target population and schedule of availability through the required Intern Job Description Form. In-depth discussions with the internship coordinator are also included. At the conclusion of the internship, the student completes an evaluation of the site concerning the perceived value of the experiences offered, quality of site supervision, ability to attain internship goals and increased professional confidence. These evaluations are used to identify any areas in need of improvement for future internship opportunities at the site. Approximately 20 students per semester spend 290 hours in the field as a part of PUBH 485 - Internship in Health Careers.

Template I identifies the names, credentials, titles and employers of individuals who serve as field experience site supervisors for students enrolled in PUBH 485 - Internship in Health Careers.

**Template I
Practitioners Information and Credentials**

Name	Credentials	Title	Employer
Becky Fallan	B.B.A., Business	Senior Director of Development	American Heart Association
Lissette Bishins	B.S., Mass Communication	CEO	American Red Cross - Alexandria Chapter
Nanci Conley	M.S., Human Services Administration	Executive Director	American Red Cross - Palmetto South Carolina Region
Mike Wells	DPT	Physical Therapist	Annapolis Family Physical Therapy
Sara Borusovic	B.S., Health Promotion	Director of Human Resources	Atlantic Urology Clinics, LLC
Amy Gary	B.A., Sociology	Executive Director	Autism Advocates Foundation
Dione Buonto	B.A., M.P.H.	Chief Executive Officer	Boys and Girls Club of the Grand Strand
Suzanne Toole	B.S.B.A.	Business Manager	Brightwater Senior Living Communities
Johanna Haynes	LISW AP/CP	Executive Director/CEO	Careteam, Inc.

Name	Credentials	Title	Employer
Kelly Kaminski	M.S.W.	Regional Coordinator	Catholic Charities
Kelly Mason	B.S., Psychology	Child Advocate	Children's Recovery Center
Miracle Lewis	B.S., Health Promotion	4-H Agent	Clemson University Cooperative Extension
Stephen Swieton	M.Ed., Higher Education	Assistant Director for Engagement	Coastal Carolina University - University Housing
Jaida Williams	B.S., Communications	Women's Basketball Head Coach	Coastal Carolina University - Athletics
Sonya Woods	M.A.	Associate Director of Speed, Strength and Conditioning	Coastal Carolina University - Athletics
Jennie Cassidy	Ph.D.	Director	Coastal Carolina University - Counseling Services
Caesar Ross, III	M.P.A.	Director	Coastal Carolina University Student - Health Services
Emma Gerald Boyer	M.S. Environmental Science & Policy	Riverkeeper	Coastal Carolina University Waccamaw RIVERKEEPER®
Rick Steighner	MBA, Business; M.A., Audiology	Audiologist	Coastal Hearing Center
Heidi Davis	R.N.	Emergency Department Charge Nurse	Conway Medical Center
Mason Hicks	M.S., PAS, PA-C	Physician's Assistant	Coastal Orthopedics
Sherry Contain	R.N.	Family Life Educator	Family Outreach of Horry County
Nicole Pioli Smith	M.S.W.	Board Member, Volunteer	Fidelis Foundation
Adam Crawford	B.S., Health Promotion	Manager	Fitness Edge, Inc.
Isabel Shen	B.S., Health Promotion	Program Director	Grand Strand Miracle Leagues
Julie Kopnick	M.S., Marketing Communication	Community Relations Supervisor	Grand Strand Regional Medical Center – HealthFinders
Caroline Preusser	B.S., Health Promotion	Program Coordinator	Grand Strand Regional Medical Center – HealthFinders
Leigh Edwards	R.N.	Owner/Director	Gymnastics, Inc.
Carla Scheussler	B.S., Criminal Justice	Executive Director	Habitat for Humanity
Jamey Delgado Wheeler	M.P.H., M.H.A.	EIS Program Coordinator	Little River Medical Center
Melissa Patton	CWcHP	Director, Physical Therapist	Lowcountry Physical Therapy
Crystal Hummer	B.A., Business Administration	Director	March of Dimes
Rachel M. Ruffin	M.S. – Public Health	Program Manager	National Healthy Start Association
Kelly Schrader	M.P.H.	Sr. Manager, Wellness & Community Programs	National Multiple Sclerosis Society

Name	Credentials	Title	Employer
Ben Abercrombie	B.S., Wildlife Biology	Teacher/Manager	Playcard Environmental Center
Yusef Saleeby	M.D.	Medical Doctor	Priority Health, LLC
Nicole Service	L.M.S.W.	Volunteer Coordinator	Rape Crisis Center
Jessica Piezzo	M.A., C.H.E.S.	Community Health Educator	S.C. Dept. of Health and Environmental Control (DHEC) Pee Dee Region
Loraine Dennis	R.N., M.S.N.	Supervisor, Occupational Health	Santee Cooper
Christina Jackson	B.S., Psychology	Executive Director	Sea Haven, Inc.
Jessie Marlowe	B.S., Health Promotion	Prevention Coordinator	Shoreline Behavioral Health Services
Cheryl Bauerle	M.S., Political Science	Human Resources Manager	SOS Healthcare
Richard Ward	M.D.	Orthopaedic Surgeon	Strand Orthopaedic Consultants
Dr. Dwyer Scott	D.C.	Chiropractor	The Practice
Greg Weight	Ph.D.	President	Washington Internship Institute

Purpose of the Internship in Public Health

Public health majors prepare themselves to function professionally in community settings through University courses and practical experiences. The public health internship must take place in a setting that is related to the degree and major area of emphasis or the career goals of the student. The types of acceptable locations include, but are not limited to, hospitals, corporations, and community, state, and federal health agencies. The internship provides students with on-site work experience to assist them in developing job entry-level skills and increased knowledge about agency operations. While students provide assistance in meeting the needs of the site, they are also expected to plan, implement and evaluate a site-appropriate project of their choosing. These experiences help prepare students to meet the challenges of the times and to realize their own potential in the public health field. Because academic credit is awarded, faculty instructors require meeting times with interns, goals and objectives, a journal of activities, a log of hours, a presentation, a senior professional portfolio, and mid-term and final evaluations. In the public health internship, students practice professionalism through practical experiences in a setting related to public health, develop entry-level job skills, and understand agency/organization operational procedures. Students in the internship will achieve the following student learning outcomes:

- Develop goals and objectives based on public health theoretical concepts and skills;
- Implement steps to meet personal goals and objectives for the internship;
- Discuss elements of a good job resume and an effective interview;
- Initiate decision-making and strategic planning for public health program design, implementation, and evaluation at the workplace;
- Exhibit the ability to make sound independent decisions regarding client needs and program planning;
- Demonstrate good time management skills for the timely completion of assignments;
- Provide clear, concise, and thorough documentation of the internship experience;
- Maintain effective working relationship with worksite peers;
- Develop a senior professional portfolio categorized by the Certified Health Education Specialist competencies which may be used for graduate school or job seeking; and
- Prepare a PowerPoint presentation which showcases internship site and work experiences.

3.4 Informed and Current Faculty

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

Tenure-track faculty members in the public health program attend and present at national conferences annually. Over the past three years, six tenure-track faculty members presented more than 40 times at conferences such as the American Public Health Association annual meeting, the Academy of Food and Nutrition annual meeting, and the Society for Public Health Education annual meeting [ERF 3.4.1, Faculty Publications and Presentations]. By attending these professional conferences and meetings, public health faculty members stay abreast of the most current issues in public health. The College of Science provides memberships for faculty members to professional organizations such as the American Public Health Association.

All lecturers have the opportunity to attend an annual professional meeting of their choosing [ERF 3.4.1, Faculty Publications and Presentations]. In the past few years, lecturers have attended meetings of organizations such as the Society for Public Health Educators, the International Stroke Association, South Carolina American Public Health Association, and the European Stroke Organization Conference. The Department of Health Sciences is committed to support membership in various professional organizations of the lecturer's choice.

Over the past three years, six tenure-track faculty members have published more than 30 peer-reviewed manuscripts in journals such as *American Journal of Health Studies*, *Journal of Alcohol and Drug Education*, *American Journal of Sexuality Education*, *Journal of School Health*, *American Journal of Health Education*, *Journal of Nutrition Disorders & Therapy*, and *Evaluation and the Health Professions* [ERF 3.4.1, Faculty Publications and Presentations].

The dean of the College of Science supports travel and attendance to at least one annual scientific meeting each year. The Department of Health Sciences does as well, with the dean supporting 33% of the total cost and the Department supporting the remaining amount.

3.5 Graduate Students

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

No graduate students are serving as primary instructors for courses taught in the program.
Template J is not applicable.

4.0 Curriculum

4.1 General Undergraduate Curriculum

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

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

Coastal Carolina University requires that all graduates be exposed to multiple areas of academic discipline. In meeting this requirement, all students are required to take courses in the four areas of the University's core curriculum. These areas are: science, social and behavioral sciences, math/quantitative reasoning, and humanities/fine arts. As the framework for undergraduate education, the core curriculum provides a thorough background in the liberal arts and sciences. Included in the core curriculum are courses in communication, research, mathematics, thought and expression, national structure and development, global language and perspective, and social sciences. Additionally, each major at the University has foundational requirements. It is here that students receive additional detailed coursework that defines the degree as a Bachelor of Science. The public health major requirements closely follow those of a Master of Public Health degree. Represented are the five core areas of public health. The final component of the major is the cognate. The University does not require students to choose a minor. However, students are required to select 15 credit hours of study from 300-400 level courses outside the major. Public health faculty advisers work closely with students to ensure that the classes taken to fulfill this requirement are not free electives. Rather, the program requirement exists to deepen knowledge of some aspect of public health in which students may be interested.

Students can declare public health as their major at any time in their academic careers, although they will not be administratively admitted until they fulfill the admissions criteria.

Admissions criteria for the program consist of the following:

- See an adviser in the public health program for guidance;
- Complete PUBH 121, PUBH 201, and PUBH 350 with a grade of C or better in each course; and
- Have completed a minimum of 60 semester credit hours (junior standing) for admission to the following classes: PUBH 410, PUBH 481, PUBH 485, PUBH 491, and PUBH 495.

The degree requirements for the public health major are clearly outlined. Course descriptions are provided in the Electronic Resource File [ERF 4.1.1, Description of PUBH Courses]. The B.S. in Public Health Program Overview is located at:
<http://www.coastal.edu/healthsciences/programs/publichealth/>.

PUBLIC HEALTH MAJOR (120 Credits)

[ERF 4.1.2, Public Health Major and Minor Degree Requirements]

I. CORE CURRICULUM (38-40 Credits) 38-40

II. GRADUATION REQUIREMENTS (3-6 Credits)
Minimum grades of 'C' are required.

A. UNIV 110 The First-Year Experience3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

B. Choose one from the following: (3 Credits)3
HIST 201 History of the United States from Discovery to the Present
(Discovery through Reconstruction)
POLI 201 Introduction to American Government

III. FOUNDATION COURSES (17-28 Credits)*

PUBH 121* Personal and Community Health3
PUBH 201 Philosophy and Principles of Public Health Education3
Choose one from the following: (3 Credits)3
PSYC 101* General Psychology
SOC 101* Introductory Sociology
MATH 130 College Algebra3
Choose one from the following: (3-4 Credits) 3-4
CBAD 291* Business Statistics (3)
PSYC 225/225L* Psychological Statistics/Laboratory (4)
STAT 201/201L* Elementary Statistics/Laboratory (4)
BIOL 232/232L* Human Anatomy and Physiology I /Laboratory.....4
BIOL 242/242L Human Anatomy and Physiology II/Laboratory4
Choose one from the following: (4 Credits).....4
CHEM 101/101L* Introductory Chemistry/Laboratory
CHEM 111/111L* General Chemistry I/Laboratory

*Credits for courses taken as part of the core curriculum are not counted elsewhere in the major.

IV. MAJOR REQUIREMENTS (40 Credits)

PUBH 304 Nutrition3
PUBH 310 Issues in Family Life and Sexuality3
PUBH 333 Environmental Health3
PUBH 350 Community Public Health Strategies3
PUBH 403 Leadership in the Health Professions3
PUBH 410 Epidemiology and Quantitative Research Methods3
PUBH 481 Behavioral Foundations and Decision Making in
Health Education3
PUBH 485 Internship in Health Careers9
PUBH 491 Needs Assessment, Planning and Evaluation Methods
in Public Health3
PUBH 495 Senior Seminar - CHES Review 1
Public health electives (6 Credits)6
(Choose two 300-400 level PUBH courses not previously listed)

V. COGNATE OR AREA FOCUS (14-15 Credits) 14-15
 Choose **one** of the areas below:

COGNATE (15 Credits)

Choose 15 credit hours of 300-400 level courses outside of major or basic science credits (need adviser's approval).

AREA FOCUS:

Communication Option (15 Credits)

Choose one from the following: (3 Credits) 3

COMM 101 Introduction to Communication

COMM 140 Modern Human Communication: Principles and Practices

COMM 311 Health Communication.....3

Choose three from the following: (9 Credits)9

COMM 274 Organizational Communication

COMM 304 Gender Communication

COMM 330 Communication and Technology

COMM 340 Media Effects

COMM 345 Communication Activism

COMM 410 Special Topics in Communication

COMM 411 Health and Media

COMM 412 Interpersonal Health Communication

JOUR 309 Introduction to Public Relations and Integrated Communication

JOUR 311 Principles of Advertising

JOUR 312 Media Relations

AREA FOCUS:

Exercise Science Option (14 Credits)

EXSS 122 Lifetime Fitness and Physical Activity3

EXSS 350/350L Exercise Physiology/Laboratory.....4

EXSS 385/395L Exercise Testing and Prescription/Laboratory4

EXSS 415 Personal Fitness Leadership3

AREA FOCUS:

Health Services Leadership Option (15 Credits)

PHIL 317 Bio-Medical Ethics 3

PUBH 320 Public Health Policy and Advocacy 3

PUBH 380 Essentials of the U.S. Health Care System 3

PUBH 401 Issues in Health Services and Public Health Practices 3

PUBH 403 Leadership in the Health Professions 3

VI. ELECTIVES (0-8 Credits)..... 0-8

TOTAL CREDITS REQUIRED 120

PUBLIC HEALTH MINOR

The public health minor provides students with an overview of the art and science of helping people change their lifestyles to move toward a state of optimal health. Students interested in pursuing teacher certification in health should contact the chair of the Department or program coordinator for information regarding course requirements for health certification in South Carolina.

PUBLIC HEALTH MINOR (21-22 Credits)

PUBH 121 Personal and Community Health	3
PUBH 304 Nutrition.....	3
PUBH 310 Issues in Family Life and Sexuality	3
PUBH 382 Concepts of Disease	3

ELECTIVES

Choose three from the following: (9-10 Credits) 9-10

- PUBH 235 Advanced Emergency Care and First Aid (3)
- PUBH 331 Health Education for the Primary and Elementary School (3)
- PUBH 333 Environmental Health (3)
- PUBH 340 Drugs in Society (3)
- PUBH 347 Consumer Health Education (3)
- PUBH 480 Women's Health Issues (3)

One course may be chosen from the following:

- BIOL 232/232L Human Anatomy and Physiology I/Laboratory (4)
- BIOL 242/242L Human Anatomy and Physiology II/Laboratory (4)

One course may be chosen from the following:

- PSYC 333 Health Psychology (3)
- PSYC 423 Psychology of Aging (3)
- SOC 362 Medical Sociology (3)
- SOC 455 Sociology of Aging (3)
- SOC 460 Sociology of Mental Health (3)

TOTAL CREDITS REQUIRED21-22

Template K provides evidence that students have learning experiences that ensure they are introduced to the required domains of Criterion 4.1.

Template K Courses and Student Learning Experiences in Specific Domains

Domains	Courses and other learning experiences through which students are introduced to the domains specified
Science: Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease	Students are required to complete 12 credit hours of general education coursework in the biological and life sciences. The public health program requires students to take: BIOL 232 with lab – Human Anatomy and Physiology I BIOL 242 with lab – Human Anatomy and Physiology II CHEM 101 with lab – Introduction to Chemistry or CHEM 111 with lab – General Chemistry

Domains	Courses and other learning experiences through which students are introduced to the domains specified
<p>Social and Behavioral Sciences: Introduction to the foundations of social and behavioral sciences</p>	<p>Students are required to complete 3 credit hours of general education coursework in the social and behavioral sciences. The public health program requires students to take:</p> <p>PSYC 101 – Introduction to Psychology or SOC 101 – Introduction to Sociology PUBH 121 – Personal and Community Health PUBH 201 –Philosophy and Principles of Public Health Education PUBH 350 – Community Health Promotion Strategies PUBH 481 – Behavioral Foundations and Decision Making in Health Education</p>
<p>Math/Quantitative Reasoning: Introduction to basic statistics</p>	<p>Students are required to complete 3 credit hours of math at the college algebra level or above. The public health program also requires students to complete a statistics course. The program requires students to take:</p> <p>MATH 130 – College Algebra STAT 201 – Elementary Statistics or PSYC 225 with lab – Psychological Statistics or CBAD 291 – Business Statistics PUBH 410 – Epidemiology and Quantitative Research Methods</p>
<p>Humanities/Fine Arts: Introduction to the humanities/fine arts</p>	<p>Students are required to complete 6 credit hours of coursework in the humanities/fine arts. The public health program requires students to select two of the following:</p> <p>ENGL 205 – Literature and Culture ENGL 231 – Film, New Media, and Culture ENGL 287 – Major Writers of American Literature ENGL 288 – Major Writers of British Literature PHIL 101 – Introduction to Philosophy PHIL 102 – Introduction to Ethics THEA 101 – Introduction to Theater Art THEA 130 – Principles of Dramatic Analysis</p>

4.2 Public Health Curriculum

The requirements for the public health major or concentration provide instruction in the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework.

Templates L-a [ERF 4.2.1 Foundation Courses/Major Requirements, Public Health Coursework and the Public Health Domains] and L-b [ERF 4.2.2 Template L-b – Electives, Public Health Coursework and the Public Health Domains] (separated by foundation courses/major requirements and electives) provide evidence that students have learning experiences in required and elective classes that ensure they are exposed to the required domains of Criterion 4.2. Note that a topic within a domain may be introduced or covered in more than one course.

4.3 Specific Credentials

If the program intends to prepare students for a specific credential, then the curriculum must address the areas of responsibility required for credential eligibility (e.g., CHES).

The program prepares students to assess and respond to public health needs by incorporating the principles of the Certified Health Education Specialist (CHES) and expects its graduates to be able to develop, implement and evaluate public health programs, policies and practices.

Templates L-1a and L-1b provide evidence that students have experiences that ensure they are exposed to the requirements of the relevant certificate or credential.

**Template L-1a
Required Courses**

CHES Competencies – Required Courses							
	PUBH 121- Personal and Community Health	PUBH 201- Philosophy and Principles of Public Health Education	PUBH 304- Nutrition	PUBH 310- Issues in Family Life and Sexuality	PUBH 333- Environmental Health	PUBH 350- Community Health Promotion Strategies	PUBH 403- Leadership in the Health Professions
Area I: Assess Needs, Resources and Capacity for Health Education/Promotion	I	C	C	I	I	C	C
Area II: Plan Health Education/Promotion		C			I	C	I
Area III: Implement Health Education/Promotion		C			I	C	I
Area IV: Conduct Evaluation and Research Related to Health Education/Promotion		C		I	I		I
Area V: Administer and Manage Health Education/Promotion		C			I		C
Area VI: Serve as a Health Education/Promotion Resource Person	C	C	C	C	I		I

CHES Competencies – Required Courses							
	PUBH 121- Personal and Community Health	PUBH 201- Philosophy and Principles of Public Health Education	PUBH 304- Nutrition	PUBH 310- Issues in Family Life and Sexuality	PUBH 333- Environmental Health	PUBH 350- Community Health Promotion Strategies	PUBH 403- Leadership in the Health Professions
Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession	C	C	C	C	I	C	C

CHES Competencies – Required Courses					
	PUBH 410- Epidemiology and Quantitative Research	PUBH 481- Behavioral Foundations and Decision Making in Health Education	PUBH 485- Internship in Health Careers	PUBH 491- Needs Assessment, Planning and Evaluation Methods	PUBH 495- Senior Seminar – CHES Review
Area I: Assess Needs, Resources and Capacity for Health Education/Promotion	C	C	C	C	C
Area II: Plan Health Education/Promotion	C	C	C	C	C
Area III: Implement Health Education/Promotion	C	C	C	I	C
Area IV: Conduct Evaluation and Research Related to Health Education/Promotion	C	I	C	C	C
Area V: Administer and Manage Health Education/Promotion		C	C	I	C
Area VI: Serve as a Health Education/Promotion Resource Person		C	C	I	C

CHES Competencies – Required Courses

	PUBH 410- Epidemiology and Quantitative Research	PUBH 481- Behavioral Foundations and Decision Making in Health Education	PUBH 485- Internship in Health Careers	PUBH 491- Needs Assessment, Planning and Evaluation Methods	PUBH 495- Senior Seminar – CHES Review
Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession		C	C	I	C

**Template L-1b
Elective Courses**

CHES Competencies – Elective Courses

	PUBH 331- Health Education for the Primary and Elementary School	PUBH 340- Drug Education	PUBH 347- Consumer Health Education	PUBH 349- Peer Educator Training	PUBH 375- Global Health Perspectives	PUBH 382- Concepts of Disease	PUBH 399- Undergraduate Research in Health
Area I: Assess Needs, Resources and Capacity for Health Education/Promotion	I	I	C	C	I		C
Area II: Plan Health Education/Promotion		I	C	C		C	C
Area III: Implement Health Education/Promotion				C			C
Area IV: Conduct Evaluation and Research Related to Health Education/Promotion				C			C
Area V: Administer and Manage Health Education/Promotion			C	C		C	

CHES Competencies – Elective Courses							
	PUBH 331- Health Education for the Primary and Elementary School	PUBH 340- Drug Education	PUBH 347- Consumer Health Education	PUBH 349- Peer Educator Training	PUBH 375- Global Health Perspectives	PUBH 382- Concepts of Disease	PUBH 399- Undergraduate Research in Health
Area VI: Serve as a Health Education/Promotion Resource Person			C	C	C	C	C
Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession		I		C	C		C

CHES Competencies				
	PUBH 420- Health Policy	PUBH 440- Gender, Culture, Literacy, and Disparities in Health	PUBH 480- Women's Health Issues	PUBH 499- Directed Undergraduate Research in Health
Area I: Assess Needs, Resources and Capacity for Health Education/Promotion	I	C	C	C
Area II: Plan Health Education/Promotion	C			C
Area III: Implement Health Education/Promotion				C
Area IV: Conduct Evaluation and Research Related to Health Education/Promotion	I		I	C
Area V: Administer and Manage Health Education/Promotion	I			

CHES Competencies

	PUBH 420- Health Policy	PUBH 440- Gender, Culture, Literacy, and Disparities in Health	PUBH 480- Women's Health Issues	PUBH 499- Directed Under- graduate Research in Health
Area VI: Serve as a Health Education/Promotion Resource Person	I	C	C	C
Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession	C	C	C	C

4.4 Public Health Skills

Students must demonstrate the following skills:

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

Template M provides evidence that students have learning experiences that ensure they demonstrate skills in each of the required domains of Criterion 4.4.

Template M Student Skill Assessment in the Public Health Degree Program

Skills		Courses and other learning experiences through which students demonstrate the following skills	Methods by which these skills are assessed
Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences			
	Oral communication	PUBH 304 PUBH 310 PUBH 333 PUBH 340 PUBH 350 PUBH 375 PUBH 382 PUBH 420 PUBH 480 PUBH 481	PUBH 304 - Presentation of healthy recipe/food to class PUBH 310 - PowerPoint presentation in groups, presenting sides of a controversial topic PUBH 333 - Presentation of current event articles PUBH 340 - Drug classification PowerPoint presentation PUBH 350 - Presentation of class project PUBH 375 - Poster presentation in groups, Comparative Health Care Project PUBH 382 - Disease topic PowerPoint utilizing VoiceThread technology PUBH 420 - Presentation of advocacy plan to community coalition PUBH 480 - Individual presentations on a health issue pertinent to women PUBH 481 - Presentation of social cognitive theory community program

Skills		Courses and other learning experiences through which students demonstrate the following skills	Methods by which these skills are assessed
		PUBH 485 PUBH 491	PUBH 485 - Internship field experience, presentation of the senior professional portfolio PUBH 491 - Case study presentation
	Written communication	PUBH 201 PUBH 304 PUBH 310 PUBH 333 PUBH 340 PUBH 350 PUBH 375 PUBH 382 PUBH 403 PUBH 420 PUBH 480 PUBH 481 PUBH 485 PUBH 491	PUBH 201 - Completion of a literature review and health program portfolio project and a public health field experience report PUBH 304 - Diet analysis, Nutrition News project, online participation in discussion forums PUBH 310 - Completion of 4-10 page paper on a controversial issue, develop handouts, write reaction papers PUBH 333 - Completion of applied exercises and textbook study questions PUBH 340 - Film analysis/values reflection papers PUBH 350 - Communication and advocacy project PUBH 375 - Completion of 6-10 page paper about an INGO, brief presentation PUBH 382 - Discussion board posts, chapter task assignments, disease topic PowerPoint presentation PUBH 403 - Community leadership activity, reflection essays PUBH 420 – Develop a strategic advocacy plan PUBH 480 - Completion of 3-7 page field reaction paper, PowerPoint presentation PUBH 481 - Theory-based community health proposal, theory of planned behavior survey development PUBH 485 - Internship field experience, senior professional portfolio PUBH 491 - Case study/needs assessment project/logic model

Skills		Courses and other learning experiences through which students demonstrate the following skills	Methods by which these skills are assessed
	Communicate with diverse audiences	PUBH 201 PUBH 304 PUBH 340 PUBH 420 PUBH 485	PUBH 201 - Completion of a public health field experience PUBH 304 - Nutrition News project, cultural influences on food choices exam PUBH 340 - Class discussions and debates regarding current topics related to the “war on drugs” PUBH 420 - Participation in community advocacy events - educating community members about health policies, collecting petitions, man-on-the-street interviews about their positions on a public health policy, telephone interviews with city/county councilmen PUBH 485 - Internship field experience, presentation of the senior professional portfolio
	Communicate through variety of media	PUBH 201 PUBH 304 PUBH 310 PUBH 375 PUBH 420 PUBH 480 PUBH 481	PUBH 201 - Completion of a public health photo competition PUBH 304 - Use of dietary analysis program, PowerPoint or Prezi presentation for Nutrition News, healthy body day media information PUBH 310 - PowerPoint, print media handout, incorporate video PUBH 375 - PowerPoint, print media (poster/trifold) PUBH 420 - Develop social media tools for advocacy messages - videos for YouTube, Facebook pages, Twitter and LinkedIn PUBH 480 - PowerPoint, print media (handout) PUBH 481 - Social cognitive theory PowerPoint presentation
Information Literacy - Students should be able to locate, use, evaluate, and synthesize information			
	Locate information	PUBH 201 PUBH 304	PUBH 201 - Completion of a literature review and health program portfolio project PUBH 304 - Diet analysis, Nutrition News project, healthy recipe preparation and presentation

Skills		Courses and other learning experiences through which students demonstrate the following skills	Methods by which these skills are assessed
		PUBH 310	PUBH 310 - Use of online databases to locate research articles, textbooks, government websites, organization websites, print media, site visits to locate information
		PUBH 333	PUBH 333 - Completion of applied exercises and textbook study questions
		PUBH 340	PUBH 340 - Drug classification presentation
		PUBH 350 PUBH 375	PUBH 350 - Communication and advocacy project PUBH 375 - Use of online databases to locate research articles, textbooks, government websites, organization websites, print media, site visits to locate information
		PUBH 382	PUBH 382 - Conduct research for disease topic PowerPoint presentation, chapter task assignments
		PUBH 420	PUBH 420 - Advocacy Campaign - e.g., community assessment, decision maker assessment - voting record data, campaign contribution data, public opinion data, public health data
		PUBH 480	PUBH 480 - Use of online databases to locate research articles, textbooks, government websites, organization websites, print media, site visits, etc. to locate information
		PUBH 481	PUBH 481 - Use of online databases to locate research articles
		PUBH 485	PUBH 485 - Internship field experience, senior professional portfolio
		PUBH 491	PUBH 491 - Case study/needs assessment project
	Use information	PUBH 201	PUBH 201 - Completion of a literature review and health program portfolio project
		PUBH 304	PUBH 304 - Diet analysis, Nutrition News project, healthy recipe preparation and presentation
		PUBH 310	PUBH 310 - Use material found in the resources located to serve as references for background information and papers written about issues and topics
		PUBH 333	PUBH 333 - Completion of applied exercises and textbook study questions

Skills		Courses and other learning experiences through which students demonstrate the following skills	Methods by which these skills are assessed
		PUBH 340 PUBH 350 PUBH 375 PUBH 382 PUBH 420 PUBH 480 PUBH 481 PUBH 485 PUBH 491	PUBH 340 - Drug classification - educating class on drug classification PUBH 350 - Communication and advocacy project PUBH 375 - Use material found in the resources located to serve as references for background information and papers written about issues and topics PUBH 382 - Utilize gathered research for a disease topic PowerPoint presentation, chapter task assignments PUBH 420 - Advocacy campaign – community advocacy events and social media campaigns, e.g., public opinion data, public health data PUBH 480 - Use material found in resources located to serve as references for background information and papers written about issues and topics PUBH 481 - Use information found in databases to serve as background information for various projects PUBH 485 - Internship field experience, creation of and presentation of the senior professional portfolio PUBH 491 - Case study, theory application
	Evaluate information	PUBH 201 PUBH 304 PUBH 310 PUBH 333 PUBH 340	PUBH 201 - Completion of a literature review and health program portfolio project PUBH 304 - Diet analysis, Nutrition News project, healthy recipe preparation and presentation PUBH 310 - Sources of information are evaluated for relevance, appropriateness, accuracy, timeliness, face validity PUBH 333 - Completion of applied exercises and textbook study questions PUBH 340 - Drug classification project - determine reliability and validity/fact from fiction regarding common drug information

Skills		Courses and other learning experiences through which students demonstrate the following skills	Methods by which these skills are assessed
		PUBH 350 PUBH 375 PUBH 382 PUBH 480 PUBH 481 PUBH 485 PUBH 491	PUBH 350 - Communication and advocacy project PUBH 375 - Sources of information are evaluated for relevance, appropriateness, accuracy, timeliness, face validity PUBH 382 - Determine appropriate information to utilize in disease topic PowerPoint presentation PUBH 480 - Sources of information are evaluated for relevance, appropriateness, accuracy, timeliness, face validity PUBH 481 - Sources of information are evaluated for relevance, appropriateness, accuracy, timeliness PUBH 485 - Internship field experience, senior professional portfolio PUBH 491 - Case study - determining most relevant information from a large body of literature
	Synthesize information	PUBH 201 PUBH 304 PUBH 310 PUBH 333 PUBH 340 PUBH 350 PUBH 375 PUBH 382	PUBH 201 - Completion of a literature review and health program portfolio project PUBH 304 - Diet analysis, Nutrition News project, healthy recipe preparation and presentation PUBH 310 - Product of synthesizing information is a 4-10 page paper on a controversial issue PUBH 333 - Completion of applied exercises and textbook study questions PUBH 340 - Drug classification project with a 7 minute presentation PUBH 350 - Communication and advocacy project PUBH 375 - Product of synthesizing information is a report about a non-governmental organization (NGO) and comparative health care systems project PUBH 382 - Condense gathered research to relay information to classmates via the disease topic PowerPoint presentation

Skills		Courses and other learning experiences through which students demonstrate the following skills	Methods by which these skills are assessed
		PUBH 420	PUBH 420 - Advocacy Campaign – create short audio/visual and print messages for digital distribution (e.g., text, Twitter, YouTube, Facebook)
		PUBH 480	PUBH 480 - Product of synthesizing information is a 3-7 page field reaction paper
		PUBH 481	PUBH 481 - Theory-based community health proposal, social cognitive theory presentation
		PUBH 485	PUBH 485 - Internship field experience, senior professional portfolio
		PUBH 491	PUBH 491 - Case study - collate relevant information from a large body of literature

Samples of student work are available in the Electronic Resource File [ERF 4.4.1 Student Work Samples].

4.5 Cumulative and Experiential Activities

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

Students must complete 290 hours of supervised work experience in PUBH 485 – Internship in Health Careers in approved health-related agencies during the final semester of the program. Each student develops personal goals and objectives appropriate to the setting, population, and health issues. PUBH 485 is designed to help students make the transition from public health in the classroom to public health in the workforce. Course objectives include practicing professionalism through practical experiences in a setting related to public health, developing entry-level job skills, and understanding agency/organization operational procedures. Students are provided a handbook prior to beginning their internship experience [ERF 4.5.1, *Internship Program Overview – Spring 2017*].

Template N provides evidence that students have the opportunity to integrate, synthesize, and apply knowledge as indicated in Criterion 4.5.

**Template N
Cumulative and Experiential Public Health Degree Requirements
for Integrating, Synthesizing and Applying Knowledge**

Cumulative and Experiential Activity (internships, research papers, service-learning projects, etc.)	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge
Senior Internship in Health Careers	<p>Completion of 290 hours of supervised work experience in PUBH 485 - Internship in Health Careers in approved health-related agencies during the final semester of the student’s program of study. Each student develops personal goals and objectives appropriate to the setting, population, and health issues. PUBH485 is designed to help students make the transition from public health in the classroom to public health in the workforce. Course objectives include practicing professionalism through practical experiences in a setting related to public health, developing entry-level job skills and understanding agency/ organization operational procedures. Student learning outcomes include:</p> <ul style="list-style-type: none"> • Develop goals and objectives based on public health theoretical concepts and skills; • Implement steps to meet personal goals and objectives for the internship; • Discuss elements of a good job resume and an effective interview;

Cumulative and Experiential Activity (internships, research papers, service-learning projects, etc.)	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge
Senior Professional Portfolio	<ul style="list-style-type: none"> • Initiate decision-making and strategic planning for public health program design, implementation, and evaluation at the workplace; • Exhibit ability to make sound independent decisions regarding client needs and program planning; • Demonstrate good time management skills for the timely completion of assignments; • Provide clear, concise, and thorough documentation of the internship experience; • Maintain effective working relationship with worksite peers • Develop a professional portfolio categorized by the Certified Health Education Specialist (CHES) competencies which may be used for graduate school or job seeking; and • Prepare a PowerPoint presentation which showcases internship site and work experiences. <p>Each student will create a Senior Professional Portfolio. This portfolio will be a place for students to organize information about themselves and their mastery of the Certified Health Education Specialist (CHES) competencies. The portfolio will be graded on organization, professionalism and overall content. The student will provide a personal interpretation of each CHES competency explaining the competency, how a health educator practices the related competency skills, and why it is important. For each competency, the student will select one artifact and provide a detailed justification of why that artifact accurately represents the competency. Justifications should introduce the projects and describe how the students utilized the skills of the competency in the process of completing the projects selected as artifacts. Professionally prepared portfolios will increase prospects of employability.</p>

4.6 Cross-cutting Concepts

The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education and life-long learning.

The public health program is designed to expose students at the undergraduate level to all of the core concepts of a Master of Public Health degree. As a result of their academic experiences, students tend to be highly sought after for their internship experiences.

Students are introduced to public health concepts in the foundation of the major in PUBH 201 - Philosophy and Principles of Public Health Education. They then explore community engagement strategies in PUBH 350 - Community Health Promotion Strategies. In PUBH 410 - Epidemiology and Quantitative Research Methods, students learn concepts related to disease prevalence and research methodology, and in PUBH 403 - Leadership in the Health Professions, they study leadership and advocacy strategies and techniques.

The public health faculty values exposure to experiences that not only provide education, but that also promote workplace experiences and lifelong learning. In an experiential fashion, all public health students are required to successfully complete 320 hours in internship experiences at approved public health and education sites. A 30 hour pre-internship is completed as a portion of the course requirements for PUBH 201 - Philosophy and Principles of Public Health Education. PUBH 485 - Internship in Health Careers requires the successful completion of a Senior Professional Portfolio and a 290 hour senior-level internship. A senior comprehensive review/end-of-program exam is administered as part of PUBH 495 - Senior Seminar - CHES Review. A variety of methods are used to evaluate student learning outcomes for the public health degree including: mastery of skills-based assignments in required public health classes, successful completion of 320 internship hours, evidence of mastery of the public health and education competencies in the Senior Professional Portfolio, and a grade of C or better on the senior comprehensive review/end-of-program exam.

The public health faculty also seeks to offer additional opportunities for non-traditional educational experiences designed to further each student's education and lifelong learning. For example, the Department of Health Sciences has sent a team of students to the Society of Public Health Education case study competition for the past three years. As evidence of their preparation, the students placed second nationally in the competition in Spring 2015 and won first place in Spring 2016. This was an exceptional performance within a nationally represented group of students.

Template O provides an overview of the ways in which students are exposed to important public health concepts in curriculum and co-curricular experiences.

Template O Curriculum and Co-curricular Experiences that Expose Students to Important Public Health Concepts

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Advocacy for protection and promotion of the public's health at all levels of society	PUBH 201 - Course content covered by instructor and completion of public health field experiences (volunteer work)

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
	<p>PUBH 304 - Nutrition is taught from a cross-cultural perspective, e.g., rates of certain diseases, nutritional choices, and rates of obesity are higher for some socioeconomic status levels and ethnicities than others; malnutrition and other nutritional problems are discussed in the context of the U.S. as well as other countries; these types of discussions are infused throughout the course; students are also involved in online discussion forums which provide readings/videos and further discussion in this area</p> <p>PUBH 333 - Course content covered by instructor and completion of textbook chapter questions</p> <p>PUBH 350 - Course content covered by instructor; completion of communication and advocacy project</p> <p>PUBH 382 - Weekly discussion board posts on disease prevention and awareness</p> <p>PUBH 340, PUBH 403, PUBH 420 and PUBH 491 - Course lectures/exams/activities: e.g., media critiques, participation in campus health/wellness/leadership activities, stakeholder assessments, case studies, policy assessment and development, and advocacy strategic planning</p> <p>PUBH 485 - Completion of community-based field experience</p>
Community dynamics	<p>PUBH 201 - Course content covered by instructor and completion of public health field experiences (volunteer work)</p> <p>PUBH 333 - Course content covered by instructor and completion of applied exercises and textbook chapter questions</p> <p>PUBH 350 - Lectures and class activities related to the community web of influence</p> <p>PUBH 375 - Review of the works, challenges and strengths of non-governmental organizations (NGOs) and understanding the intersectionality of community, government, civil society and NGOs</p> <p>PUBH 403, PUBH420 and PUBH 491 - Course lectures/exams/activities: e.g., case studies, needs assessments, campus leadership activities, guest lectures and community leader interviews</p> <p>PUBH 481 - Class activities on cultural diversity and health promotion</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
	PUBH 485 - Completion of community-based field experience
Critical thinking and creativity	<p>PUBH 201 - Completion of public health field experiences (volunteer work) and a literature review and academic portfolio (health program)</p> <p>PUBH 304 - Diet Analysis Activities: students interpret various nutritional reports where critical thinking is necessary for the reports/activities to be completed</p> <p>Tests - all tests are designed for critical thinking (application, synthesis, evaluation) more so than knowledge and comprehension</p> <p>Nutrition News – Nutrition News encourages creativity in presenting information to consumers for a food product and also supplement/weight loss plan; critical thought is needed to successfully evaluate five different types of food and a supplement product for this project</p> <p>Healthy Recipe - students prepare a recipe makeover or healthy food to share with the class, present why it is “healthier,” and analyze the nutritional content of the dish</p> <p>PUBH 310 - Controversial Issues paper that reviews opposing views of a controversial health topic</p> <p>PUBH 333 - Completion of applied exercises</p> <p>PUBH 340, PUBH 403, PUBH 420 and PUBH 491 - Course lectures/exams/activities: e.g., media critiques, leadership activity critical essays, planning and participation in campus health/wellness activities, case studies, policy assessment and development, and advocacy strategic planning</p> <p>PUBH 350 - Completion of communication and advocacy project; class activities to develop action plans and intervention selection</p> <p>PUBH 375 - Comparison of 3-4 health care systems from around the world</p> <p>PUBH 382 - Chapter task assignments and weekly discussion board posts require critical thinking in short answer responses; creativity is encouraged with student presentations on assigned diseases/disorders</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
	<p>PUBH 481 - Health Belief Model brochure, grant development, Social Cognitive Theory community health project, and Theory of Planned Behavior survey development</p> <p>PUBH 485 - Completion of community-based field experience; creation of a personal project proposal along with goals and objectives</p>
<p>Cultural contexts in which public health professionals work</p>	<p>PUBH 201 - Course content covered by instructor and completion of public health field experiences (volunteer work)</p> <p>PUBH 304 - Various public health venues are discussed for those who choose to work in public health, public health nutrition, or clinical nutrition, both nationally and globally</p> <p>PUBH 310 - Explore issues of the sexual market place: students have an opportunity to identify health issues that could be prevalent in communities that participate in activities that exchange sex and sexuality for money; students explore concerns of marginalized communities and communities of diverse genders and orientations</p> <p>PUBH 333 - Course content covered by instructor and completion of applied exercises and textbook chapter questions</p> <p>PUBH 350 - Course content covered by instructor in regard to cultural competency of professionals</p> <p>PUBH 375 – Completion of NGO project</p> <p>PUBH 403, PUBH 420 and PUBH 491 - Course lectures/ exams/activities: e.g., community, organizational, and environmental assessments</p> <p>PUBH 485 - Engaging with professionals of diverse backgrounds through field experience</p>
<p>Ethical decision making as related to self and society</p>	<p>PUBH 201 - Course content covered by instructor and completion of public health field experiences (volunteer work)</p> <p>PUBH 304 - Ethical decision making related to presenting peer-reviewed research of value to the consumer when choosing types of foods to eat at home, away from home, and in food preparation; ethics of sports nutrition and dietary supplements; ethics of animal- vs. plant-based diet and how these choices affect the social and physical environment</p> <p>PUBH 310 - Study of the socio-political elements of controversial issues: same-sex marriage; IVF treatments;</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
	<p>morality of abortion; sexual practices; gender rights; legality of prostitution; requirement of vaccinations</p> <p>PUBH 333 - Completion of applied exercises PUBH 340, PUBH 403, PUBH 420 and PUBH 491 - Course lectures/exams/activities: e.g., values clarification, ethical guidelines in health promotion, and management and political theory</p> <p>PUBH 350 - Discussion and lecture focused on best practices, efficient and effective implementation of interventions and advocacy work</p> <p>PUBH 375 - Addresses the ethics of global health program planning and implementation and the ethics of research completed among marginalized communities</p> <p>PUBH 485 - Completion of community-based field experience</p>
Independent work and a personal work ethic	<p>PUBH 201 - Completion of public health field experiences (volunteer work), a literature review, and academic portfolio (health program)</p> <p>PUBH 304 – Completion of 5 written assignments and 4 tests; all work is to be submitted on time, independently, and in a thorough manner</p> <p>PUBH 310 - Students complete independent work with assignments (e.g., sexual philosophy and sexual marketplace), exams and quizzes</p> <p>PUBH 333 - Completion of applied exercises and textbook chapter questions</p> <p>PUBH 350 - Completion of classroom activities and tests as well as contributing to a group community and advocacy project</p> <p>PUBH 375 - Students work independently in completing a report on NGOs, take exams, quizzes and an individual brief presentation</p> <p>PUBH 382 - An online course which requires significant independent work and strong time management; students are required to honor the code of conduct while completing assignments and tests</p> <p>PUBH 399/499 - Independent Study courses, projects, Honors sections of PUBH courses, student papers/abstract submissions to peer review conferences</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
	<p>PUBH 481 - Health Belief Model brochure, grant development, Social Cognitive Theory community health project, and Theory of Planned Behavior survey development</p> <p>PUBH 485 - Completion of community-based field experiences which require personal log of hours, achievement of various task assignments and efficient time management</p>
Networking	<p>PUBH 201 - Completion of public health field experiences (volunteer work)</p> <p>PUBH 304 - Network through online discussion forums, respond to posts of other students, and class discussions and network within the classroom, not outside the classroom</p> <p>PUBH 310 - Use of guest speakers in the classroom</p> <p>PUBH 375 - Use of guest speakers in the classroom</p> <p>PUBH 403, PUBH 420 and PUBH 491 - Course lecture/ exams/activities: e.g., partnership/coalition building, grassroots organizing, identifying and engaging stakeholders</p> <p>PUBH 485 - Completion of community-based field experience</p>
Organizational dynamics	<p>PUBH 201 - Completion of public health field experiences</p> <p>PUBH 333 - Completion of applied exercises and textbook chapter questions</p> <p>PUBH 350 - Course content covered by instructor and through classroom activities regarding coalition building and community organization collaborative efforts</p> <p>PUBH 375 - Understand how public health and humanitarian organizations work with health departments in countries and amidst local political, environmental and social events</p> <p>PUBH 403, PUBH 420 and PUBH 491 - Course lectures/ exams/activities: e.g., management theory, policy and advocacy opportunities, and organizational assessments</p> <p>PUBH 481 - Community Organization/Community Building class assignments</p> <p>PUBH 485 - Completion of community-based field experience</p>
Professionalism	<p>PUBH 201 - Completion of public health field experiences (volunteer work) and a literature review and academic portfolio (health program)</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
	<p>PUBH 304 - Four written assignments are graded for professionalism; professionalism is discussed prior to each assignment, samples of professional work are available for review, and rubrics clearly define what “professional work” consists of in the field</p> <p>PUBH 310 - Requirement of professional presentations (15-20 minutes)</p> <p>PUBH 333 - Completion of applied exercises and textbook chapter questions</p> <p>PUBH 340, PUBH 403, PUBH 420 and PUBH 491 - Course lectures/exams/activities: e.g., class presentations, values clarification, ethics, campus leadership activities, and community leadership engagement</p> <p>PUBH 375 - Students complete professional poster presentations about their comparative health systems projects</p> <p>PUBH 382 - Students present PowerPoint presentations utilizing VoiceThread technology on an assigned disease or disorder topic; assignment is graded not only on content but also on the professional nature/format of the presentation</p> <p>PUBH 485 - Completion of community-based field experience</p>
Research methods	<p>PUBH 201 - Course content covered by instructor and completion of a literature review and academic portfolio (health program)</p> <p>PUBH 304 - Nutrition News project requires knowledge of peer-reviewed research in the field; for the supplement or the weight loss portion, students obtain and summarize two peer-reviewed articles; all information must be in APA style and a complete bibliography is required for both portions of the project</p> <p>For the Healthy Recipe project, students complete a dietary analysis of the food that they bring to class and report this to class</p> <p>For the Diet Analysis project, students learn to input correct serving sizes into a Diet Analysis Software program, run 6 different reports, and interpret the results</p> <p>PUBH 310 - Completion of literature reviews</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
	<p>PUBH 333 - Course content covered by instructor and completion of applied exercises and textbook chapter questions</p> <p>PUBH 350 - Completion of communication and advocacy project</p> <p>PUBH 375 - Completion of literature reviews</p> <p>PUBH 382 - Students research an assigned disease or disorder for their class presentations from reputable sites and journals</p> <p>PUBH 420 and PUBH 491 - Course lectures/exams/activities: e.g., case studies, Photovoice, and needs assessments</p> <p>PUBH 481 - Health Belief Model brochure, grant development, Social Cognitive Theory community health project, and Theory of Planned Behavior survey development</p> <p>PUBH 485 - Completion of community-based field experience involving program planning and implementation</p>
Systems thinking	<p>PUBH 201 - Completion of a literature review and academic portfolio (health program)</p> <p>PUBH 333 - Course content covered by instructor and completion of applied exercises and textbook chapter questions</p> <p>PUBH 350 - Completion of communication and advocacy project</p> <p>PUBH 375 - Comparative Health projects and NGO projects that review health, political, social and environmental systems and the challenges that are faced while working</p> <p>PUBH 403, PUBH 420 and PUBH 491 - Course lectures/exams/activities: e.g., public health web of stakeholders, policy advocacy, organizational and environmental assessments</p> <p>PUBH 485 - Completion of community-based field experience</p>
Teamwork and leadership	<p>PUBH 201 - Completion of public health field experiences (volunteer work)</p> <p>PUBH 310 - Completion of group projects</p> <p>PUBH 350 - Completion of communication and advocacy project and group work in class sessions</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
	<p>PUBH 375 - Completion of group project with the comparative health systems project</p> <p>PUBH 403, PUBH 420 and PUBH 491 - Course lectures/ exams/activities: e.g., nominal group process, group projects, campus leadership activities, community advocacy and engagement, strategic planning processes, and class presentations</p> <p>PUBH 481 - Group projects, grant development, and Social Cognitive Theory community health project</p> <p>PUBH 485 - Completion of community-based field experience</p>

4.7 Syllabi

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

Syllabi for elective courses are included in the Electronic Resource File [ERF 4.7.1, PUBH Course Syllabi]. A name change of the B.S. in Health Promotion degree to the B.S. in Public Health was approved by the SCCHE in June 2015 [ERF 4.7.2, SCCHE letter dated June 10, 2015]. Some program syllabi for courses taught prior to the name change will list the former program name Health Promotion.

Following University guidelines, the program requires that all syllabi have course objectives and student learning outcomes listed on each syllabus. As stated in the University *Faculty Manual*, Section 5 Faculty responsibilities and Rights, 5.1.1 item number 2, faculty shall write and distribute a syllabus for each course taught. All syllabi must include the course objectives, student learning outcomes, grading procedures, instructor's office hours, and attendance policies (This statement was taken from the *Faculty Manual*, page 25). For further reference, see the *Undergraduate Catalog* statement on "Class Attendance."

5.0 Program Effectiveness

5.1 Mission

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

The public health program mission statement is as follows:

"The mission of the public health program is to integrate theoretical concepts, creative research activities, ethical perspectives, an appreciation for the richness of global diversity, and community health outreach opportunities to best prepare undergraduates who are ready for graduate study or professional careers. Through collaborative, engaged learning experiences in assessing community health needs as well as planning, implementing, conducting, administering, and evaluating health education and promotion strategies, graduates are prepared to take leadership roles in protecting and improving the community's health. Public health faculty members strengthen the profession of public health by providing student-centered, experiential learning in a challenging, positive academic environment, which is nationally recognized for excellence by the Society for Public Health Education and the American Association for Health Education."

An excerpt from the University's mission statement that illustrates the alignment between the University's mission statement and the public health program mission statement is as follows:

"Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective..."

In recognition of the value of a sound liberal arts foundation that focuses on quality student-centered learning and an emphasis on evidence-based health outcomes, the mission of the public health program is to prepare graduates who are guided by public health principles and who are able to respond to and respect diverse individual needs. The program prepares students to assess and respond to public health needs by incorporating the principles of the Certified Health Education Specialist (CHES) and expects its graduates to be able to develop, implement and evaluate public health programs, policies and practices. Graduates of the program are also expected to be able to respond to diverse and changing health needs of the community, state, nation and world; the program has a public health focus that is aligned with the certification for health education specialist.

The public health faculty members charged to foster an environment of engaged learning are diverse in their experiences and skills and recognize the need to incorporate their varied areas of expertise in the classroom. Faculty members participate in professional development in their disciplines, engage in community outreach, conduct research, and are committed to promote the health and wellbeing of the community, state, nation, and world.

Because the University embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning and supports faculty research, creative activities, and expert collaboration. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities and internships. The result is alumni who are well prepared for professional careers or graduate programs in their chosen fields and who continue to be connected to the University.

5.2 Student Learning Outcomes

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

Template P Public Health Program Student Learning Outcomes

Student Learning Outcomes
Student Learning Outcome 1: Students will demonstrate broad knowledge of health education/public health content.
Student Learning Outcome 2: Students will be able to design basic public health programs in response to an identified health need in the community.
Student Learning Outcome 3: Students will be able to conduct evaluation related to public health programs.
Student Learning Outcome 4: Students will demonstrate leadership skills.
Student Learning Outcome 5: Students will demonstrate professional behaviors and overall ability based upon the internship site supervisor evaluation both on the mid-term evaluation and the final evaluation.

Samples of assessments and the use of assessment results completed by the program are listed below.

Student Learning Outcome 1: Students will demonstrate broad knowledge of health education/public health content.

Description of Assessment: The comprehensive senior comprehensive review/end-of-program exam is made up of content from several of the primary content courses in the major. These include the primary technical courses such as PUBH 201 - Philosophy and Principles of Public Health Education, PUBH 350 - Community Public Health Strategies, PUBH 481 - Behavioral Foundations and Decision Making in Health Education, and PUBH 491 - Needs Assessment, Planning, and Evaluation Methods in Public Health. Content knowledge from PUBH 304 - Nutrition and PUBH 310 - Issues in Family Life and Sexuality is also included. Tenure-track faculty members provide exam questions from their content areas, and the exam is reflective of the content to which students have been exposed. Students must score at least 70% on the exam to demonstrate competency.

Analysis of Results: At the end of each semester, the graduating cohort of students completes a senior comprehensive review/end-of-program exam. From Fall 2012 to Fall 2016, 259 students took the senior comprehensive review/end-of-program exam. The program goal is for at least 70% of students to pass the final exam with at least 70%. Seventy-five percent of students achieved the goal of scoring at least 70% or higher on the first attempt. Of those who had to take the second attempt (0 - 7 students per semester), 50% - 100% successfully passed the exam over the four-year period.

Student Learning Outcome 2: Students will be able to design basic public health programs in response to an identified health need in the community.

Description of Assessment: The Program Proposal and Senior Professional Portfolio are practical applications of important public health concepts. At an early stage in the academic process, students

enroll in PUBH 201. In this class, students complete an assignment where they identify a public health need in the community and design a health education program that addresses that need. In Fall 2014, students were expected to complete a preliminary literature review as part of the assignment.

Analysis of Results: Data were collected from the students enrolled in PUBH 201 (n=98) in Fall 2014 and Spring 2015. The data consisted of the grade that each student received on the project. A tenure-track faculty member who is an expert in the construction of program design evaluated the student performance using a standard rubric. In this rubric, students are evaluated on seven different aspects of public health program design. In Fall 2014, 79.5% of the students enrolled demonstrated the ability to design a basic health education program. In Spring 2015, 88.8% of the students demonstrated the ability to design a basic health education program. These results are encouraging and demonstrate that a majority of the students are gaining a fundamental competency in public health.

The Senior Professional Portfolio provides evidence of student activities that address identified health needs in the community. Between Spring 2014 to Fall 2016, 85% of students scored a C or higher on the Senior Professional Portfolio. The mean score was 81% (97/120). This indicates that a majority of students (>70%) are able to show evidence of mastering the CHES competencies through an interpretation of the competencies and submission of artifacts and support materials. The competencies that focus on addressing identified needs in the community are competency I (Needs Assessment) and competency II (Program Planning). From Spring 2014 to Fall 2016, students on average scored 2.49/3 (83%) and 2.41/3 (80%) on competencies I and II respectively indicating the ability to design public health programs in response to identified health needs in the community.

Prior to 2011, the student learning outcomes were based on the CHES competencies. Between academic years 2011-2012 and 2012-2013, there was university-wide discussion about assessment. The departmental assessment plan was reviewed thoroughly by the Public Health Assessment and Accreditation Committee. After careful analysis, the student learning outcomes were modified in an effort to collect more meaningful and useful data.

For example, in 2011-2012 it was identified, through an evaluation of a student learning outcome based on experiences in PUBH 485 Internship in the Health Careers, that students lacked the desired leadership skills.

The internship site supervisor serves as the student's mentor for the semester as well as the eyes and ears of the public health faculty members who are not in the field daily with students. Assessment of student application of specific competencies is achieved via site supervisor observations of the student and collected using site supervisor interviews and surveys.

Beginning academic year 2011-2012, the Site Supervisor Questionnaire, Site Supervisor Final Student Evaluation, and Site Supervisor Post-Internship Survey were revised. The public health faculty believes that resourcefulness/problem solving are indicators of public health leadership. Students were asked to engage in creative, critical and analytical thinking. They were also asked to demonstrate the ability to exercise judgment and reasoning for complex issues while working in professional public health practice settings.

During the internship coordinator field visit, site supervisors answered an open-ended question describing examples of how internship students demonstrated resourcefulness/problem solving

while in the field. A series of attitudinal questions followed for the site supervisor to rank the students' resourcefulness/problem solving capabilities.

It was found through this evaluation that this desired expectation was not being met. The site supervisors reported that the students were not as resourceful as they could and should be and needed additional leadership skills prior to entering the internship experience. As a result of this finding, the public health faculty decided to develop a new leadership course that was implemented in 2013 as a required course within the major. The public health program currently collects data relative to leadership with a leadership assessment survey. Data collection is ongoing.

Student Learning Outcome 3: Students will be able to conduct evaluation related to public health programs.

Description of Assessment: Each participant in the PUBH 485 internship class must also develop a professional portfolio demonstrating proficiency in seven primary areas of a Certified Health Education Specialist. Due to competency IV (Conduct Evaluation and Research Related to Health Education) being an identified area of weakness, students are assessed on their competency to perform the following:

- Create purpose statement
- Develop evaluation/research questions
- Assess the merits and limitations of qualitative and quantitative data collection for research
- Critique existing data collection instrument for research
- Create a logic model to guide the evaluation process
- Develop data analysis plan for research

Analysis of Results: Students were asked to articulate their knowledge of evaluation and research related to health education, and provide an artifact demonstrating their knowledge. Scoring in the highest levels for both categories demonstrates clarity of understanding of competency IV and ability to accurately align public health program activities to the appropriate skills within competency IV, including selecting an appropriate artifact as an example. Less than 50 percent of the graduates (46%) scored in the highest level for the competency interpretations, and a similar low percent (46%) scored the highest level for the artifact justifications. A comprehensive review of the Public Health curriculum is planned to determine program strengths and weaknesses, opportunities and threats while taking a critical look at those reflecting public health program evaluation competencies.

Student Learning Outcome 4: Students will demonstrate leadership skills.

Description of Assessment: The Leadership Survey measures five personal characteristics or competencies essential to effective leadership including: focused driven, emotional intelligence, building trust/enabling others, conceptual thinking, and systems thinking. This survey is administered at the end of the program within the internship course (PUBH 485).

Analysis of Results: The results indicated higher ability on focused drive (28.04) and systems thinking (27.07). The lowest scores were in the areas of emotional intelligence (24.63) and trusted influence (24.57). These results may be due to the general focus of academic life for a student. Students generally are very focused on a particular goal, such as passing a course or a test. Anecdotally, they tend to vocalize displeasure with group assignments and presentations. Activities such as group assignments would require, according to this instrument, a higher degree of trusted influence.

Student Learning Outcome 5: Students will demonstrate professional behaviors and overall ability based upon the internship site supervisor evaluation on both the mid-term evaluation and the final evaluation.

Description of Assessment: During the student internship (PUBH 485), students are evaluated by their internship site supervisors at the mid-term and at the end of the internship. The evaluation instrument used by the public health program asks the supervisors to evaluate the interns at the end of their internship. Site supervisors, for both mid-term and final assessments, are asked to evaluate objectively, comparing the intern with other students of comparable academic level, with other personnel assigned the same or similarly classified jobs, or with individual standards. Areas of evaluation include: attitude, dependability, quality of work, maturity, judgement, ability to learn, initiative, relations with others, work habits and attendance.

Analysis of Results: The site supervisor was provided with a grade scale to select which grade accurately reflects the student's performance at that time. The data were stratified by semester in an effort to determine if there were differences in student performance across terms. For those in the Fall 2014 cohort (N=11), 100% of students scored in the top 2 levels (A and B) for total number of points on the site supervisor evaluations (average mid and final). Of these, 82% scored in the top level (A) for total number of points on the site supervisor evaluations (average mid and final). Of these, 73% increased or maintained their score from mid-term to final evaluations. For the Spring 2015 cohort (N=15), 100% of students scored in the top 2 levels (A and B) for total number of points on the site supervisor evaluations (average mid and final). Of these, 67% scored in the top level (A) for total number of points on the site supervisor evaluations (average mid and final), and 60% increased or maintained their score from mid-term to final evaluations.

5.3 Regular Review of Mission and Student Outcomes

The program regularly revisits its mission and expected student outcomes to ensure their continuing relevance.

As part of the University-wide Assessment System, academic departments are expected to review the mission and student learning outcomes for their academic programs on a regular basis. The systematic use of measurement procedures, analyzing and summarizing results, and evaluating and interpreting information from internal assessments brings quality changes to the public health program.

Faculty members in the Department of Health Sciences meet as a group, typically at the beginning and end of each semester. These meetings include discussions of the program mission and expected student outcomes and their continuing relevance [1.3.2 Department of Health Sciences Meeting Notes, 2013-2017]. In addition, Professor Dunn and Professor McGough, public health faculty members who serve as the Public Health Assessment Committee, meet regularly to evaluate progress on the public health program's student learning outcomes.

5.4 Programmatic Effectiveness

The program defines and implements a plan that determines the program's effectiveness. Methodologies may vary based on the mission, organization and resources of the program, but whatever the approach, assessment processes are analytical, useful, cost-effective, accurate and truthful, carefully planned and organized, systematic and sustained.

Professor Dunn and Professor McGough serve as the Public Health Assessment Committee for the public health program. The Committee meets regularly to evaluate progress on the program's student learning outcomes. Select public health faculty members collect student assessment data at the end of each semester for the courses they have taught and provide the data to the Committee at the beginning of the next semester. Following the analysis of the data and the progress on the student learning outcomes, the Committee submits a report each year to the University-wide Assessment Committee, which assesses the program committee's annual report and provides feedback to the Department.

Quantitative data are collected on the following: 1) the senior comprehensive review/end-of-program exam, which assesses core public health knowledge, and 2) the Leadership Survey, which assesses five constructs related to being an effective leader.

The senior comprehensive review/end-of-program exam is made up of content from several of the primary content classes in the major. These include the primary technical courses such as PUBH 201 - Philosophy and Principles of Public Health Education, PUBH 350 - Community Public Health Strategies, PUBH 481 - Behavioral Foundations and Decision Making in Health Education, and PUBH 491 - Needs Assessment, Planning, and Evaluation Methods in Public Health. Content knowledge from PUBH 304 - Nutrition and PUBH 310 - Issues in Family Life and Sexuality is also included. Tenure-track faculty members provide exam questions from their content areas, and the exam is reflective of the content to which students have been exposed. Students must score at least 70% on the exam to demonstrate competency.

The Leadership Survey measures five constructs related to being an effective leader. These five constructs are: focused driven, emotional intelligence, building trust/enabling others, conceptual thinking, and systems thinking. This survey is administered electronically at the end of the program in the program's internship course (PUBH 485). The data collected are used to determine if the curriculum is meeting the needs of the students and the program. At this point, there has not been enough data collected to determine the effectiveness of the curriculum on the leadership skills of the students.

The program also collects qualitative data with the Senior Professional Portfolio, which also is included in PUBH 485 - Internship in Health Careers. Students are asked in the portfolio assignment to interpret CHES competencies and provide examples of how they have met each competency. The Senior Professional Portfolio is evaluated with a rubric that assesses content structure, internship experiences, and student interpretation of the CHES competencies.

Determining program effectiveness is an ongoing process and is assessed in several ways. More than 70% of students successfully complete the senior comprehensive review/end-of-program exam and more than 70% of the majors in public health graduate from the program. Of those graduates who responded to the program follow-up, most indicated continuing education in graduate programs or occupation placement in the health field. At the University level, students assess faculty instruction by completing course evaluations. Evaluations are numeric, but narrative pieces are encouraged. Evaluations are compared with other courses in the program and the College of Science.

Template Q provides a synopsis of the student learning outcomes and student assessment opportunities in the public health program.

Template Q
Student Learning Outcomes and Student Assessment

Student Learning Outcomes	Assessment Opportunities
<p>Student Learning Outcome 1: Students will demonstrate broad knowledge of health education/public health content.</p>	<p>The senior comprehensive review/end-of-program exam is made up of content from several of the primary content classes in the major. These include the primary technical courses such as PUBH 201 - Philosophy and Principles of Public Health Education, PUBH 350 - Community Public Health Strategies, PUBH 481 - Behavioral Foundations and Decision Making in Health Education, and PUBH 491 - Needs Assessment, Planning, and Evaluation Methods in Public Health. Content knowledge from PUBH 304 - Nutrition and PUBH 310 - Issues in Family Life and Sexuality is also included. Tenure-track faculty members provide exam questions from their content areas, and the exam is reflective of the content to which students have been exposed. Students must score at least 70% on the exam to demonstrate competency.</p>
<p>Student Learning Outcome 2: Students will be able to design basic public health programs in response to an identified health need in the community.</p>	<p>The Program Proposal and Senior Professional Portfolio are practical applications of important public health concepts.</p> <p>At an early stage in the academic process, students enroll in PUBH 201 - Philosophy and Principles of Public Health Education. In this class, students complete an assignment in which they identify a public health need in the community and design a health education program that addresses that need.</p> <p>At the senior level, students participating in PUBH 485 – Internship in Health Careers are expected to complete a public health program that is based on identifying a public health need through an assessment. The portfolio provides documentation of public health (health education and health promotion) activities that address identified health needs in the community.</p>

Student Learning Outcomes	Assessment Opportunities
Student Learning Outcome 3: Students will be able to conduct evaluation related to public health programs.	Each participant in PUBH 485 - Internship in Health Careers must develop a portfolio demonstrating proficiency in seven primary areas of a Certified Health Education Specialist. Because competency IV is identified as an area of weakness for most students, the public health faculty plans to assess student competency to perform the following: <ul style="list-style-type: none"> • Create purpose statement • Develop evaluation/research questions • Assess the merits and limitations of qualitative and quantitative data collection for research • Critique existing data collection instrument for research • Create a logic model to guide the evaluation process • Develop data analysis plan for research
Student Learning Outcome 4: Students will demonstrate leadership skills.	PUBH 403 - Leadership in the Health Professions is the course where students are exposed to leadership issues in public health. A tool to measure constructs related to leadership was piloted in Spring 2015. While data were gathered from one point in Spring 2015, the tool is intended to be used as a pre-post instrument and will be implemented as such in the future. The administration of the instrument will not impact the student's grade in the class where the instrument is implemented.
Student Learning Outcome 5: Students will demonstrate professional behaviors and overall ability based upon the internship site supervisor evaluation both on the mid-term evaluation and the final evaluation.	During PUBH 485 - Internship in Health Careers, students are evaluated by their internship site supervisors at the mid-term and at the end of the internship. The evaluation instrument used by the public health program asks the supervisors to evaluate the interns at the end of their internships in terms of their performance compared to other interns.

Template R provides evidence that the program has implemented the assessment plan identified in Template Q.

**Template R
Assessment Evidence**

Assessment Opportunity	Evidence of Implementation
Student Learning Outcome 1: The senior comprehensive review/end-of-program exam is	At the end of each semester, the graduating cohort of students completes an end-of-

Assessment Opportunity	Evidence of Implementation
<p>composed of content from several of the primary content classes in the major. These include the primary technical courses such as PUBH 201 - Philosophy and Principles of Public Health Education, PUBH 350 - Community Health Promotion Strategies, PUBH 481 - Behavioral Foundations and Decision Making in Health Education, and PUBH 491 - Needs Assessment, Planning, and Evaluation Methods in Public Health. Content knowledge from PUBH 304 - Nutrition and PUBH 310 - Issues in Family Life and Sexuality is also included. Tenure-track faculty members provide exam questions from their content areas, and the exam is reflective of the content to which students have been exposed. Students must score at least 70% on the exam to demonstrate competency.</p>	<p>program exam. Overall, 63 public health students took the exam during the 2015-2016 academic year.</p> <p>From Fall 2012 to present, 259 students took the senior comprehensive review/end-of-program exam. The program goal is for at least 70% of students to pass the exam with at least 70%. Seventy-five percent of students achieved the goal of scoring at least 70% or higher on the first attempt. Of those who had to take the second attempt (0 - 7 students per semester), 50% - 100% successfully passed over the four-year period.</p>
<p>Student Learning Outcome 2: The Program Proposal and Senior Professional Portfolio are practical applications of important public health concepts. At an early stage in the academic process, students enroll in PUBH 201 - Philosophy and Principles of Health Promotion and Education. In this class, students complete an assignment (Program Proposal) in which they identify a public health need in the community and design a health education program that addresses the need.</p> <p>At the senior level, students participating in PUBH 485 – Internship in Health Careers, are expected to complete a public health program that is based on identifying a public health need through an assessment. The portfolio provides documentation of public health (health education and health promotion) activities that address identified health needs in the community.</p>	<p>Data were collected from the students enrolled Fall 2013 in PUBH 201 (N=42). These data consisted of the grade that each student earned on the project. Of these students, 69% demonstrated the ability to design basic health education programs at a satisfactory level in response to an identified health need in the community. Satisfactory level was assessed as having earned at least 88 points of a possible 125 (70%) on this assignment. Data collection methods were revised in Fall 2014 to facilitate student in-depth understanding of a health issue prior to designing basic health education program. A preliminary literature review was included as part of the assignment. Satisfactory level was assessed as having earned at least 84 points of a possible 120 (70%) on the assignment. The program goal is for at least 70% of students to achieve at least 70% on the assignment.</p> <p>The Senior Professional Portfolio provides evidence of student activities that address identified health needs in the community. Between Spring 2014 and Fall 2016, 85% of students scored a C or higher on the Senior Professional Portfolio. The mean score was 81% (97/120). This indicates that a majority of students (>70%) are able to show evidence of mastering the CHES competencies through an interpretation of the competencies and</p>

Assessment Opportunity	Evidence of Implementation
	<p>submission of artifacts and support materials. The competencies that focus on addressing identified needs in the community are competencies I (Needs Assessment) and II (Program Planning). From Spring 2014 to Fall 2016, students on average scored 2.49/3 (83%) and 2.41 (80%) on competencies I and II respectively indicating the ability to design public health programs in response to a identified health need in the community.</p>
<p>Student Learning Outcome 3: Each participant in PUBH 485 - Internship in Health Careers must develop a portfolio demonstrating proficiency in seven primary areas of a Certified Health Education Specialist. Due to competency IV (conduct evaluation and research related to health education) being an identified area of weakness for most students, the public health faculty assess student competency to perform the following:</p> <ul style="list-style-type: none"> • Create purpose statement • Develop evaluation/research questions • Assess the merits and limitations of qualitative and quantitative data collection for research • Critique existing data collection instrument for research • Create a logic model to guide the evaluation process • Develop data analysis plan for research 	<p>Data were collected from students enrolled in PUBH 485 – Internship in Health Careers who were either finishing their degree in Fall 2013 or Spring 2014. As senior interns completing the Senior Professional Portfolio, 77% of the students demonstrated the ability to conduct evaluation using effective research methods. This is just slightly higher than the 74% reported from the previous academic year (Fall 2012-Spring 2013). Probing deeper, of the majority who demonstrated competency for competency IV, nearly half (45%) of the students demonstrated proficiency at the highest level (Level 3). Students performing at this level were able to perform competency IV with original and critical thought with well-organized writing.</p>
<p>Student Learning Outcome 4: The public health program identified an instrument to measure leadership and advocacy abilities in students. This instrument is a tool that will not impact the student's grade in the class where the instrument is implemented.</p>	<p>An instrument has been adopted to measure leadership and advocacy abilities in students and was piloted in PUBH 485 – Internship in Health Careers. The instrument focuses on five personal characteristics, or competencies, essential to effective leadership: focused drive, emotional intelligence, building trust/enabling others, conceptual thinking, and systems thinking. Initial results were collected during Summer 2015. Count and percentage data analyses were conducted. Students consistently demonstrated leadership skills. The plan is to next analyze the data by the aforementioned subscales to further understand aspects of their leadership abilities.</p>

Assessment Opportunity	Evidence of Implementation
<p>Student Learning Outcome 5: In PUBH 485 - Internship in Health Careers, students are evaluated by their internship site supervisors at the mid-term and at the end of their internships. The evaluation instrument used by the public health program asks the supervisors to evaluate the interns at the end of their internships in terms of their performance compared to other interns.</p>	<p>Data are collected at two points from internship site supervisors: at the mid-term and at the end of the internship. Evidence of the evaluation forms can be found with the Internship Coordinator as they are submitted and graded as part of an assignment. Site supervisors assess students on a series of criteria, provide comments and assign an overall letter grade of A through F (indicators of outstanding: A+, A; very good: B+, B; good: B-, C+; average: C, C-; marginal: D; or unsatisfactory: F) based on the student performance at the internship site [ERF 4.5.1 <i>Internship Program Overview – Spring 2017</i>, pg. 25]. The Internship Coordinator then assesses the mid-term evaluation and the end-of-internship evaluation providing an average score out of 75.</p>

5.5 Graduation/Job Placement Rates

The program demonstrates that at least 70% of students for whom data are available graduate within six years or the maximum time to graduation as defined by the institution, whichever is longer. The program demonstrates that at least 80% of graduates for whom data are available have secured employment or enrolled in further education within one year of graduation. If the program cannot demonstrate that it meets these thresholds, the program must document 1) that its rates are comparable to similar baccalaureate programs in the home unit (typically a school or college) and 2) a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis

Each year the University publishes graduation and completion rates for a specific cohort of students. This information is gathered annually based on public health degrees conferred and is reported to the South Carolina Commission on Higher Education (SCCHE) and The Integrated Postsecondary Education Data System (IPED). Students are expected to graduate within 4- 6 years.

Table 3 identifies the public health graduation rates for the Fall 2010 to Fall 2013 cohorts. These data are based on students meeting the criteria to be fully admitted into the program. To be fully admitted, a student must:

- See an advisor in the public health program for guidance;
- Complete PUBH 121, PUBH 201, and PUBH 350 with a grade of C or better in each course; and
- Have completed a minimum of 60 semester credit hours (junior standing) for admission to the following classes: PUBH 410, PUBH 481, PUBH 485, PUBH 491, and PUBH 495.

**Table 3
Public Health Students Graduation Rates
Fall 2010 – Fall 2013 Cohorts**

	Fall 2010 - Spring 2011 Cohort	Fall 2011 - Spring 2012 Cohort	Fall 2012 - Spring 2013 Cohort	Fall 2013 - Spring 2014 Cohort
# in Cohort	38	58	57	45
% Graduated within One Year	47.4%	41.4%	50.8%	62.2%
% Graduated within Two Years	92.1%	81.0%	87.7%	84.4%
% Graduated within Three Years	94.7%	82.8%	89.5%	88.9%

Note: Graduation data based on public health program majors beginning first semester, sophomore year. Students must complete PUBH 350 with a grade of C or better to attain junior standing.

Information about what graduates have been doing, in terms of work or graduate study, since graduating from the University is collected via survey through several offices on campus (e.g., Alumni Relations, Career Services, Health Sciences). Template S presents data available from these surveys. In addition, data were collected from the National Student Clearinghouse to determine whether students who left the University attended another institution. Typically, the surveys administered through these offices do not have a high response rate and plans are underway to improve this. To increase response rates, a number of strategies have been implemented to either guide students to the surveys or gather information about work or graduate study. One strategy is that surveys are administered to public health alumni five months after graduation in October and May. The Department also makes follow-up phone calls and completes the survey or leaves a message directing students to the survey. In addition, social networks (LinkedIn and Facebook) are used to contact public health alumni to gather information about their work or graduate study.

Template S
Destination of Public Health Program Graduates

Destination of Graduates by Employment Type	Job Placement/Further Education Rate by Graduating Class		
	2011-12 N= 54*	2012-13 N=56*	2013-14 N=70*
Employed	15	26	35
Continuing education/training (not employed)	15	28	30
Actively seeking employment	1	1	0
Not seeking employment (not employed and not continuing education/training, by choice)	0	0	0
Unknown	0	0	0
Total	31	55	65

* N represents the number of public health graduates during the academic year

Also included in the Alumni Post-Graduation Survey are questions related to specific job types, places of employment, and graduate degrees pursued. Examples of types of employment and further education of public health graduates are presented in Template T. During the self-study process, it was identified that the program was not collecting qualitative data relative to the destination of its graduates, whether this be employment or further education. As a result, the Department of Health Sciences is working with the University's Office of Institutional Research, Assessment and Analysis to identify a process by which the program can collect these data.

Template T
Post-Graduate Employment and Education

Types of Employment Graduates Pursue	Types of Further Education Graduates Pursue
Access Health Horry	Juris Doctorate
American Cancer Society – Relay for Life Specialist	M. A. T.
Atlantic Urology	M.P.H.: General, Epidemiology, Global Health
Boston Children's Hospital	M.S. Health Promotion
Brightwater Assisted Living	M.S. in Education

Types of Employment Graduates Pursue	Types of Further Education Graduates Pursue
Brookdale Senior Living	M.S. in Speech Pathology
Cardiac Anesthesia Coordinator	Master in Health Administration
Catholic Charities – Health Educator	Master in Health Science
CCU Health Facilities	Master in Medical Science
Center for Vein Restoration	Master in Nutrition
Children's Council, Program Coordinator	Master in Social Work
Citizens Campaign for the Environment	Master in Public Administration
Colleton County Dept. of Social Services	Occupational Therapy
Conway Medical Center	Physician Assistant
South Carolina Department of Health and Environmental Control	Registered Nursing Program
Eli Lilly and Company	R.N.
Family Outreach of Horry County	
Finish Strong Fitness Center	
Grand Strand Medical Center	
Habitat for Humanity - Family Services Project Coordinator	
Inlet Pediatrics	
Medical Case Manager	
Medical Sales	
Novo Nordisk – Diabetes Care Specialist	
Patient Navigator at Barnabas Health	
PCU Unit Secretary - Hilton Head Hospital	
Peace Corps Volunteer	
Pharmacy Technician	
Program Coordinator – A Father's Place and Now Faith COH Ministries	
Program Coordinator, The Children's Council	
Program Director for Army and Navy Preventive Medicine Technicians	
Project Lighthouse - Mental Health Tech	
Public Health University Instructor	
Recruitment Consultant-Barrington	
Rehab Tech Next Step Rehabilitation Service	
Resource Specialist at Moffitt Cancer Center	
Sale Manager, ProSource Technology	
Scribe America – Emergency Room Scribe	
SOS Health Care	
Strand Orthopedic Consultants	
Team Coordinator in Public Health – Gloucester County College	
The Eye Center	
Tidelands Health	
Waccamaw Family Chiropractic	
Walgreens Pharmacy	
Western Carolina Medical Society - Health Access Counselor	

5.6 Programmatic Review and Improvement

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

The University has an assessment system in place that requires all academic departments to submit an assessment report on an annual basis. To demonstrate institutional effectiveness, the Department of Health Sciences annually gathers, analyzes, and summarizes information that focuses on student learning within the public health program. The student learning outcomes are aligned with the University's mission, values, and strategic directives. Results, from direct and indirect measures, are used for continuous improvement and are comprehensive relating to student learning within the public health program.

The University-wide Assessment Committee for Student Learning meets each month during the fall and spring semesters. The charge of the Committee is to review assessment reports and provide feedback to the departments with the end result being to improve each program in the department. Membership on the Committee is comprised of faculty from all of the academic colleges. Professor Dunn and Professor McGough, public health faculty members, serve as the Public Health Assessment Committee for the public health program. This Committee meets regularly to evaluate progress on the program's student learning outcomes. Select public health faculty members collect student assessment data at the end of each semester for the courses they have taught and provide the data to the Committee. The data are then analyzed to determine the progress of students on the program's five student learning outcomes.

5.7 Student Complaint Processes

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

The University provides efficient and effective methods to address written student complaints. University policy STUD-DSO 330, *Student Complaints* [ERF 5.7.1, STUD-DSO 330 - *Student Complaints*] provides students with the guidelines necessary to report and resolve complaints. Policy STUD-DSO 330 states:

"...It is essential that all Coastal Carolina University students be provided an adequate opportunity to bring complaints to the attention of the administration with the assurance they will be treated promptly, professionally, fairly, confidentially, and without fear of reprisal. This policy guides the orderly procedure of complaints and attempts at resolution..."

The policy for filing complaints is published each year in both the *Undergraduate Catalog* and *Graduate Studies Catalog*. The *Undergraduate Catalog* and *Graduate Studies Catalog* are available to all students online. The policy also is posted on the University Policies website. The University provides supporting documentation that demonstrates that the guidelines outlined in Policy STUD-DSO 330 are being followed. The public health program handling of student grievances and/or complaints follows department guidelines which mirror the University policies.

These guidelines are as follows:

Step One: Informal Resolution

Coastal Carolina University's objective is to resolve complaints as quickly and efficiently as possible at the level closest to the student. Initially, the student considering submitting a complaint should attempt to resolve the concern directly and with the appropriate faculty/staff member in a conference within ten (10) working days of the incident. The faculty/staff member will make an effort to resolve the issue equitably and informally.

Step Two: Formal Resolution

If the response at the informal level was not satisfactory, the student may notify the next level of University administration identified in the pathways (as noted below). The student can continue through the pathways if responses continue to be unsatisfactory. However, the decision of the Provost/Senior Vice President/Vice President is final.

Students must submit their initial formal written complaint within five (5) working days of the informal meeting. The University official will acknowledge receipt of the complaint and respond to the student in writing within five (5) working days of receipt of the complaint. Subsequent appeals to higher levels in the pathways identified below will follow the same time limits (e.g., if a response at the previous level was not satisfactory, the student must notify the next level of University administration in writing within five (5) working days, and the administrator will respond in writing within five (5) working days).

Pathways for Non-Academic Complaints

Students should follow the pathway below in seeking a resolution to a non-academic complaint:

1. Employee(s) identified in the complaint
2. Direct supervisor of the employee(s)

3. Department director as appropriate
4. Assistant/Associate Vice President or Vice President as appropriate
5. Vice President/Senior Vice President as appropriate

Pathways for Academic Complaints

Students should follow the pathway below in seeking a resolution to an academic complaint:

1. Faculty member(s) identified in the complaint
2. Department Chair
3. Dean
4. Provost

In the period 2012-2015, two appeals of alleged academic integrity violations in the public health program were submitted to the Office of Academic Integrity. The appeals were resolved based on decisions made by the designated college-level committee consisting of the department chair of the course where the violation occurred, a faculty member, and a student representative from the college.

6.0 Advising

6.1 Student Advising

Students are advised by program faculty or qualified program staff beginning no later than the semester the student begins course work.

The College of Science Advising Center works to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. The Advising Center has four full-time professional academic staff advisers dedicated to advising freshmen students during their first two semesters at the University. These advisers help students with core curriculum requirements and to:

- Understand degree/graduation requirements
- Create a plan for graduation
- Make course selections and plan course schedules
- Understand University policies and procedures
- Learn about campus support services
- Work through academic issues

At the beginning of the student's sophomore year, public health faculty members become the primary advisers for students in the public health program. At this point, the program utilizes two types of advising: group and one-on-one. Group advising sessions include orientation to the program, planning for internship, course advising, and graduation requirements. Students are required to attend group advising to enroll in classes and to begin the internship process. After attendance at a group advising session, any student is welcome to make a one-on-one appointment about courses or career interests if additional advising is desired. There is no set number of times a student must meet with his or her adviser. While there is no formal policy for changing advisers, students can make a request to the chair of the Department of Health Sciences for a different adviser.

As members of the public health faculty, advisers are knowledgeable in program requirements and policies as well as the University's general education (core curriculum) requirements. Faculty advisers receive training by senior members of the Department that are well versed in advising procedures. Faculty also can take a seminar on academic advising from the University's Center for Teaching Excellence to Advance Learning to enhance their advising skills. While the ultimate responsibility for a student's schedule lies with the student, advisers are responsible for assisting students with their schedules and providing information regarding employment and further educational opportunities.

Beginning Fall 2017, incoming freshmen have access to a four-year plan to earn a public health degree [ERF 6.1.1, Public Health Major 4 Year Option] and transfer students have access to a two-year plan for degree completion [ERF 6.1.2, Public Health Major 2 Year Option]. Information is also available about how a public health degree will be beneficial in the workforce or in a graduate degree program [ERF 6.1.3, Career Opportunities in Public Health].

The advising model used by the public health program is highly regarded at the University. To illustrate this, the former chair of the Department of Health Sciences consulted with the College of Business Administration regarding advising when the College of Business Administration sought to improve its advising system. The College turned to the Department of Health Sciences and the system used by the public health program for information on how to improve its own advising program. Additionally, the former chair has served several times on University advising sessions. The public health program was used as a success model, and the chair of the Department served as a member of the University advising faculty.

7.0 Diversity

7.1. *Diversity and Cultural Competence*

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

The public health program, Department of Health Sciences, College of Science, and University are committed to the support of diversity and multicultural experiences. The concept of diversity exists within the following excerpt from the University's Mission Statement [ERF 3.1.1, University Mission Statement]:

"Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. To deliver on this commitment, Coastal Carolina recruits highly qualified and motivated students, faculty, and staff from the region, state, nation, and world to create a diverse and dynamic student-centered learning environment..."

The University has established and supports the Office of Multicultural Student Services as one of many strategies to fulfill its mission. The mission of the Office of Multicultural Student Services is to:

"...serve as a liaison for Coastal Carolina University and its underrepresented students. Its purpose is to enhance the academic, social and cultural development of multicultural students through counseling and programming. The collegiate experience is one that will challenge each individual's perspective. The programs offered through the Office of Multicultural Student Services are designed to be catalysts for student success. All Coastal students have the opportunity to contribute to campus life by participating in co-curricular and enrichment activities. Minority students can learn about their cultural identities by participating in the following programs..."

In demonstrating its commitment to diversity, the public health faculty provides inclusion of diversity issues in multiple classes in the public health program. For example, this can be seen in the inclusion of names for class examples other than British names that pervade United States society. This often includes different Northern and European names (e.g., Ingrid, Yelena, Astrid, Sonja), African names (e.g., Ayanna, Ade, Kamau, Taiwo, Kofi, Khadijah, Adama), and African American variations (e.g., Demarcus, Akeesha, Deshawn). It can also include gender neutral names when creating examples (e.g., Cameron, Sydney, Jordan, Adesimi, Khinde). Faculty members in the program also use examples that incorporate diversity of gender, gender identity, and sexual orientation and not only heteronormative examples.

Additionally, diversity in instruction is important for the public health program as evidenced by the faculty using different teaching styles so that different learning styles are accommodated, including auditory (e.g., through the use of lectures and video clips), visual (e.g., through the use of PowerPoint, videos, and video clips), tactile (e.g., through the development of poster boards, creation of tables, and charts), verbal (e.g., through students writing research papers, reading research articles, conducting research, reviewing opposing sides of an issue, and completing presentations), and logical (e.g., by encouraging students to solve problems once they have applicable information; case studies and opposing viewpoints are often used to reach this end). Faculty members are encouraged to engage students to work both individually and in groups.

Addressing issues related to diversity occurs in various forms and fashions across the public health curriculum. For example:

1. In PUBH 201 - Philosophy and Principles of Public Health Education, students are required to volunteer for 30 hours with a public health-related organization in the local area. Some example agencies where students volunteer are the Special Olympics (the world's largest sports organization for people with intellectual disabilities), Habitat for Humanity (provides low-income families new hope in the form of affordable housing), SOS Healthcare, Inc. (provides services to individuals with Autism), Salvation Army (provides food/housing shelters for individuals without homes), the South Carolina Department of Disabilities and Special Needs (provides services for individuals with intellectual and acquired disabilities), and many long-term care facilities for those that are aging.
2. In PUBH 304 - Nutrition, diversity is addressed through class lectures and assignments on health problems that are more prominent among different groups and may have different nutrition recommendations. For example, certain gender/ethnic groups are more likely to have osteoporosis, high blood pressure, cancer, heart disease, higher obesity rates, vitamin and mineral deficiencies, stroke, Type II Diabetes, Alzheimer's, and others. PUBH 304 also focuses on issues of hunger and poverty in the United States and around the world. Food selections from around the world are discussed.
3. In PUBH 310 - Issues in Family Life and Sexuality, students are introduced to the concepts of diversity of gender, gender identity, and sexual orientation (chromosomal variations & LGBTQQAI+). Students reflect on and respond to controversial issues to express diverse points of view on the following sexuality issues: morality of abortion, contraception (Plan B/morning after), gender selection, puberty blocking drugs, reasons for circumcision (male and female), health ramifications of bondage, dominance and submission, sadomasochism, effects of pornography, and legalization of prostitution.
4. In PUBH 333 - Environmental Health, students have been offered the opportunity to study abroad during spring break in Barbados and learn about its culture and health care system.
5. In PUBH 340 - Drug Education, diversity is broadly covered through lectures and class discussions related to motivators and correlates of drug use among a variety of demographics and populations. Students reflect on their own beliefs and values and connect them to the communities in which they live, work and play. The course examines the intended and unintended consequences of drug policies on populations within the United States as well the impact the policies have on different populations abroad.
6. In PUBH 350 - Community Public Health Strategies, presentations and discussions include issues related to community coalition building, community health assessment, and the diversity of the community in terms of beliefs and values of the community.
7. In PUBH 375 - Global Health Perspectives, students are exposed to health care practices in the United States and around the world and comparatively discuss issues of health disparities to health access. In addition, students have been offered the opportunity to study abroad during spring break in Barbados and during the summer term to visit Sierra Leone and South Africa to learn about history, culture, public health and the special education system. PUBH 375 facilitates student understanding of cultural differences in addressing health issues with a focus on cultural competency using a social justice lens.
8. In PUBH 403 - Leadership in the Health Professions, students have been offered opportunities to participate in civic engagement opportunities and reflect upon their experiences. Course content includes lecture presentations and discussion for building and leading diverse groups and community coalitions. Additionally, students engage in a Nominal Group Process to collect and prioritize ideas from groups with diverse compositions.
9. In PUBH 410 - Epidemiology and Quantitative Research Methods, a unit is included with a discussion of ethical issues related to research and research methodology prior to the

discussion of analytical epidemiology. Three specific topics relative to diversity and the protection of human subjects for research purposes are discussed: beneficence, respect for persons, and justice.

10. In PUBH 420 – Health Policy, diversity is examined through the lens of advocacy and public policy. Students learn to advocate for equitable social policies. The intended and unintended consequences of public policy and on different groups of people are also examined.
11. In PUBH 440 - Gender, Culture, Literacy, & Disparities in Health, students explore the roots of health disparities among marginalized populations. Included in the course are discussions that examine the social determinants of health, multi-level interventions of literacy, health promotion and social justice.
12. In PUBH 480 - Women’s Health Issues, discussions are included on health outcomes of women based on their ecological-socio-economic-cultural backgrounds. Discussions of risk factors based on social determinants of health also occur. Students are asked to reflect on and respond to controversial issues to express diverse points of view on the following women’s health issues: transgender women, pornography and sexual assault, violence against women, use of Gardasil, abortion, and alcohol in pregnancy.
13. In PUBH 481 - Behavioral Foundations and Decision Making in Health Education, a class objective focuses on the communication of health and health education needs, concerns, and resources to a wide range of populations. Assignments generally require students to use a theory-based approach to design health outreach materials and programs for different populations.
14. In PUBH 485 - Internship in Health Careers, students are placed in diverse settings in the community. These settings collectively address a diverse range of public health issues. The Department of Health Sciences has partnerships with many community organizations in the greater Myrtle Beach-Conway, South Carolina, communities as detailed on the Community Partners website: <http://www.coastal.edu/healthsciences/communitypartners/>. In some cases, the community partner works to prevent epidemics and the spread of disease (e.g., Department of Health and Environmental Control), promotes and encourages healthy behaviors (e.g., The American Cancer Society and CareTeam Plus), and responds to health issues in the community.
15. In PUBH 491 – Needs Assessment, Planning and Evaluation Methods, a student learning outcome of this course includes defining a community based on its different people, environments and systems for the purposes of planning effective and efficient programs and interventions for a target population. The course uses the ecological approach that programs take place in communities and each community has its own values, customs and traditions. As a result, the inclusion of the target population and different stakeholders in the identification and resolution of community health issues is emphasized.

Due to multiple courses in which diversity issues are presented and discussed, the faculty believes that important diversity concepts are introduced and reinforced throughout the curricula.

Tables 4 and 5 present data for student ethnicity and race for degree-seeking undergraduates for the Fall 2015 and Fall 2016 semesters. Ethnic and racial diversity in the public health program is equal to or exceeds that found in the College of Science and University as a whole. Table 4 identifies that there were 14% more Black/African American students enrolled in the program in Fall 2015 than students enrolled in the University. For Fall 2016, as seen in Table 5, there were 15.5% more. The data show other ethnicities and races are equally represented in the public health program.

Table 4
Student Ethnicity and Race
Degree-Seeking Undergraduates
Fall 2015

Ethnicity	Public Health		College of Science		University	
	N	%	N	%	N	%
Hispanic	16	6.7%	180	4.3%	393	4.2%
Race						
American Indian/Alaskan Native	2	0.8%	11	0.3%	29	0.3%
Asian	3	1.3%	41	1.0%	68	0.7%
Black/African American	81	33.9%	994	23.8%	1,848	19.9%
Native Hawaiian/Pacific Islander	0	0.0%	3	0.1%	8	0.1%
White	123	51.5%	2,665	63.8%	6,361	68.5%
Two or More Races	9	3.8%	218	5.2%	429	4.6%
Non-Resident Alien	1	0.4%	43	1.0%	110	1.2%
Unknown	4	1.7%	23	0.6%	43	0.5%
Total	239	100.0%	4,178	100.0%	9,289	100.0%

Table 5
Student Ethnicity and Race
Degree-Seeking Undergraduates
Fall 2016

Ethnicity	Public Health		College of Science		University	
	N	%	N	%	N	%
Hispanic	22	8.5%	191	4.6%	415	4.4%
Race						
American Indian/Alaskan Native	2	0.8%	15	0.4%	30	0.3%
Asian	3	1.2%	25	0.6%	49	0.5%
Black/African American	93	35.8%	1,022	24.4%	1,924	20.3%
Native Hawaiian/Pacific Islander	0	0.0%	5	0.1%	9	0.1%
White	119	45.8%	2,627	62.6%	6,356	67.2%
Two or More Races	14	5.4%	233	5.6%	458	4.8%
Non-Resident Alien	2	0.8%	47	1.1%	140	1.5%
Unknown	5	1.9%	31	0.7%	79	0.4%
Total	260	100.0%	4,196	100.0%	9,460	100.0%

Tables 6 and 7 present ethnicity and race data for public health, College of Science, and University faculty for the Fall 2015 and Fall 2016 semesters. Racial diversity in the public health faculty exceeds that found in the College of Science and the University as a whole. Ethnic diversity in the public health faculty is slightly lower. As seen in Table 6, the percentage of Black/African American faculty in the program in Fall 2015 (11.8%) exceeds that of the College of Science (2.5%) and the

University as a whole (3.7%). In Fall 2016, as identified in Table 7, the Black/African American faculty percentage for the public health faculty was 11.8% and 3.2% and 4.5% for the College of Science and University respectively.

Table 6
Faculty Ethnicity and Race
Full-Time and Part-Time
Fall 2015

	Public Health		College of Science		University	
	N	%	N	%	N	%
Ethnicity						
Hispanic	0	0.0%	4	1.4%	14	1.9%
Race						
American Indian/Alaskan Native	0	0.0%	1	0.4%	1	0.1%
Asian	0	0.0%	13	4.6%	18	2.4%
Black/African American	2	11.8%	7	2.5%	27	3.7%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%
White	15	82.4%	243	86.5%	636	86.5%
Two or More Races	0	0.0%	1	0.4%	2	0.3%
Non-Resident Alien	0	0.0%	4	1.4%	7	1.0%
Unknown	1	5.9%	8	2.8%	30	4.1%
Total	17	100.0%	281	100.0%	735	100.0%

Table 7
Faculty Ethnicity and Race
Full-Time and Part-Time
Fall 2016

	Public Health		College of Science		University	
	N	%	N	%	N	%
Ethnicity						
Hispanic	0	0.0%	5	1.8%	15	2.0%
Race						
American Indian/Alaskan Native	0	0.0%	1	0.4%	1	0.1%
Asian	0	0.0%	14	5.0%	19	2.5%
Black/African American	2	11.8%	9	3.2%	34	4.5%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%
White	14	82.4%	243	86.2%	655	86.4%
Two or More Races	0	0.0%	2	0.7%	3	0.4%
Non-Resident Alien	0	0.0%	4	1.4%	11	1.5%
Unknown	1	5.9%	4	1.4%	20	2.6%
Total	17	100.0%	282	100.0%	758	100.0%

8.0 Distance Education Programs

Not Applicable.

Appendix 1

Index to Electronic Resource File

1.0 - Leadership, Management and Governance

1.2.1 UNIV-TIX-466, *Title IX Statement of Non-Discrimination*

1.2.2 ACAD-SENA-109, *New Program Development and Modification*

1.2.3 ACAD-SENA-123, *New Undergraduate Course Development and Modification*

1.2.4 ACAD-SENA-114, *Academic Director/Department Chair*

1.2.5 ACAD-SENA-112, *Academic Dean*

1.2.6 *Faculty Manual 2016-2017*

1.2.7 ACAD-SENA-127, *Student Evaluation of Courses*

1.2.8 *College of Science Faculty Handbook Fall 2015*

1.2.9 *2017-2018 Undergraduate Catalog*

1.3.1 *Administrative Action–30, 2012-2013*

1.3.2 *Department of Health Sciences Meeting Notes, 2013-2017*

1.5.1 UNIV-COMP-410, *Policy on Policies*

2.0 – Resources

2.5.1 *Dean's Letter dated January 4, 2016*

2.6.1 *Library Holdings*

3.0 – Faculty Qualifications

3.1.1 *Coastal Carolina University Mission Statement*

3.1.2 FAST-HREO-215, *Faculty Recruitment and Employment*

3.1.3 ACAD-SENA-118, *Faculty Qualifications*

3.1.4 ACAD-SENA-128, *Distance Learning*

3.1.5 ACAD-SENA-117, *Faculty Transcripts*

3.1.6 *Public Health Faculty Vitae*

- Dunn, Michael S.
- Edmunds, Amy L.

- Firsing III, Stephen L.
- Forbus, Kristi S.
- M'Cormack McGough, Fredanna
- Powell, Mary Kate
- Royce, Sherer W.
- Thompson, Sharon H.
- Yannessa, John F.

3.4.1 Faculty Publications and Presentations

4.0 – Curriculum

4.1.1 Description of PUBH Courses

4.1.2 Public Health Major and Minor Degree Requirements

4.2.1 Template L-a – Foundation Courses/Major Requirements, Public Health Coursework and the Public Health Domains

4.2.2 Template L-b – Electives Public Health, Public Health Coursework and the Public Health Domains

4.4.1 Student Work Samples

- | | |
|------------|------------|
| • PUBH 121 | • PUBH 350 |
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| • PUBH 304 | • PUBH 481 |
| • PUBH 310 | • PUBH 491 |
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4.5.1 *Internship Program Overview – Spring 2017*

4.7.1 PUBH Course Syllabi

- | | |
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| • PUBH 121 | • PUBH 382 |
| • PUBH 201 | • PUBH 399 |
| • PUBH 304 | • PUBH 403 |
| • PUBH 310 | • PUBH 410 |
| • PUBH 320 | • PUBH 420 |
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| • PUBH 340 | • PUBH 481 |
| • PUBH 347 | • PUBH 485 |
| • PUBH 350 | • PUBH 491 |
| • HPRO 370 | • PUBH 495 |
| • PUBH 375 | • PUBH 499 |
| • PUBH 380 | |

4.7.2 SCCHE letter dated June 10, 2015

5.0 – Program Effectiveness

5.7.1 STUD-DSO-330, *Student Complaints*

6.0 – Advising

6.1.1 Public Health Major 4 Year Option

6.1.2 Public Health Major 2 Year Option

6.1.3 Career Opportunities in Public Health

7.0 – Diversity

8.0 - Distance Education Programs

NOTE: The naming convention for this degree program changed from Health Promotion (HPRO) to Public Health (PUBH) in June 2015. Some documentation still reflects the previous program name.