



**CEPH SBP ACCREDITATION  
SELF-STUDY**

**B.S. IN PUBLIC HEALTH PROGRAM (BSPH)**

**SCHOOL OF NURSING AND HEALTH STUDIES  
UNIVERSITY OF MIAMI**

**ACCREDITATION SITE VISIT  
NOVEMBER 2-3, 2017**

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## **EXECUTIVE SUMMARY**

The University of Miami is a private not-for profit institution that was founded in 1926. The university is classified by the Carnegie Commission as a Research University with Very High Research Activity and was ranked 44<sup>th</sup> overall in the country by the U.S. News and World Report. The university is comprised of 11 colleges and schools across three campuses in the greater Miami area. Current enrollment is approximately 10,850 undergraduate and 6,000 graduate students. As of 2016, 44% of new freshman graduated in the top 5% of their high school class. Mean SAT scores were 1295. Of the full-time faculty, 96% hold a doctorate or other terminal degree.

The School of Nursing was established in 1948 as the first collegiate nursing program in South Florida. In 2005, the school added health science programs and became the School of Nursing and Health Studies (SONHS). The SONHS was recently ranked 22<sup>nd</sup> in the nation and first in Florida for research. The B.S. in Public Health (BSPH) program was added in 2012. Since its initial offering the BSPH program has grown rapidly and now includes approximately 90 full-time majors and 150 minors. In 2015, over 900 students from across the university enrolled in BSPH courses. The first graduating class for the BSPH was in 2014. A 4 +1 program was also added in 2014 that allows senior BSPH students to take MPH course work at the UM Miller School of Medicine. These credits count toward their graduate degree once they are accepted into the program. Program faculty has likewise grown to include a dedicated program director, three full-time faculty and two part-time faculty members. We are very proud of our BSPH program and believe that it provides students with an outstanding learning experience. Our program is designed to prepare well-rounded graduates who are fully competent in all

aspects of public health and who will be able help shape the practice of public health through their knowledge and expertise.

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## **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.

The Organizational Chart for the University of Miami is shown below. The current president of the University, Dr. Julio Frenk, oversees the Provost as well as the Executive Vice Presidents for Business and Finance, Health Affairs at UHealth, and University Advancement and External Affairs. The academic deans for each of the schools and colleges within the University of Miami report directly to the Provost (red line).

# University of Miami Table of Organization

Board of Trustees

Rodolfo Hernandez  
Vice President,  
Government &  
Community Relations &  
Chief of Staff to the  
President

Julio Prenk  
President

Randolph Green  
Vice President &  
Chief Compliance  
Office

Joseph T. Naitoh Sr.  
Vice President &  
CFO, Business &  
Finance

Thomas J. LeBlanc  
Executive Vice President  
& Provost

Steven M. Altschuler  
Sr. Vice President of  
Health Affairs and, CEO  
of UHealth

Sergio M. Gonzalez  
Sr. Vice President of  
University  
Advancement &  
External Affairs

Larry D. Marbert  
Vice President,  
Real Estate &  
Facilities

Geoffrey Kirtles  
Vice President &  
Treasurer

Steve Carthey  
Vice President,  
Information  
Technology

Kerissa E. Morris  
Vice President,  
Human Resources

Patricia A. Whitley  
Vice President,  
Student Affairs

Sr. Vice  
Provost  
& Vice  
Presidents

University  
Deans & Center  
Directors<sup>1</sup>

John Haker  
Vice  
President,  
Enrollment  
& Management

Mark Diaz  
Vice President,  
Budget &  
Planning

Pascal J. Goldschmidt  
Dean, Miller  
School of  
Medicine

Blake James  
Director of  
Intercollegiate  
Athletics

Jacqueline R. Menendez  
Vice President,  
Communications

Alleen M. Ugdale  
Vice President,  
General Counsel &  
Secretary of the  
University

Gabriel Esterhass  
Associate Vice President  
& Controller

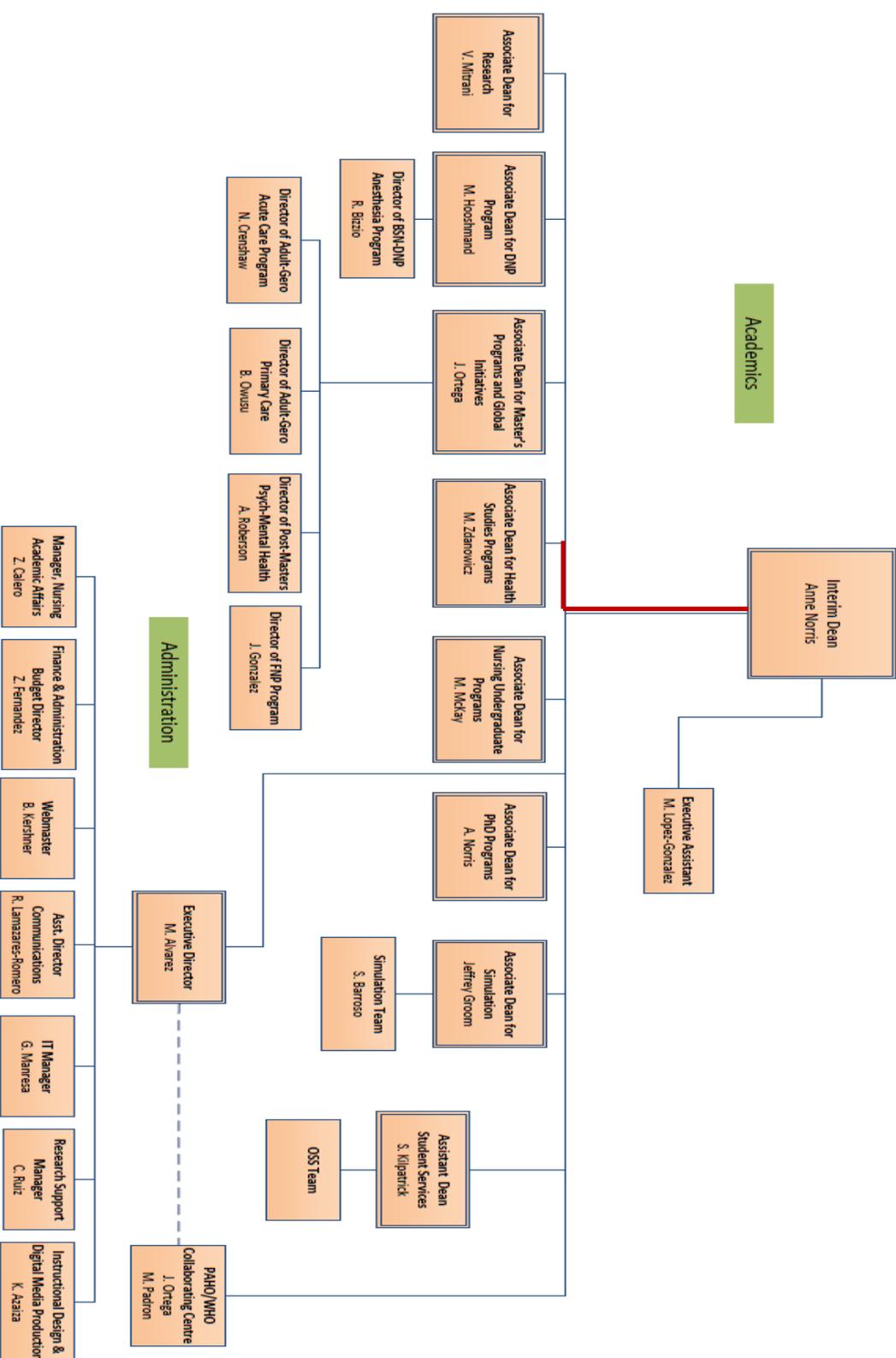
Bianca A. Malagon  
Chief of Staff  
Executive, Audit and  
Advisory Services

- <sup>1</sup> University Deans
- School of Architecture
  - College of Arts & Sciences
  - School of Business Administration
  - School of Communication Development
  - College of Engineering Leonard M. Miller School of Medicine Frost School of Music
  - School of Law
  - School of Nursing & Health Studies
  - Rosenstiel School of Marine & Atmospheric Science
  - Graduate School Libraries
  - Division of Continuing & International Studies

- <sup>2</sup> University Centers
- The Sue & Leonard Miller Center for Contemporary Judaic Studies
  - Center for Hemispheric Policy Institute for Cuban & Cuban-American Studies
  - Leonard & Jayne Abess Center for Ecosystem Science & Policy
  - Center for Computational Science

The organizational chart for the School of Nursing and Health Studies is shown below. The Dean of the school directly oversees each of the academic Associate Deans as well as the Assistant Dean for Student Services and the Executive Director for Administration. The Associate Dean for Health Studies reports directly to the Dean (red line).

# School of Nursing and Health Studies SONHS



Degree Programs offered by the School of Nursing and Health Studies:

Doctoral Programs:

- PhD Nursing
- DNP

Master's Programs:

- Adult-Gerontology Acute Care Nurse Practitioner Program
- Adult-Gerontology Primary Care Nurse Practitioner Program
- Family Nurse Practitioner
- Master of Science - Health Informatics (Online)

Bachelor's Programs:

- Bachelor of Science in Nursing (BSN)
- BSN Accelerated
- BSN Traditional
- Bachelor of Science in Health Science (BSHS)
  - General Track
  - Health Management and Policy Track
  - Pre-Medical Track
  - Pre-Occupational Therapy Track
  - Pre-Pharmacy Track
  - Pre-Physical Therapy Track
- Bachelor of Science in Public Health (BSPH)
- RN-to-BSN Program

Post-Master's Certificate Programs:

- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner

Post-Bachelor's Certificate Programs

- Graduate Certificate in Health Informatics (Online)

Minors:

- Minor in Health Communication

- Minor in Public Health

**Template A-1. Public Health Programs**

Instructional Matrix – Degrees and Concentrations		
Degrees		Campus based
Concentration	Degree	
Generalist	B.S.	Yes

The School of Nursing and Health Studies (SONHS) and the Graduate Programs in Public Health at the University of Miami Miller School of Medicine have developed a Bachelor of Science in Public Health (BSPH) to a Master’s in Public Health (MPH) or M.S. in Public Health (MSPH) 4 + 1 program.

**Program Highlights:**

- Undergraduate students enrolled in the BSPH program in the SONHS who qualify academically may apply to the MPH or MSPH program in the spring of their junior year.
- Accepted students are then able to take 12 credits of Master’s level Public Health courses in their senior year. These Master’s level credits would count toward their MPH or MSPH degree.
- By completing 3-6 credits of Master’s level MPH or MSPH coursework in the summer following completion of their BSPH degree, students could complete their MPH or MSPH degree in only one additional academic year.
- The Graduate Programs in Public Health will waive the cost for the 12 credits of graduate courses taken during the senior year. Students accepted to the 4 +1 program will continue to pay undergraduate tuition for the senior year.
- Upon graduation with the BSPH, accepted students will then matriculate into the MPH or MSPH program and complete the remaining 33 credits of MPH or MSPH coursework at UM graduate school tuition rates.

**Admissions Criteria:**

- BSPH students must have an overall undergraduate GPA of at least a 3.0 at the time of application to be considered. Accepted students who do not maintain a GPA of 3.0 for the remainder of their undergraduate coursework are subject to re-evaluation.

- GRE scores are not required for University of Miami undergraduates who apply to the 5 year BSPH + MPH program.
- Admissions decisions to the graduate program will be made solely by the admissions committee for the Graduate Programs in Public Health at the Miller School of Medicine.
- BSPH students taking master's level public health courses in their senior year must obtain a grade of B or better in these courses in order for them to count towards the graduate degree.

## 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

The program director for public health has sufficient autonomy to make important decisions that allow the program to fulfill its mission and goals and to meet the requirements for accreditation (Template A-2). The program does not currently review applications for freshmen applying for admission to our BSPH program. These decisions are made by the UM Office of Admissions. However, the program director and faculty have reviewed the current admission criteria for freshmen and believe they are stringent enough in terms of applicant GPA and standardized test scores requirements to ensure a high quality student cohort.

### Template A-2:

Area of autonomy	Narrative overview
Allocation of program resources	Programmatic resource needs are identified by public health faculty and the associate dean for health studies. Requests for specific program resources (e.g. faculty, meeting attendance, classroom resources, general program needs) are conveyed through the associate dean for health studies to the dean for consideration and funding. The dean of the SONHS is ultimately responsible for allocating resources to the BSPH program. To date, the allocation of requested resources has been sufficient to allow the program to operate effectively.
Implementation of personnel policies and procedures	Personnel policies and procedures for all SONHS faculty are detailed in the SONHS Faculty Handbook ( <b>Appendix 1A</b> ). Oversight for implementation of these policies and procedures with regards to public health faculty fall to the Associate Dean for Health Studies. Policies and procedure regarding annual evaluation, reappointment, promotion and tenure are implemented by the SONHS Promotion, Tenure, and Rank Committee. Public health faculty members currently serve as members of that committee.
Development and implementation of academic policies and procedures	Academic policies and procedures for the BSPH program have been developed by SONHS faculty and the program director and can be found both in the Health Studies Student Handbook and UM Online Bulletin. The SONHS Undergraduate Academic Standing and Admissions

	<p>Committee (UGASAC) oversees the implementation and revision of policies related to academic standing and progressions. Public health faculty members serve on that particular committee and have input with regards to reviewing and revising those policies. Recommended changes to academic policies and procedures for the BSPH would require approval of UGASAC as well as approval by a vote of the full faculty at the SONHS School Council before they can be implemented.</p>
<p>Development and implementation of curricula</p>	<p>Courses and curricula for the BSPH program are developed by faculty teaching in the program. New courses and curricula changes must be approved by the SONHS Curriculum Committee and by a vote of the full faculty at SONHS School Council before they can be implemented. The process for program curriculum changes or revisions is shown in <b>Appendix 1B</b></p>
<p>Admission to the major</p>	<p>Admission of students to the BSPH program is currently done by the Office of Admissions for the University of Miami. The program is currently satisfied with the stringent admissions criteria the university is using to admit our undergraduate students into the public health program. The SONHS Office of Student Services currently reviews and makes decisions on students who wish to transfer into our BSPH program from other programs within the University. A minimum overall GPA of 2.8 is required for students to transfer into our BSPH program.</p>

### **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.

Faculty rights and responsibilities are clearly defined in the School of Nursing and Health Studies Faculty Handbook (See **Appendix 1A**). The manual lists committees in which faculty participate along with the functions of each committee and the voting rights of faculty. The requirements for faculty service on these various committees is detailed in the Promotion Tenure and Review guidelines (see **Appendix 1C**). The SONHS undergraduate Curriculum Committee is charged reviewing and making recommendations regarding the development, implementation, and evaluation of the undergraduate curricula of the School of Nursing and Health Studies. Specifically the committee is charged with: 1.) receiving and reviewing recommendations from faculty on curriculum matters and instructional resources; 2) Receiving and reviewing evaluation material from academic deans on an annual basis; 3) Advising faculty in the development of new courses, new programs, and making recommendations to the School Council for approval; 4) Developing guidelines and monitoring evaluation of courses and curricula of the School of Nursing and Health Studies. This committee is comprised of a minimum of five faculty members. Public health faculty members currently serve on this committee and therefore have direct input into decisions affecting curriculum design, including program-specific degree requirements, program evaluation, and student assessment.

The Undergraduate Academic Standing and Admissions Committee (UGASAC) oversees issues related to student academic standing and progressions. This committee also develops, and implements policies on admissions, progression, probation, appeals and dismissals. The committee is comprised of five full-time faculty members. Public health faculty currently serve on this committee and as such have direct input into decisions affecting academic policies and student progressions.

A public health faculty member currently serves on the SONHS Academic Technology Committee. This committee is charged with reviewing best practices in academic technology and

making recommendations regarding the development, implementation, and evaluation of appropriate academic technologies at the SONHS.

The program director and associate dean for health studies currently serves as an *ex officio* member of the Curriculum Committee, UGASAC, Faculty Affairs Committee, and the Technology Committee and as such can represent the interests of public health at these meetings.

In addition to committee service, all public health faculty meet on a monthly basis during the semester as part of the Health Studies group. This meeting is chaired by the associate dean for health studies. At this meeting faculty have the opportunity to discuss courses and program issues, review assessment data, and make recommendations for course or program revisions. Recommendations from this group are then brought forward to the SONHS undergraduate Curriculum Committee for review and approval. Once approved by the Curriculum Committee, the revisions are then presented for a full faculty approval at monthly School Council meetings. Once this approval occurs, the revisions may be formally implemented.

The SONHS has an Evaluation Plan and five year Strategic Plan (see **Appendix 1D**), both of which were developed with direct input from faculty, staff, students and other stakeholders. The current strategic plan was developed at a three day strategic planning retreat that took place in May of 2015. All faculty members attended this retreat where they were divided into working groups to develop goals and action steps for each area of the strategic plan. The SONHS evaluation plan was also developed with direct input from faculty at dedicated meetings and School Council meetings. Both plans are reviewed and updated yearly by faculty who then vote at School Council to ratify their continued implementation.

With regards to the allocation of resources for the public health program, specific needs are primarily identified by program faculty. These needs are shared with other program faculty and the associate dean at monthly Health Studies group meetings. Once a resource need is identified by that group, the associate dean for health studies will convey the request for resources to the SONHS Leadership Committee of which he is a member. The Leadership Committee then reviews and discusses the resource request. Final approval for funding of the requested resource lies with the Dean.

**Template A-3**

*Description of how each of the functions is accomplished for the program as relevant to the program's authority. (Criteria 1.2, 1.4)*

<b>Function</b>	<b>Responsible Party or Parties</b>	<b>Brief Summary/Description of Process(es)</b>	<b>Relevant Program or Institutional Policies</b> (cite supporting document(s) and page(s) including hyperlinks)
a. determining the amount of resources (financial, personnel and other) that will be allocated to the program	Dean  Associate Deans  Program Faculty	On an annual basis, the school's projected budgetary needs are determined with input from faculty after which the Dean submits a budget request to the Provost. The Dean allocates program funds for the following year based on revenues, Provost's allocation, and faculty input, and presents approved annual budget to faculty in School Council.	UM Budget Office Budget Guidelines at: <a href="http://www.miami.edu/index.php/budget_office">http://www.miami.edu/index.php/budget_office</a>
b. distributing resources (financial, personnel and other)	Dean	Dean allocates program funds for the following year based on revenues, Provost's allocation, and faculty input and presents approved annual budget to faculty. The Dean also evaluates actual versus projected program budget on a per-semester basis and makes needed adjustments to enable achievement of program mission, goals and expected outcomes.	UM Budget Office Budget Guidelines at: <a href="http://www.miami.edu/index.php/budget_office">http://www.miami.edu/index.php/budget_office</a>
c. appointing/hiring faculty to teach program courses	Dean  Associate Dean  SONHS	Candidates c.v.'s are reviewed by the SONHS Faculty Search Committee, dean and pertinent associate	Faculty Search Committee procedures and documents ( <b>Appendix 1E</b> )

	Faculty	deans. If qualified, candidates undergo a preliminary phone interview. If appropriate, candidates are brought to campus for a full day interview. Candidates are evaluated by faculty, associate deans and the dean. The voting faculty submit their reviews to the Dean's office for review and final approval,	
d. appointing/hiring personnel to advise program students	Dean in consultation with associate deans and leadership team.	Program faculty and Associate Deans provide regular review and recommendations on advising services and support needs to the Dean and Assistant Dean for Student Services. Funds are allocated in the annual budget for hiring of additional student services personnel based on various program needs.	Faculty Handbook, Section IV, p. 26, <b>(Appendix 1A)</b>
e. curriculum design, including program-specific requirements for the award of the degree	Program Faculty Associate Dean Curriculum Committee Dean	The BSPH curriculum is reviewed on an ongoing basis by program faculty and the Associate Dean with regards to relevance and achievement of educational outcomes. Recommendations for curricular revisions are sent to the Curriculum Committee for review and approval then on to School Council for review and approval by all SONHS faculty.	Faculty Handbook, Section III, p.18 <b>(Appendix 1A)</b>  SONHS Program Evaluation Plan and Calendar <b>(Appendix 1D)</b>

f. plans for student assessment	<p>Program Faculty</p> <p>Associate Deans</p> <p>Curriculum Committee</p> <p>Dean</p>	<p>The SONHS has a comprehensive Program Evaluation Plan for the assessment of students across all programs. An associated Program Evaluation Calendar details when specific assessment activities will take place throughout the academic year.</p>	<p>SONHS Program Evaluation Plan and Calendar (<b>Appendix 1D</b>)</p>
g. evaluating the performance of individuals teaching program courses	<p>Peer teaching evaluations by faculty</p> <p>Student Evaluations</p> <p>Promotion, Tenure, Rank Committee (PTR).</p>	<p>Formal peer-teaching evaluations are conducted yearly for each faculty member. Informal classroom evaluations are ongoing.</p> <p>Student course evaluations are conducted for each course at the end of each semester.</p>	<p>Faculty Handbook Section VIII, p. 56 and pp. 58-66. (<b>Appendix 1A</b>)</p> <p>Peer teaching evaluation form and sample assignments (<b>Appendix 1F</b>)</p>
h. evaluating the performance of individuals advising program students	<p>Assistant Dean of Students</p> <p>Dean</p> <p>Associate deans</p> <p>Program faculty</p>	<p>The Assistant Dean of Students oversees and evaluates individuals involved with student advisement. Program faculty and Associate Deans provide regular review and recommendations on admission and advising services and support needs to the Undergraduate and Graduate Admissions and Academic Standing Committees and then proposed policy changes are presented for voting at the monthly School Council meetings.</p>	<p>UM Staff Performance Review Webpage at:  <a href="http://www.miami.edu/index.php/hr/resources/eappraisal/">http://www.miami.edu/index.php/hr/resources/eappraisal/</a></p> <p>UM Performance Excellence Philosophy:  <a href="https://umshare.miami.edu/web/wda/humanresources/E-Appraisal/PerformanceExcellencePhilosophyStatement.pdf">https://umshare.miami.edu/web/wda/humanresources/E-Appraisal/PerformanceExcellencePhilosophyStatement.pdf</a></p>
i. promoting	Promotion,	The PTR Committee	PTR Guidelines and policies –

and/or granting tenure, if applicable, to faculty teaching program courses	Tenure, Rank Committee (PTR). The committee is comprised of SONHS faculty.	meets yearly to evaluate faculty and review applications from faculty for tenure. Faculty granted tenure by the SONHS PTR committee must also have their request for tenure approved by the University Faculty Affairs Committee.	<b>(Appendix 1B)</b>
j. re-appointing or terminating program faculty hired by contract, if applicable	SONHS PTR Committee. The committee is comprised of SONHS faculty.	All faculty are evaluated on an annual bases. The Promotion, Tenure and Reappointment Committee (PTR) makes recommendations to the Dean regarding reappointment of faculty.	Faculty Handbook, Section VIII, p. 55 <b>(Appendix 1A)</b>
k. determining teaching assignments for program courses	Associate deans and Dean in consultation with program faculty.	Scheduling meetings are held well in advance of each semester. At these meetings the Associate Deans for each program meet with the Dean to assign faculty courses and workloads based on guidelines in the Faculty Manual	Faculty Handbook, Section VIII p.56 <b>(Appendix 1A)</b>
l. developing the program's academic policies governing matters such as academic standing and award of degree	Program faculty UGASAC Committee (faculty committee) Associate Dean Dean	The UGASAC Committee monitors the progress of all undergraduate students toward meeting the degree requirements specified by the School. The Office of Student Services maintain detailed student files that include transcripts, semester grades, academic plans of study, and progress	UGASAC Undergraduate Progressions and Policy Procedure <b>(Appendix 1G)</b>

		towards graduation.	
m. implementing the program's academic policies, including grading	Program faculty  UGASAC  Associate Dean	Faculty are responsible implementing and enforcing academic policies, including grading. Oversight of this implementation is provided by the UGASAC committee and appropriate Associate Dean.	Health Studies Student Handbook at: <a href="http://www.miami.edu/sonhs/index.php/sonhs/current_students/student_handbooks/">http://www.miami.edu/sonhs/index.php/sonhs/current_students/student_handbooks/</a>  UGASAC Undergraduate Progressions and Policy Procedure ( <b>Appendix 1G</b> )
n. recruitment, advertising and admissions	UM Admissions Office  SONHS Office of Student Services	Advertising of programs and recruitment of prospective students occurs both at the university level and school level. All admissions for the BSPH are done through the UM Admissions office.	UM Admissions Office at: <a href="http://welcome.miami.edu/admissions/index.html">http://welcome.miami.edu/admissions/index.html</a>  SONHS Office of Student Services:  <a href="http://www.miami.edu/sonhs/index.php/sonhs/office_of_student_services/">http://www.miami.edu/sonhs/index.php/sonhs/office_of_student_services/</a>
o. defining the academic calendar	UM Office of Enrollment Management	The academic calendar for the University is developed by UM Office of Enrollment Management.	UM website, Office of Enrollment Management at:  <a href="http://www.miami.edu/index.php/registrar/calendar/">http://www.miami.edu/index.php/registrar/calendar/</a>
p. publication and currency of information in catalogs and other publications	Appropriate SONHS faculty committees  Associate Deans  Assistant Dean for Student Services	Documents, publications, and other sources of information relating to the UMSONHS are reviewed and updated annually and as necessary to assure they accurately reflect the activities, mission, vision, goals and strategic plan, governance structure, expected program outcomes, program offerings, and academic policies. A procedure	SONHS Handbooks at: <a href="http://www.miami.edu/sonhs/index.php/sonhs/current_students/student_handbooks/">http://www.miami.edu/sonhs/index.php/sonhs/current_students/student_handbooks/</a>  UM Academic Bulletin at: <a href="http://bulletin.miami.edu/">http://bulletin.miami.edu/</a>  SONHS website at: <a href="http://www.miami.edu/sonhs/">http://www.miami.edu/sonhs/</a>  <b>See Appendix 1H</b>

		for updating documents and publications is shown in <b>Appendix 1H</b>	
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## 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).

All public health faculty (full-time and part-time) are expected to attend monthly Health Studies group meetings and School Council meetings. All faculty are also required to participate in ongoing faculty development workshops. The SONHS Faculty Affairs Committee is responsible for developing, implementing, and evaluating a comprehensive faculty development program in which all faculty are required to participate. This committee regularly offers instructional workshops that are designed to enhance the effectiveness of faculty within their respective programs. The Academic Technology Committee is also tasked with creation of and development of faculty development in terms of technology and pedagogy. The University of Miami also offers regular faculty development workshops related to instructional effectiveness. A sample listing recent of faculty development workshops focusing on instructional and programmatic development is included below:

- SONHS Instructional Technology Series:
  - Blackboard Basics
  - Innovations in Academic Technologies
  - Advanced Blackboard Functions
  - Digital Rubrics
- Annual Faculty Showcase (<http://academictechnologies.it.miami.edu/news-and-events/events/faculty-showcase/faculty-showcase-2017/fs2017-speakers/index.html>)
- Ibis Ally Network training program is to create a network of allies to the lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) community
- Exam writing workshop
- Trends in College Students Mental Health Workshop
- Monthly “Brown Bag” workshops - Use of Zoom, Blackboard portfolios, using the Blackboard rubric function, using Gradebook, using cloud storage
- SONHS Technology Conference
- Faculty service learning workshop
- Civic Engagement workshop
- UM Fine art of healthcare workshop – inter-professional education opportunity
- NCLEX exam question writing workshop
- Engaged Faculty Fellows Program
- Faculty Learning Communities at UM
- Working Group on Intergroup Dialog

Public health faculty routinely attend national conferences such as APHA annual meetings,

NAAHP annual meeting, ASPPH meetings. The program is also a member of the ASPPH Undergraduate Network so faculty have access to their excellent programs and workshops. Public health faculty serve on a number of the SONHS committees that have direct impact on the BSPH program including:

- Curriculum Committee
- Undergraduate Academic Standing and Admissions Committee (UGASAC)
- Academic Technology Committee
- Graduate Committee
- Faculty Affairs Committee
- Promotion, Tenure, Reappointment Committee
- Health Studies Group

Each month, all public health faculty get together at the Health Studies group meeting. This meeting is run by the Associate Dean for Health Studies and is designed to allow faculty open time for discussion about courses, content, instructional methods, and other issues related to the BSPH program.

Three of our public health faculty, Dr. Falcon (2017), Dr. Koskan (2016), and Dr. Porter (2016) were selected as a University of Miami Faculty Learning Community Fellows and participated in a university program designed to enhance their teaching skills through digital technology and information literacy.

Two of our public health faculty, Dr. Koskan (2015) and Dr. Porter (2016) were selected as Engaged Faculty Fellows and participated in a university program designed to enhance civic engagement of students. Both were awarded the universities top award for civic engagement the year after they finished the program.

## 1.5 Information Accuracy

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

Information regarding the academic calendar, admissions policies, grading policies, academic integrity policies and degree completion requirements can be found online in the UM Academic Bulletin (<http://bulletin.miami.edu/>), and the Health Studies Student Handbook ([http://www.miami.edu/sonhs/index.php/sonhs/current\\_students/student\\_handbooks/](http://www.miami.edu/sonhs/index.php/sonhs/current_students/student_handbooks/)). The UMSONHS also maintains an ongoing and dynamic website (<http://www.miami.edu/sonhs/index.php/sonhs/>) which contains accurate information on program offerings, accreditation, academic calendars, policies, degree completion requirements, and other relevant information. Changes to documents and other information are transmitted through the School Council at its meetings, student e-mail, face-to-face communication by faculty to students in classrooms, and the Website. Information found in these sources is reviewed on an annual basis by the Associate Dean for Health Studies (Dr. M. Zdanowicz) and the Assistant Dean for Student Services (Mr. S. Kilpatrick) and updated as needed for accuracy. All advertising and recruitment material is developed and reviewed by Associate Dean for Health Studies (Dr. M. Zdanowicz) and the Assistant Dean for Student Services (Mr. S. Kilpatrick) and updated as needed for accuracy. A procedure for updating documents and publications is outlined in **Appendix 1H**



## **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.

The program has sufficient faculty resources to accomplish its mission, to teach the required curriculum, to oversee extracurricular experience and to achieve expected student outcomes. There are 45 full-time faculty members within the SONHS. The BSPH program currently has 3 full-time dedicated public health faculty and 4 additional full-time SONHS faculty who teach courses within the program. In addition, two part-time instructors also teach courses within the BSPH program. Faculty are selected to teach specific courses based on their area of expertise and experience. In addition to their teaching responsibilities, full-time faculty also assist students with career planning and letters of reference. Full time undergraduate advisors in the Office of Student Services are available to assist students with all other aspects of academic advising.

The BSPH program has a dedicated full-time director in Associate Dean Dr. M. Zdanowicz. A job description for this position is included in **Appendix 2A**. The current duties for Dr. Zdanowicz as they relate to the BSPH program include:

- Ongoing program maintenance and development
- Oversight for development and implementation of program policies and procedures
- Supervision of program faculty and staff
- Coordination of assessment and evaluation activities
- Hiring of new faculty and staff
- Preparation of SACS accreditation reports
- Representing the program and institution in educational interactions with: other schools; local, national, and international organizations; and educational agencies, commissions, and councils.

Dr. Zdanowicz is currently completing his MPH degree online at USF and will also take on some teaching duties within the program once it is completed.

## **FTE Formula and Faculty Workloads**

The FTE and faculty workload formula for full-time SONHS faculty is outlined below and can be found on p.56 of the Faculty Handbook (**Appendix 1A**).

Teaching Load:

- Full-time Tenured faculty: 9 credits/semester
- Full-time Tenure-earning faculty: 6 credits/semester plus the equivalent of 3 hours for scholarship
- Full-time Educator faculty: 12 credits/semester

The UM Bulletin specifies that 1 credit is equivalent to:

- 1 hour of lecture per week
- 2-3 hours of lab per week

The SONHS policy specifies that 1 credit is equivalent to:

- 4 hours of clinical per week
- 2 hours of lab per week

Other policies of the SONHS specify that 1 credit is equivalent to:

- Member of four thesis/dissertation committees (of students who are active and progressing)
- Chair of 1 thesis/dissertation committee (of student who is active and progressing)
- Coordinator of a course
- Faculty who are asked to coordinate a course should have a specified reduction accounted for in the faculty workload.

## 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 current mix of full-time and part-time faculty is sufficient to fully accomplish the mission of the program and to achieve the expected student outcomes. As outlined in Template B, the program currently has 4 dedicated full-time faculty, 5 full-time faculty who teach selected courses and 2 part-time faculty who each teach a single course. Individuals who teach single BSPH courses do so because of their expertise and experience in the subject area. The majority of BSPH courses across the curriculum are taught by full-time dedicated public health faculty. The program director, Dr. M. Zdanowicz, is currently completing his MPH and degree and will also take on some teaching duties within the program once it is completed. **Template B:**

Name of Faculty Member (including degrees)	Status (full-time, part-time, etc.)	FTE Allocation to SBP	Course(s) Taught
Andrew Porter, PhD	Full-time	1.0	BPH 310, BPH 301, BPH 305, BPH 321
Alexis Koskan, PhD <sup>a</sup>	Full-time	1.0	BPH 206, BPH 490, BPH 317, BPH 309
Ashley Falcon, PhD	Full-time	1.0	BPH 309, BPH 465, BPH 490
Denise Vidot, PhD <sup>b</sup>	Full-time	1.0	BPH 208, BPH 419, BPH 321
Martin Zdanowicz	Full-time	1.0	Program Director
Diego Deleon, MD	Full-time	1.0	BPH 352, BPH 487
Weston Williams, PhD	Part-time	0.25	BPH 208
Olivia Ceavers, MPH	Part-time	0.25	BPH 206
Mary Hooshmand, PhD	Full-time	0.25	BPH 322
Brian McCabe, PhD	Full-time	0.25	BPH 317
Karina Gattamorta, PhD	Full-time	0.25	BPH 465
Linda Parker, PhD,	Part-time	0.25	BPH 306, BPH 355
Regine Placide, PhD, MPH	Full-time	0.25	BPH 322
June Carrington, PhD	Part-time	0.25	BPH 322

<sup>a</sup> Faculty left the program in Spring of 2017

<sup>b</sup> Faculty joined the program in Spring 2017

### 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.

Enrollments in the BSPH program are tracked on a weekly basis by the SONHS Office of Student Services through the university CaneLink system and reported to school leadership and program directors at the bi-weekly Leadership Meetings. CaneLink is a new student information system that is currently available to advisors, faculty members, admitted students and current students. Users can log into CaneLink with their existing CaneID and password to access registration, financial aid and biographical information related to enrolled students. Student enrollments for the last four semesters are shown below in Template C. Student enrollment numbers include all students enrolled in BSPH courses and includes public health majors and non-majors. A detailed breakdown of specific class enrollments can be found in **Appendix 2B**.

**Template C**

<b>Semester</b>	<b>Student headcount</b>	<b>Student FTE</b>	<b>Narrative explanation of the specific method and source of student enrollment data</b>
Spring 2016	86	86	Student enrollment data is tracked on a weekly basis in the UM CaneLink system
Fall 2016	94	94	Student enrollment data is tracked on a weekly basis in the UM CaneLink system
Spring 2017	112	112	Student enrollment data is tracked on a weekly basis in the UM CaneLink system
Fall 2017	Pending	Pending	Student enrollment data is tracked on a weekly basis in the UM CaneLink system

## 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.

The student-faculty ratios for our BSPH program are shown below in **Template D**. The SFR was calculated using the number of full-time (1.0 FTE) faculty who teach courses in the BSPH. The traditional BSN program offered through the UM SONHS was chosen as the comparable program since it requires a similar number of credit hours, has several similar degree objectives, shares early coursework, and utilizes similar instructional methodologies. Student enrollments in the BSN program are larger than those in the BSPH program and more faculty are required in the BSN program in order to oversee the clinical sites and teach the clinical hours that BSN students require for their degree.

The SFR's for the BSPH program range between 12 and 16 and are comparable to those of the SONHS BSN program which ranged from 14-17. Enrollments in the BSN program are significantly higher than in the BSPH program (349 students total in 2017) and a larger number of faculty are required for this program since it includes a significant clinical component and is offered in both traditional 4 year and accelerated options. We believe the current SFR is sufficient to ensure appropriate instruction of content, assessment of outcomes and student professional advising. In 2016-2017, average class sizes for public health classes ranged from 56-61 students. Introductory courses such as BPH 206 (Introduction to Public Health, and BPH 208 (Introduction to Epidemiology) are included as part of our Public Health Minor and are open to students across the University for elective credit. As such, enrollments in these early courses can be large. Public health courses offered later in the curriculum are limited to public health majors and minors and therefore have a more modest enrollment.

**TEMPLATE D**

Template D.1

Semester	SBP SFR	Explanation of the data and method used	SBP Average Class Size	Explanation of the data and method used
Spring 2016	12.2	Determined by dividing the total number of students enrolled in the public health SBP for a given academic year by the number of full-time faculty available to teach those students in that particular academic year.	56.8	Determined by dividing the total number of students enrolled in public health courses each semester by the number of courses taught that semester.
Fall 2016	13.4		56.5	
Spring 2017	16.0		61.0	
Fall 2017	Pending		Pending	

Template D.2

<b>Comparable Baccalaureate Program in the institution</b>	<b>Narrative explanation of the choice of the comparable program. Include degree objectives and methods of instruction as well as a rationale for the choice.</b>
B.S. Nursing	<p>The BSN program is also housed in the UM SONHS. The BSN program has a similar number of credits to the BSPH program and includes a number of the same courses and electives in years I &amp; II. Enrollments for the BSN are currently larger than those for the BSPH program. More faculty are also required for the BSN since students are required to complete a significant clinical component as part of the degree.</p> <p>Degree outcomes for the BSN include:</p> <ol style="list-style-type: none"> <li>1. Synthesize nursing knowledge from the natural &amp; behavioral sciences, arts, humanities &amp; nursing science as basis for culturally competent baccalaureate generalist nursing practice.</li> <li>2. Apply concepts of organizational theory and systems leadership in clinical decision making in the enactment of safe quality care to culturally diverse persons, families, and communities.</li> <li>3. Identify evidence-based research and scholarship findings for application to practice.</li> <li>4. Incorporate knowledge of information management and patient care technology in a variety of settings.</li> <li>5. Examine health care policy, finance, and regulatory environments with attention to health care disparities.</li> <li>6. Use effective interprofessional communication to collaborate with others in improving patient health outcomes in culturally diverse settings.</li> <li>7. Serve as a patient advocate in political-socioeconomic settings to prevent illness and promote health of diverse populations.</li> <li>8. Provide compassionate patient-centered evidence-based care respecting the autonomy of persons, families and communities.</li> <li>9. Enact ethical standards and professional values into nursing</li> </ol>

	<p>practice and the advancement of the profession.</p> <p>10. Commit to lifelong learning by recognizing the need for self-renewal, accountability, and engagement in profession growth and development.</p> <p>11. Apply principles of quality improvement in providing nursing care based on evidence that contributes to safe high quality patient outcomes within health care systems.</p> <p>A number of BSN outcomes (3, 5, 6, 7) align with those of the BSPH program. Instructional methods for the BSN are likewise similar to those used in the BSPH program in that they include didactic lecture, small group work and field experiences.</p>
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The class size and SFR for the BSN program within the SONHS is shown in **Template D.3**. The BSN program currently has 7 full time faculty who teach within it. These nursing faculty are also responsible for clinical instruction.

**Template D.3**

Semester	Comparable Program SFR	Comparable Program Avg. Class Size
Spring 2016	13.7	96
Fall 2016	15.1	106
Spring 2017	16.6	116.3
Fall 2017	Pending	Pending

Student academic advising for both the BSPH program and the comparative BSN program is provided by the SONHS Office of Student Services. The SONHS has ten (10) personnel in its Office of Student Services (OSS) dedicated to the admission, advisement and registration of students. This team consists of one (1) Assistant Dean for Student and Post Graduate Support Services, one (1) Associate Director for Graduate Admissions and Recruitment, two (2) advisors for the undergraduate programs, two (2) admissions service representatives for graduate programs, one (1) data analyst, one (1) receptionist and one (1) admissions service representative for the undergraduate programs.

The average advising loads for staff in the Office of Student Services is shown below in **Template E**. Advising loads were calculated by dividing the total number of advisees (i.e. undergraduate nursing, health science and public health students) by the total number of undergraduate advisors. Undergraduate advisors serve all undergraduate students within the SONHS, therefore, it is not possible to differentiate advising loads for the BSPH program from those of the comparative traditional BSN program. Advising loads for the BSPH program are currently in line with those nationally. According to NACADA 2001 National Survey of

Academic Advising, the median advising load for a public, doctoral-granting institution was 285/1 while the median advising load for a 4 year, private, doctoral-granting institution was 200/1. NACADA does not specify a suggested academic advising load any longer; instead, they provide the median data and suggest that institutions structure their advising loads so (a) students are able to be given appropriate time with advisors in order to accomplish their advising goals and (b) advisors maintain appropriate balance between their advising efforts and their other duties and responsibilities. An additional undergraduate advisor will be hired within the next 6-8 months, which will reduce the total advising loads significantly (178.3 for Spring 2016, 196.7 for Fall 2016, and 211 for Spring 2017).

In fall of 2017, Ms. Olivia Ceavers (MPH) will be hired as a full-time instructor in public health. Fifty percent of her workload will be as a dedicated career advisor for the BSPH program. Ms. Ceavers will work with the Office of Student Services over the summer of 2017 to clearly define her career counseling role within student services. Ms. Ceavers will also assist the program director with various aspects of program development and assessment and help students identify internship, volunteer and research opportunities. A complete description of Ms. Ceavers job duties can be found in **Appendix 2C**

**Template E.1**

<b>Semester</b>	<b>SBP Average Advising Load</b>	<b>Explanation of the data and method used</b>	<b>Comparable Program Average Advising Load</b>
Spring 2016	267.5	Advising loads are calculated by dividing the total number of advisees for all SONHS undergraduate programs (535) by the total number of advisors (2) yielding an advising load of 267.5.	267.5
Fall 2016	295		295
Spring 2017	316.5		316.5
Fall 2017			

Template E.2

<b>Comparable Baccalaureate Program in the institution</b>	<b>Narrative explanation of the choice of the comparable program.</b>
SONHS BSN program	The BSN program is also housed within the SONHS. Both programs utilize the same undergraduate advisors in the Office of Student Services.

## 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 leadership of the University of Miami and the SONHS are fully committed to providing sufficient financial resources to ensure the continued success and growth of the BSPH program.

A letter reiterating this support from Dean Peragallo is included below:

UNIVERSITY OF MIAMI  
SCHOOL of NURSING  
& HEALTH STUDIES



Mailing Address  
P.O. Box 248153  
Coral Gables, FL 33124-3850

Phone: 305-284-3666  
Fax: 305-284-5686  
[www.miami.edu/sonhs](http://www.miami.edu/sonhs)

November 11, 2016

Council on Education for Public Health  
1010 Wayne Avenue, Suite 220  
Silver Spring, MD 20910

Dear Council Members,

Per the requirements of Standard 2.1, this letter will verify and confirm the institutional commitment of the University of Miami, School of Nursing and Health Studies to be fully committed to the B.S. in Public Health program and to provide all of the necessary resources needed for the program to accomplish its mission, teach the required curriculum and achieve the expected student outcomes.

Sincerely,

Nilda (Nena) Peragallo Montano, DrPH, RN, FAAN  
Dean and Professor

With regards to adequacy of the physical resources, the BSPH program is housed in the 53,000 sq. ft. M. Christine Schwartz Center for Nursing and Health Studies, a state-of-the-art facility inaugurated in 2006. The building features fully technologically equipped classrooms, laboratories, and informal meeting spaces, as well as clinical practice labs, seminar and conference rooms, computer labs, faculty offices, and the International Academy for Clinical Simulation and Research, which is the first simulation center in the region designed exclusively for nursing/health studies education. Each full-time faculty member and instructor in the SONHS has a dedicated individual office that is fully furnished and equipped with an updated computer as well as access to a printers, copier and scanner and onsite computer support.

The SONHS building contains seven large classrooms along with five conference rooms and a large executive boardroom that can seat the entire faculty for meetings and events. A number of cubicles are also available throughout the building for staff, adjunct faculty and graduate/work-study students. Students also have a small, dedicated lounge, computer lab and printer on the first floor of the building.

In spring of 2016, construction began at the SONHS on one of the nation's first fully functional education-based simulation hospitals. The new building will be engineered exclusively for nursing and health sciences education and dedicated to the objective of improving patient safety and quality patient care. The entire five-story, 41,000-square-foot facility will be the region's foremost center for simulation immersion, and is designed to replicate a functioning outpatient clinic, hospital, and home environment, allowing for treatment of patients across the life-span continuum. Our state-of-the-art facility will promote inter-professional collaboration and serve as a community and global resource, offering unparalleled opportunities for students, faculty, researchers, health care professionals and technological partners to improve patient safety outcomes and redefine the boundaries of healthcare education.

**Template F** details fiscal resources dedicated to the BSPH program for the past five fiscal years. The financial status of the SONHS remains excellent and projected revenues remain solid. No significant changes in financial resources are predicted or planned at this time with regards to the BSPH program.

**TEMPLATE F**

	<b>Year 1</b> (2012/13)	<b>Year 2</b> (2013/14)	<b>Year 3</b> (2014/2015)	<b>Year 4</b> (2015/16)	<b>Year 5</b> (2016/17)
<b>Source of Funds</b>					
Tuition & Fees	\$41,220	\$42,852	\$44,350	\$45,724	\$47,000
State Appropriation					
University Funds	\$192,414	\$370,061	\$381,163	\$467,362	\$519,178
Grants/Contracts					
Indirect Cost Recovery					
Endowment					
Gifts					
Other (explain)	\$10,000.00 (faculty travel)				
Other (explain)	\$ 2,500.00 (student travel)				
Other (explain)	\$ 500.00 (student organization)				
<b>Total</b>	\$246,634	\$425,913	\$438,513	\$526,086	\$579,178

## 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
- advising services
- public health-related career counseling services
- other student support services (eg, writing center, disability support services), if they are particularly relevant to the public health program

### **Institutional-Level Academic Support:**

#### **UM Library:**

*The UM University Otto G. Richter Library (UM Library)* collection supports the research and instructional programs of the University, and represents the depth and range of scholarship at UM. In addition to printed books and journals, the library system collection represents a wide range of formats and electronic databases. UM Library offers access to 324 cross-discipline databases in its Electronic Resource Management systems. A complete listing of these resources is available in the On-site Resource Room.

UM Library supports research, education, and clinical practice for the UMSONHS by providing access to all major health science databases (PubMed/ Medline, CINAHL/ Nursing, Cochrane Library, EMBASE, PsycInfo, etc.) as well as numerous others from related disciplines for faculty and students with interdisciplinary information needs. UM Library also provides access to a plethora of professional journals, the majority of which are available in electronic format, enabling faculty and students to access information directly from their office and/or home computers, including over 363 e-journals specific to nursing, as well as a host of journals related to medicine and other affiliated healthcare fields.

Library staff is available to provide technical support to faculty with professional literature searches, use of Refworks or Endnote, and/or assistance compiling their publications and H-Index records, and to facilitate NIH Public Access electronic database training sessions for faculty and administrative staff. Students and faculty also have access to the Calder Medical Library, housed at the UM Medical Center Campus.

The University of Miami Libraries provides a strong and growing collection of materials in print and electronic formats to support the BSPH program. Since the literature of public

health is broad and draws from many different disciplines currently supported by the Libraries such as nursing and medicine, biology and chemistry, international studies and foreign languages, business, psychology, epidemiology, and ecosystem science and policy, to name a few, the Libraries are well-prepared to support the BSPH program. To address public health journal literature specifically, the Libraries provide online access to 100% of the top 20 journals in the Public, Environmental & Occupational Health category as most recently ranked by Journal Citation Reports (ISI Web of Knowledge). In addition, the University of Miami Libraries provide online access to 100% of the Essential Core and Research Level Core (64 journals) of public health journals identified by the Public Health/Health Administration section of the Medical Library Association during their Core Public Health Journal Project V 2.0. The three major indexers of public health journal literature, Medline (PubMed), Social Science Citation Index and CINAHL, are accessible to faculty and students through the Libraries' purchase of these online resources.

The UM Richter library has assigned a dedicated staff member, Ms. Vera Spika, Library Assistant Professor, to specifically assist students from the School of Nursing and Health Studies with their library needs and searches.

UM library resources are detailed at <http://www.miami.edu/index.php/libraries> .

### **Other Institutional-Level Student and Faculty Support Services:**

Institutional-level resources and facilities that help meet program and student needs also include The UM Writing Center, The Office of Civic and Community Engagement, The Butler Center for Service and Leadership, Camner Center for Academic Resources, Counseling Center, Office of Disability Services, an Ombudsperson, Toppel Career Center, Academic Technologies and a Student Health Center. The UM Wellness Center, an arena with up-to-date exercise and fitness equipment, including an indoor swimming pool, basketball courts, and running tracks is available to all students, faculty, and staff. The recently constructed four-story state-of-the-art Student Activities Center provides access to study rooms with multimedia capabilities, student organization meeting facilities, and student lounge/informal congregation spaces.

The Office of Disability Services (ODS) is available to assist students and faculty with special needs on a case-by-case basis, including providing academic accommodations and

educational auxiliary aids and support to ensure all students and faculty have access to all UM opportunities. Students are instructed to contact the department through its website at [http://www.miami.edu/index.php/academic\\_resource\\_center/disability\\_services/](http://www.miami.edu/index.php/academic_resource_center/disability_services/)

### **Program-Level Technological Instruction Support:**

The SONHS employs six (6) full-time information technology (IT) personnel who provide technical support to faculty courses, computer-based testing, and Blackboard® usage. This number of personnel is augmented with IT student worker assistants as needed on a semester-by-semester basis. The SONHS houses four (4) state-of-the-art simulation laboratories (Sim Labs) representing critical care, pediatric care, adult care, and operating room care with eight (8) full-time technical personnel, aided by teaching assistants as necessary, dedicated to simulated instruction for the undergraduate and graduate nursing students.

IT staff are available for technical assistance during all classroom instruction hours, including weekends and evenings, with IT personnel hours determined by class schedules. The SONHS also employs a full-time instructional designer who oversees a digital media production staff. This team assists the faculty with identifying, evaluating, selecting and implementing advanced technology in classroom and online instruction. The BSPH program does not currently offer any fully online courses.

### **Institutional and Program-Level Research Support:**

Research support at the SONHS is provided internally through the SONHS existing research infrastructure, staffed by three fulltime research administrators and overseen by the Executive Director for Operations and Research Administration. This unit provides administrative support in the form of pre- and post-award services to faculty researchers, including budget development for planning and preparing grant applications, fiscal management for studies, human resources services and support for submitting reports to funding agencies. At the institutional level, the UM Office of Research provides an integrated network of administrative support including the Human Subjects Research Office and Institutional Review Board, both of which ensure the protection of human subjects.

### **Program-Level Advising Services:**

The SONHS has ten (10) personnel in its Office of Student Services (OSS) dedicated to the admission, advisement and registration of students. This team consists of one (1) Assistant Dean for Student and Post Graduate Support Services, one (1) Associate Director for Graduate Admissions and Recruitment, two (2) advisors for the undergraduate programs, two (2) admissions service representatives for graduate programs, one (1) data analyst, one (1) receptionist and one (1) admissions service representative for the undergraduate programs. BSPH program faculty are always willing and available to assist students with questions related to careers in public health. Faculty also routinely provide letters of reference to public health students who are applying to graduate programs or for employment.

As of fall of 2017, Ms. Olivia Ceavers (MPH), will have 50% of her workload allotted to serving as a career advisor for students enrolled in the BSPH program. The Office of Student Services will continue to assist students with issues related to registration, course advisement and progress towards degree.

### **UM Toppel Career Center:**

The Toppel Career Center located on the UM Coral Gables campus offers a wide-range of career services to both current students and recent graduates. The center hosts regular career fairs and helps students with resume writing, interviewing skills and employment searches. The center also fosters connection with community partners and assists students in identifying appropriate internship and shadowing opportunities. An associate dean and director currently oversees the center. Full-time center staff are currently comprised of four individuals responsible for operations and strategic initiatives, six individuals dedicated to employer engagement, and four individuals assigned to career education. Associate Dean Zdanowicz and Assistant Dean Kilpatrick from the SONHS interact regularly with individuals from the Toppel Career Center to assist them in identifying resources and opportunities that would be of value to our public health students. Additional information about the Toppel Career center may be found on their website at: <http://www.sa.miami.edu/toppel/mainSite/Students/aboutUs.aspx> .

In October of 2016, the SONHS hosted a joint Healthcare Meet-Up with the Toppel Career Center at the SONHS (see **Appendix 2D**). This event gave public health students a

chance to meet and talk one-on-one with potential employers. We hope to run this event each fall and spring semester going forward. It was well-received by both students and potential employers alike. In 2017/18, the Toppel Career Center at UM will launch a Professional Development Academy that will be geared towards students graduating from programs within the SONHS including Public Health. The Professional Development Academy is an eight-week intensive program designed to help students develop knowledge and skills for career readiness and success. The Academy will also offer students the opportunity to explore critical professional competencies identified by employers. Students who complete the program will receive a certificate of completion, a 1-credit transcript notation as well as networking opportunities with employers and opportunities for personalized industry connections.



### **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.

The BSPH program currently meets all requirements of our regional accrediting body, the Southern Association of Schools and Colleges, for faculty teaching baccalaureate degree students and is fully accredited through 2020. Of the eleven faculty teaching courses within our BSPH program, 10 currently have terminal degrees (PhD or MD). Of the faculty teaching in the program, five have terminal degrees in a public health-related area, one has an MD degree and two others have MPH degrees. All faculty teaching in the program also have relevant professional experience related to public health (see **Template H**). Although the director of the BSPH program is in the process of completing his MPH degree, we are confident that faculty teaching in the program have a sufficient level of public health expertise and appropriate educational training to effectively support the program. The one member of the faculty without a terminal degree has received excellent teaching evaluations for her course and is in the process of completing her doctoral degree in public health. She also has significant public health experience from her work with Healthy Start Coalition of Miami-Dade County and has developed programs for the Florida Department of Health and the March of Dimes. Faculty degrees and relevant professional experience are listed in **Template H** below.

**TEMPLATE H**

<b>Name of faculty</b>	<b>Graduate degrees earned</b>	<b>Institution where degrees were earned</b>	<b>Discipline in which degrees were earned</b>	<b>Relevant professional experience</b>	<b>Applicable registration, certification and/or licensure</b>
Alexis <sup>a</sup> Koskan	MA  PhD	Texas A & M  University of South Carolina	Health Communication  Health Promotion, Education & Behavior	Postdoctoral Research Fellow in Moffitt Cancer Center's Behavioral Oncology Training Program.  Co-Director of the Community Education, Dissemination, and Implementation Core of El Centro, UM SONHS  Leadership Miami Facilitator	
Denise <sup>b</sup> Vidot	MA  PhD	University of Georgia  University of Miami	Non-Profit Management  Public Health - Epidemiology	Fellow, Hispanic Community Research Study, U. of Miami  Project Coordinator, Minority HIV/AIDS Research Initiative, Columbia University, Mailman School  Research Associate, Growth and Cardiometabolic risk in utero Cocaine Exposed Children, U, of Miami	
Andrew Porter <sup>d</sup>	PhD	Pennsylvania State University	Biobehavioral Health	Presentation and program development experience in the areas of sexual health, women's, health, health communication, alcohol and drug use, smoking, body image, eating disorders, exercise, nutrition, stress, immunology, and wellness.  Fellow: Schreyer Institute for Teaching Excellence engaged in advanced pedagogy for faculty.	
Ashley Falcon	MPH	University of South Florida	Public Health Education	Served as Wellness Program Administrator of the	

	PhD	University of Miami	Epidemiology	University of Miami's Herbert Wellness Center from 2005-2016	
Diego Deleon	MD	Universidad Central Del Este, Dominican Republic	Medicine	Medical practice in rural settings throughout the Dominican Republic and Haiti	
	PhD	Capella University	Multidisciplinary Human Services. Concentration in Public Health	11 years of academic teaching at the University of Miami in the Health Sciences and Nursing.	
Martin Zdanowicz <sup>c</sup>	PhD	St. John's University	Pharmaceutical Sciences	Twenty years of academic, administrative and research experience in health-related disciplines	
	MPH (2018)	University of South Florida	Public Health Practice		
Weston <sup>a</sup> Williams	MHS	Johns Hopkins Bloomberg School	International Health, Disease Prevention & Control	Research consultant for the Centers for Disease Control and Prevention, Division of HIV/AIDS Prevention.	
	PhD	George Washington University	Epidemiology	Senior program officer human hookworm vaccine initiative, Sabin Vaccine Institute.	
Olivia <sup>b</sup> Ceavers	MPH	University of Miami	Public Health	Program Specialist for the Healthy Start Coalition of Miami-Dade.  Program Evaluator for Fit to Play Program, Miami-Dade County Parks.	
Karina Gattamorta	EdS	Florida International University	School Psychology	School psychologist Miami-Dade County Public Schools	
	PhD	University of Miami	Educational Research, Measurement and Evaluation	Special Education Teacher Miami-Dade County Public Schools	
Linda Parker	MS	Harvard University	Nutrition	Wellness Consultant	Licensed Dietitian/Nutri

	MS	School of Public Health Case Western Reserve University	Nutrition	Dietitian, private consulting practice, Research Dietician Reviewer of nutrition textbooks	tionist Florida Board of Medicine. Registered Dietitian American Dietetic Association.
	DrSc	Harvard University School of Public Health	Public Health	Researcher/Co-investigator	
Brian McCabe	PhD Ed.S MS	University of Miami	Psychology	Research Associate, Psychology Intern	
June Carrington	PhD MPH MA	Medical Anthropology Social and Behavioral Sciences Medical Anthropology	University of Florida University of Florida SUNY Buffalo	Post-Doctoral Associate, U Miami. Research Assistant, Research Consultant Public Health Intern	
Mary Hooshmand	PhD MS	University of Miami Russel Sage College	Nursing Nursing	Executive Community Health Director, Florida Dept. of Health & Children's Medical Services Regional Nursing Director, Florida Dept. of Health. WIC Program Coordinator, Albany County Health Dept.	RN
Regine <sup>b</sup> Placide	PhD MPH	Florida Atlantic University FAMU	Nursing Behavioral Health	Humana Nurse Supervisor Florida Dept. of Health Nurse Supervisor	RN

<sup>a</sup> left the school in 2016

<sup>b</sup> joined the school in 2016

<sup>c</sup> SONHS Teacher of the Year 2015

<sup>d</sup> SONHS Teacher of the Year 2017

Current c.v.'s for the faculty listed above can be found in **Appendix 2E**

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

Martin M. Zdanowicz, PhD, MEd, MA, Professor of Clinical and Associate Dean for Health Studies is currently the full-time leader of the B.S. in Public Health Program. Dr. Zdanowicz has twenty years of academic experience and has previously served as Department Chair at two institutions and as Director of Graduate programs. Dr. Zdanowicz has extensive experience with program development, curriculum development, program assessment and program accreditation. He has chaired two institutional assessment committees and has served as a curriculum committee member at three different academic institutions. He has also directly overseen the development of several new undergraduate and graduate programs, as well as extensive curriculum revisions for several professional programs. In addition to administrative experience, Dr. Zdanowicz also has extensive teaching experience in health science and allied health disciplines. Currently 7 faculty teaching in the program that have degrees in Public Health or a Public Health related discipline. All of the faculty teaching in the program also have relevant professional work experience in Public Health or related disciplines (see **Template H**). Dr. Zdanowicz is currently enrolled in the online MPH program at the University of South Florida and will complete his MPH degree in Public Health Practice in 2018. Completion of this degree will also require his CPH certification.

### 3.3 Practitioner Involvement

Practitioners are involved in instruction through a variety of methods (eg, 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.

The involvement of practitioners in the program is essential in that these individuals provide students with real world exposure to the many opportunities and challenges they will face when they become public health professionals. Practitioners are involved throughout the program in a variety of methods including guest lecturers, practicum preceptors, research mentors, internship preceptors and global practicum preceptors. **Template I** below details the specific ways in which practitioners are involved throughout our program.

#### TEMPLATE I

Name	Credentials	Title	Employer	Course Taught/Instructional Activities Provided
Scott Brown	PhD	Research Assistant Professor of Public Health	University of Miami, Miller School of Medicine	Guest lecturer, BPH 206 - Health and Built Environment
Betty Bel	MSN, RN	Caregiver	VITAS Healthcare	Guest lecturer, BPH 317 - Death, Dying and Bereavement
Cristina Tuero	BS	Manager Advocacy and External Affairs	Health Council of South Florida	Guest lecturer, BPH 206 - Patient Protection and the Affordable Health Care Act
Jennifer Schell	MD	Obstetrician	Private Medical Practitioner	Guest lecturer, BPH 317 - Prenatal Health
Charlene Rowe	CMA, TTS	Program Coordinator	Area Health Education Center	Guest lecturer, BPH 206 - Smoking Cessation
Various Presenters	Various qualifications	Overview of Red Cross Emergency Response	Red Cross	Guest lecturer, BPH 206 - Emergency Response
Alex Barros	MPH	Statewide MSM Coordinator	Florida Department of Health – Miami-Dade	Guest lecturer, BPH 206 - HIV/AIDS
Jamie Bayo, MPH	MPH	Executive Director	Out Miami	Guest lecturer, BPH 206 - LGBT Health
Guest Dietician, RD	BS, MS nutrition	Registered Dietician	WIC program, Dade County	Guest lecturer, BPH 306 - The WIC program in

(various)			Health Department	Miami-Dade County
Robyn Webb	BS, MS Nutrition	Registered Dietician	UM Wellness Center	Guest lecturer, BPH 306 - Healthy Cooking Class
Violet Felipe Diaz, Lead Advocate	MSW	Domestic Violence Advocate	Coordinated Victims Assistance Center (CVAC)	Practicum preceptor, BPH 490 - Domestic Violence
Joe King	BS	Vice President of Operations	Thelma Gibson Health Initiative	Practicum preceptor, BPH 490 - Provision of quality social services to underserved groups in the local community
Luigi Ferrer	BS	Director of Health Services	Pridelines Youth Services	Practicum preceptor, BPH 490 - LGBTQ Advocacy
Nancy Easton	MEd	Founder	WHIT – Wellness in the Schools	Guest lecturer, BPH 306
Denise West	MPH, RD	Former Director Nutrition Services	Dade County Health Department	Guest lecturer, BPH 306 Nutrition services in the local health department
Teddy L'Houtellier	MS	Sustainability Manager	University of Miami	Guest Lecturer, BPH 309
<b>Global Health Practicum</b>				
Pilar Espinoza	PhD, MSN	Professor International Exchange Coordinator	Pontificia Universidad Católica de Chile	Preceptor and mentor for students engaged in a BPH 487 - Global Health Practicum
Rajesh Kamath	PhD	Assistant Professor of Public Health	Manipal University, India	Preceptor and mentor for students engaged in a BPH 487 - Global Health Practicum
Aarthy Ramasamy	PhD	Lecturer in Public Health	Manipal University, India	Preceptor and mentor for students engaged in a BPH 487 - Global Health Practicum
Ida Souza	PhD	Senior Lecturer in Public Health	Manipal University, India	Preceptor and mentor for students engaged in a BPH 487 - Global Health Practicum
<b>Minority Health Disparities International</b>				

<b>Research Training Program (MHIRT)</b>				
Sandra Jones	PhD	Professor, Center for Health and Social Research	Australian Catholic University	Preceptor and mentor for students engaged in BPH 461 - Social Marketing Interventions for People living with a disability
Sandy Middleton	PhD	Professor, Health Sciences	Australian Catholic University	Preceptor and mentor for students engaged in BPH 461 – The effect of socioeconomic status on stroke and presentation of stroke symptoms and delay time
Simon Stewart	PhD	Professor, The Mary MacKillop Institute for Health Research	Australian Catholic University	Preceptor and mentor for students engaged in BPH 461 - Women and Heart Disease Summit Event in Canberra, Australia
Lilian Ferrer	PhD	Associate Professor, Director of Graduate Studies	Pontificia Universidad Católica de Chile	Preceptor and mentor for students engaged in BPH 461 - Mano A Mano para Hombres: HIV Stigma & Social Capital  Mano A Mano para Hombres: Depression and Partner Communication
Maria Teresa Ruiz Cantero	PhD	Professor and Vice Dean of Health Sciences	Universidad de Alicante, Spain	Preceptor and mentor for students engaged in BPH 461 - Exploring the Association between Governance and maternal mortality rates of 181 countries in 2014
Jose Ramon Martinez Riera	PhD, MSN	Professor of Nursing	Universidad de Alicante, Spain	Preceptor and mentor for students engaged in BPH 461 - Universidad Saludable Project: Identifying and mapping health assets on a university campus
<b>El Centro Research SONHS</b>				

Emmanuela Ojukwu	PhD Student	Doctoral Nursing Student	UM School of Nursing and Health Studies	Preceptor and mentor for students engaged in research - Engagement in HIV Care Among Women
Victoria Mitrani	PhD, Psychology	Professor	UM School of Nursing and Health Studies	Preceptor and mentor for students engaged in research - Structural Ecosystems Therap-Recovery Randomized Trial
Anne Norris	PhD	Professor and Associate Dean for PhD Programs	UM School of Nursing and Health Studies	Preceptor and mentor for students engaged in research - Use of Health Fairs to Promote Public Health Nursing Principals, implementation quality and fieldwork support for the JUEGA teen pregnancy prevention study
June Carrington	PhD, MPH	Postdoctoral Associate	UM School of Nursing and Health Studies	Preceptor and mentor for students engaged in research - Transcription of interviews from a SEPA Study to understand Hispanic women's cultural knowledge about HIV and AIDS.
Natalia Villegas	PhD	Assistant Professor	UM School of Nursing and Health Studies	Preceptor and mentor for students engaged in research - Publication for SEPA III Study
Karina Gattamorta	PhD, Educational Research	Research Assistant Professor	UM School of Nursing and Health Studies	Preceptor and mentor for students engaged in research - Transcriptions and literature review for the "Coming out among Hispanics Study"
Summer Debastiani	MPH	Doctoral Student	UM School of Nursing and Health Studies	Preceptor and mentor for students engaged in research - Disaster simulation study, database creation

<b>Capstone Experience Preceptors</b>				
Marilyn Roman	MHSA	Chief Executive Officer	AHEC Area Health Education Center of Miami-Dade	Preceptor and mentor for students engaged in BPH490 Capstone Experience. Focus on health and community services for underserved populations.
Joe King		Vice President of Operations	Thelma Gibson Health Initiative	Preceptor and mentor for students taking BPH490 Capstone experience. Focus on community and individual development in underserved communities.
Jessica William	PhD, MPH	Assistant Professor	UM School of Nursing and Health Studies	Preceptor and mentor for students taking BPH490 Capstone experience. Focus on sexual violence on college campuses.
Luigi Ferrer		Health Program and Services Manager	Pridelines	Preceptor and mentor for students taking BPH490 Capstone experience. Focus on health of LGBTQ people in south Florida across the lifespan.
Tim Wagoner		Director of Operations	YES! Institute	Preceptor and mentor for students taking the BPH490 Capstone experience. Focus on LGBTQ acceptance and communication.
Hortensia Nunez	PhD	Volunteer Coordinator	CVAC – Coordinated Victims Assistance Center	Preceptor and mentor for students engaging with the BPH490 Capstone. Focus on domestic violence.
Jowhara Sanders		Founder & Director	NVEEE – National Voices for Equality Education and Enlightenment	Preceptor and mentor for students engaging with the BPH490 Capstone course. Focus on bullying.
Taylor Obersteadt	MS	Volunteer Coordinator	Special Olympics	Preceptor and mentor for students taking BPH490, the BSPH Capstone. Focus on health and development of people

				with intellectual disabilities.
Sarah Kenneally	MPH CHE	Government Operations Consultant II	Florida Department of Health	Preceptor and mentor for students taking BPH490, the BSPH Capstone. Focus on sexual health, HIV, PrEP.
Sara Ruiz		Senior Volunteer Specialist	Red Cross	Preceptor and mentor for students taking BPH490, the BSPH Capstone. Focus on emergency preparedness.

### 3.4 Informed and Current Faculty

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

Faculty members teaching in the BSPH program are expected to stay current in their respective discipline or areas of teaching expertise through a variety of activities that includes: attendance at local, national and international professional meetings; membership and participation in relevant professional societies; attendance at UM faculty development workshops; participation in relevant symposium and presentations; involvement with community partners; and conducting of original research. Public health faculty are expected to present their research at appropriate professional meetings and to publish the findings of their research in relevant peer-reviewed journals. Tenure-track faculty are also expected to actively seek extramural funding for their research. Faculty are also encouraged to serve as journal reviewers and on editorial boards. Faculty with specific certifications are expected to complete the required number of continuing education credits each year in order to keep their certification current.

Faculty at the SONHS are entitled to at least one fully-funded trip each year to attend a professional meeting of their choice. Faculty may be funded to attend an additional meeting if they are presenting their work. In addition, the Dean will select and fund faculty members to represent the SONHS at certain local, national and international meetings each year. In addition, professional membership dues for a faculty member's primary professional society are paid each year by the SONHS. A listing of various activities through which faculty remain informed in their area of expertise is included in the table below:

FACULTY	ACTIVITY
Alexis Koskan	<ul style="list-style-type: none"><li>• Faculty Learning Community Fellowship 2016</li><li>• Engaged Faculty Fellow 2015</li><li>• Research Member – Center for AIDS Research</li><li>• Research Member – El Centro</li><li>• Research Member – Sylvester Cancer Center</li><li>• Attended Eighth American Association of Cancer Research Conference on the Science of Cancer Health Disparities in Racial/Ethnic Minorities and the Medically Underserved 2015</li><li>• Attended all faculty development programs offered by the SONHS and UM</li></ul>

Andrew Porter	<ul style="list-style-type: none"> <li>• Faculty Learning Community Fellowship 2016</li> <li>• Engaged Faculty Fellow 2016</li> <li>• Excellence in Civic Engagement Award, 2016</li> <li>• Teacher of the Year Award- SONHS, 2017</li> <li>• Faculty Masters Program</li> <li>• Research Member – LGBT CAB</li> <li>• Attended numerous workshops related to civic engagement, service learning, and pedagogy.</li> <li>• Attended all faculty development programs offered by the SONHS and UM</li> <li>• Weekly academic podcast on sexual health</li> <li>• R21 in preparation: Prospective Mixed-Methods Evaluation of PrEP and Men’s Risk Compensation Behaviors</li> <li>• CDC &amp; Pennsylvania Department of Education grant on sexual health education in the 21<sup>st</sup> century</li> <li>• KIR Rural Drug Resistance Strategies grant</li> </ul>
Ashley Falcon	<ul style="list-style-type: none"> <li>• Faculty Learning Community Fellowship for 2017</li> <li>• Attended American Public Health Association annual meetings</li> <li>• Attended American College of Sports Medicine annual meetings</li> <li>• Attended Society of Behavioral Medicine annual meetings</li> <li>• Attended National Intramural and Recreational Sports Association annual meetings</li> <li>• Attended numerous workshops related to educational strategies, grant funding, study methodology, IRB guidelines, ethical standards, and academic technologies</li> <li>• Past Research: home-based strength training for post-operative breast cancer survivors and community-based life-style modification interventions</li> <li>• Current Research: Self-efficacy for smoke-free campus enforcement; physical activity training in nursing school programs; and physical activity assessment, prescription, and referral in the clinical setting.</li> </ul>
Denise Vidot	<ul style="list-style-type: none"> <li>• Attended and presented her research at 13 different local, national and international Scientific and professional meeting in 2016-2017</li> <li>• Serves as a reviewer for numerous professional journals in her area of expertise</li> <li>• Hold current membership in a number of</li> </ul>

	<p>professional societies and organizations.</p> <ul style="list-style-type: none"> <li>• Has submitted NHLBI and NIH grants in 2016</li> <li>• Chaired and co-chaired a number of scientific sessions at national meetings</li> <li>• Has presented a number of invited presentations and given interviews to local news media</li> </ul>
Weston Williams	<ul style="list-style-type: none"> <li>• Attended and presented at numerous national and international conferences related to epidemiology and HIV/AIDS</li> <li>• Senior. Statistical Analyst for at CDC</li> <li>• Regularly attend professional and scientific meeting relates to his area of expertise</li> </ul>
Linda Parker	<ul style="list-style-type: none"> <li>• Completed the Professional Educational Updates (75 CEU's) required for certification and licensure</li> <li>• Attended numerous local, state and national meetings related to nutrition</li> <li>• Participated in numerous live and online symposium in her field of expertise</li> <li>• Attended the Dietitian National Symposium in 2016</li> <li>• Attended all faculty development programs offered by the SONHS and UM</li> </ul>
Diego Deleon	<ul style="list-style-type: none"> <li>• Conducts research in the area of Human Services and Public Health</li> <li>• Participates in numerous activities with community health partners</li> <li>• Attended all faculty development programs offered by the SONHS and UM</li> <li>• Numerous publications and presentations related to his research interests</li> </ul>
Olivia Ceavers	<ul style="list-style-type: none"> <li>• Work with the Healthy Start Coalition of Miami-Dade related to maternal, infant and child health</li> <li>• Attended meeting and events with the Florida Department of Health</li> <li>• Attended the Florida Prematurity Summit conducted by the March of Dimes</li> <li>• Attended numerous professional training development programs hosted by the Healthy Start Coalition of Miami-Dade</li> </ul>

### 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.

There are currently no graduate students serving as primary instructors in any BSPH program courses.

#### TEMPLATE J

Name	Master's degree earned	Discipline of master's degree earned	Course(s) taught	In-progress doctoral degree and number of credits earned (if applicable)
n.a.				



## **4.0 Curriculum**

### **4.1 General Undergraduate Curriculum**

The overall undergraduate curriculum (eg, 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

The curriculum for the BS in Public Health degree is designed to provide students with a broad exposure to general education content as well as a solid foundation in essential content that will enhance their understanding and application of public health principles. A summary of the requirements for the BSPH degree can be found in **Appendix 3A**.

### **General Education Requirements:**

The University of Miami's General Education Requirements (GER) ensure that graduates have acquired essential intellectual skills and have engaged a range of academic disciplines. The GER for the BSPH degree requires students to demonstrate proficiency in a number of areas including:

- English composition
  - Courses – English Composition I & II
- Advanced writing and communication skills
  - Courses – 7 designated writing courses in the curriculum
- Mathematics/Statistics/Computer Science
  - Courses – Math 107 or higher
- Social Science
  - Courses - Psychology 110
  - Approved Social Science elective
- Modern Language
  - Courses – A 3 credit Modern Language course at the 200 level or above
- Natural Science
  - Courses – Biology 150 and 151; Chemistry 103 and 105 or CHM 111 and CHM 113, or CHM 121 and CHM 113

**Areas of Knowledge (Cognates):**

The Areas of Knowledge requirement is designed to help students understand and appreciate intellectual achievements in major areas of human inquiry and creative endeavor. The courses offered in the areas of knowledge provide a broad array of intellectual and cultural exploration. In satisfying these requirements students examine creative expression in the arts, literature, and philosophy; study human development and behavior; and explore the mathematical, scientific, and technological world.

Students fulfill the Areas of Knowledge requirement by completing a specific "cognate" in three distinct areas: Arts & Humanities, People & Society, and Science, Technology, Engineering, and Mathematics (STEM). Cognates are groups of "at least three related courses for at least 9 credits" focused on a specific topic. Majors and minors can be used to fulfill a cognate in its respective Area of Knowledge.

**BSPH Curriculum:**

The curriculum for the BS in Public Health provides students with a solid foundation in the basic and applied sciences through courses in biology and chemistry, both of which include laboratory components. A number of our public health courses also emphasize biology and life sciences as well as concepts of health and disease (see Template K). Content in mathematics is provided by a course in pre-calculus (MTH 107), or equivalent. Students are also required to take both a general statistics course (BPH 202) as well as an advanced course in Public Health Statistics and Data Management (BPH 465).

The social and behavioral sciences are essential components of effective public health practice. As such, all public health students must complete 9 credits of coursework from the People and Society cognate as well as a required course in general psychology (PSY 110) and social science elective. A number of public health courses also include content on the social and behavioral sciences with regards to their role in the effective practice of public health (see Templates K and L).

Effective writing facilitates clear thinking, and clear thinking is the foundation of effective communication. The university expectation is that students become adept at using the English language as an effective communication tool. Effective writing skills are representative of an educated person because they are instruments to advance ideas efficiently and persuasively.

Students fulfill this requirement by satisfactorily completing ENG105 and ENG106, or the equivalent. Appropriate Advanced Placement (AP) or International Baccalaureate (IB) scores in English composition may be used to satisfy this requirement. Both required and elective public health courses also emphasize effective written and oral communication (see **Template L**).

The UM B.S. in Public Health degree requires students to complete a total 120 credits. Of those 120 credits, 27 are from the required public health courses listed below:

BPH 206 - Introduction to Public Health (3 cr)

BPH 208 - Introductory Epidemiology (3 cr)

BPH 310 - Global Health (3 cr)

BPH 309 - Health and Environment (3 cr)

BPH 321 - Health Promotion and Disease Prevention (3 cr)

BPH 322 - Introduction to Health Policy (3 cr)

BPH 352 - Biological Principles of Public Health (3 cr)

BPH 465 - Public Health Statistics and Data Management (3 cr)

BPH 490 - Field Practicum in Community Health (3 cr)

9 courses x 3 credits each = **27 credits**

Six (6) additional credits are required from the approved public health elective below:

BPH 301 - Human Sexuality (3 cr)

BPH 305 - Issues in Health Disparities (3 cr)

BPH 306 - Principles of Nutrition (3 cr)

BPH 317 - Human Growth and Development (3 cr)

BPH 319 - Contemporary Issues in Bioethics for Health Care (3 cr)

BPH 355 - Global Nutrition (3 cr)

BPH 419 - Contemporary Health Issues of South Florida (3 cr)

BPH 487 - Practicum in Global Health (Chile, India, Ecuador, Australia, etc.) (3 cr)

GEG 311 – Drinking Water: Past, Present, and Future (3 cr)

GEG 301 – Introduction to GIS for Health & Environment (3 cr)

GEG 221 – Introduction to Health and Medical Geography (3 cr)

INS 599 – International Migration and the Health Care System (3 cr)

MGT 270 - Introduction to Health Sector Organization and Management (3 cr)

CIS 450 - Introduction to Health Informatics (3 cr)

APY 205 - Medicine, Health Care in Society (3 cr)

2 course x 3 credits each = **6 credits**

Students fulfill the University Areas of Knowledge requirement by completing three *cognates*, one from each of the three areas of the university curriculum: Arts & Humanities; People & Society; and Science, Technology, Engineering & Mathematics. A cognate is a group of at least three courses for at least nine credits, related in a topical, thematic, interdisciplinary, sequential, or other fashion, so that completion of a cognate provides coherent depth of knowledge. The BSPH, students therefore must complete:

9 credits of **Arts & Humanities** Cognate credits

9 credits of **Science, Technology, Engineering & Mathematics** (STEM) credits

Public health students will complete their **People and Society** cognate by completing public health courses

Cognate credits = **18 credits**

Additional Program requirements include:

BPH 202 – Introduction to Statistics or equivalent (3 cr.)

Biology 150/151 with Lab (5 cr.)

Math 107 (3 cr.)

English Composition I & II – (6 cr.)

Chemistry 103/105 or 111/113 (4 cr.)

Social Science elective (3 cr.)

Psychology 110 or equivalent (3 cr.)

Foreign Language (100 level and 200 level ) (6 cr.)

Elective courses (36 cr.)

Additional program requirement = **69 credits**

<b>Summary of Credits</b>	
Required Public Health Courses	27 Credits
Approved Public Health Electives	6 Credits
UM Cognates	18 Credits
Additional Program Requirements	69 Credits
<b>Total Credits</b>	<b>120</b>

Details regarding specific coursework and credit requirements for the BSPH program can be found online in the UM Bulletin at:

<http://bulletin.miami.edu/undergraduate-academic-programs/nursing-health-studies/public-health/>

The information may also be in the Health Studies Handbook located on the School of Nursing and Health website at:

<http://www.miami.edu/sonhs/index.php/bsph/>

A sample plan of study for the BSPH program is shown below:

<b>Freshman Year-Fall Semester</b>	Cred.	<b>Freshman Year-Spring Semester</b>	Cred.
ENG 105 (English Composition I)	3	BPH 202 Intro to Statistics	3
BIO 150/151 (Biology with Lab)	5	ENG 106 (English Composition II)	3
Arts & Humanities Cognate	3	BPH 206 Intro to Public Health	3
Math 107	3	STEM Cognate	3
UMX 100	0	Foreign Language (100 level)	3
<b>Total</b>	<b>14</b>		<b>15</b>
<b>Sophomore year- Fall Semester</b>	Cred.	<b>Sophomore Year- Spring Semester</b>	Cred.
BPH 321 Health Promotion/Disease Prevention	3	BPH 208 Intro to Epidemiology	3
Foreign Language (200 level)	3	BPH 309 Health and Environment	3
Arts and Humanities Cognate	3	Arts and Humanities Cognate	3
PSY 110 (General Psychology)	3	STEM Cognate	3
CHM 103/105	4	Elective Social Science	3
<b>Total</b>	<b>16</b>		<b>15</b>
<b>Junior Year- Fall Semester</b>	Cred.	<b>Junior Year-Spring Semester</b>	Cred.
BPH 352: Biological Principles of Public Health	3	BPH 310 Global Health	3
STEM Cognate	3	BPH 322 Intro Health Policy	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>		<b>15</b>

<b>Senior Year- Fall Semester</b>	<b>Cred.</b>	<b>Senior Year Spring Semester</b>	<b>Cred.</b>
BPH 465: Public Health Statistics and Data Management	3	BPH 490 Field Practicum in Community Health	3
Public Health Elective	3	Public Health Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
<b>Total</b>	<b>15</b>		<b>15</b>
		<b>Total credits</b>	<b>120</b>
		<b>Total PH credits</b>	<b>33</b>

## Template K

DOMAINS	Courses and other learning experiences through which students are introduced to the domains specified
<p><b>Science:</b> Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease</p>	<ul style="list-style-type: none"> <li>• BIL 150/151 – General Biology w Lab</li> <li>• CHM 103/105 – Chemistry for the Life Sciences w Lab <u>or</u></li> <li>• CHM 111/113 – Principles of Chemistry I w Lab</li> <li>• BPH 206 – Introduction to Public Health</li> <li>• BPH 352 – Biological Principles of Public Health</li> <li>• BPH 301 – Human Sexuality</li> <li>• BPH 305 – Health Disparities</li> <li>• BPH 306 – Nutrition</li> <li>• BPH 309 – Health and Environment</li> <li>• BPH 310 – Global Health</li> <li>• BPH 321 – Health Promotion &amp; Disease Prevention</li> <li>• BPH 419 – Health Issues in South Florida</li> <li>• BPH 487 – Global Health Practicum trips</li> <li>• BPH 461 – Health Disparities Research Practicum</li> </ul>
<p><b>Social and Behavioral Sciences:</b> Introduction to the foundations of social and behavioral sciences</p>	<ul style="list-style-type: none"> <li>• BPH 206 - Introduction to Public Health</li> <li>• BPH 317 - Theories of Human Growth and Development</li> <li>• BPH 322 – Introduction to Health Policy</li> <li>• BPH 490 - Field Practicum in Community Health</li> <li>• PSY 110 – General Psychology</li> <li>• People and Society Cognate – 9 credits</li> <li>• A required Social Science elective course</li> </ul>
<p><b>Math/Quantitative Reasoning:</b> Introduction to basic statistics</p>	<ul style="list-style-type: none"> <li>• MTH 107 – Pre-Calculus I</li> <li>• BPH 202 – Introduction to Statistics</li> <li>• BPH 465 – Public Health Statistics and Data Management</li> </ul>
<p><b>Humanities/Fine Arts:</b> Introduction to the humanities/fine arts</p>	<ul style="list-style-type: none"> <li>• Arts &amp; Humanities Cognate – 9 credits</li> <li>• Foreign Language 100 and 200 level</li> <li>• ENG 105 &amp; 106 - English Composition I &amp; II</li> </ul>

## 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 (i.e., the program may identify multiple learning experiences that address a domain—the domains listed below do not each require a single designated course).

- the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
- the basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
- the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
- the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
- the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
- the fundamental concepts and features of project implementation, including planning, assessment and evaluation
- the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries
- basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government
- basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

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

Faculty teaching public health courses were asked to complete the information required in **Template L** regarding how our curriculum addresses the required public health domains. For the purpose of this self-study, we have defined a public health domain as “included” in a course if the key concepts of that domain are defined within the course and presented to students in the broader context of the class content. The information presented about that domain is generally at a more basic level and designed to provide students with a broad understanding of the domain and the role it plays in the practice of public health. Public health domains that are “covered” in a course are those that are presented to students with a high level of detail that includes the in-depth analysis, application, and evaluation of the domain as it applies to public health issues.

Based on the results compiled in **Template L**, our current curriculum addresses all of the required public health domains. Each domain is both covered and introduced in more than one public health class.

TEMPLATE L

PUBLIC HEALTH DOMAINS	Course Name and Number (R = Required Course; E = Elective Course)																
	BPH 202 Intro Stat (R)	BPH 206 Intro PH (R)	BPH 208 Intro Epi (R)	BPH 301 Hum Sex (E)	BPH 305 Health Dispar (E)	BPH 306 Nutr (E)	BPH 309 Health Env (R)	BPH 310 Glob Heal (R)	BPH 317 Grow Dev (E)	BPH 321 Htl Prom Dis Prev (R)	BPH 322 Heal Pol (R)	BP H 352 Biol Prin PH (R)	BPH 419 Health Iss. S. FL (E)	BPH 461 Res Prac (E)	BPH 465 PH Stats (R)	BPH 487 Glob Pract (E)	BPH 490 Comm Health Pract (R)
<b>Overview of Public Health:</b> Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society																	
Public Health History		C	I	I	I	I	I	I		I		I					
Public Health Philosophy		C		I	I		I	I		I	I		I				
Core PH Values		C		C	C		I	I		I	I		I		I		C
Core PH Concepts		C		C	C		I	I		I		I	I		I		I

Global Functions of Public Health		C		I	I	C	I	C		I	C	I					
Societal Functions of Public Health		C	C	I	C	C	I	C		I	C	I	I				I
<b>Role and Importance of Data in Public Health:</b> Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice																	
Basic Concepts of Data Collection	I	I	C	I				C		I		I	I	C	C	I	I
Basic Methods of Data Collection	I	I	I	I			I	I		I			I	C	C	I	I
Basic Tools of Data Collection		I	I	I				C		I			I	C	C	I	I
Data Usage	I	I	C	I	I		I	I						C	C	C	C
Data Analysis	C	I	C					I						C	C	C	I

	Evidence-based Approaches		I	C	C	C		C	I		C	I		C	C	I		C
	<b>Identifying and Addressing Population Health Challenges:</b> Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations																	
	Population Health Concepts		C	C	I	C	I	C	C		C		C	C	I	I		C
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations		I	C	I	C	I	C	C	I	C		C		I	I		C
	Introduction to Approaches and Interventions to Address Needs		I		I	I	I	C	C	I	C		I	C	I	C		C

and Concerns of Populations																		
<b>Human Health:</b> Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course																		
Science of Human Health and Disease		C		C	I	I	C	I				C						
Health Promotion		C		C	C	I	I	C	C	C		C		I				C
Health Protection		C		C	C		I	C	C	C		C						I
<b>Determinants of Health:</b> Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and																		

contribute to health disparities																	
Socio-economic Impacts on Human Health and Health Disparities		I	C	C	C	I	C	C	C		I	C	C	I			I
Behavioral Factors Impacts on Human Health and Health Disparities		I	C	I	C	I	C	I	C		I	I	C	I			I
Biological Factors Impacts on Human Health and Health Disparities		I		C	I	C			I			C		I			
Environmental Factors Impacts on Human Health and Health Disparities		I	C		I	C	C		I			C	I	I			
<b>Project Implementation:</b> Address the fundamental concepts and																	

features of project implementation, including planning, assessment, and evaluation																	
Introduction to Planning Concepts and Features		I			I			I	I	I	C				C		C
Introduction to Assessment Concepts and Features		I		I	I			I	I		C				C	I	C
Introduction to Evaluation Concepts and Features		I	C	I	I			I	I		C				C	I	C
<b>Overview of the Health System:</b> Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries																	

Characteristics and Structures of the U.S. Health System		C		I	I		I	C			C	I					
Comparative Health Systems		I		I	I			C			C	I					
<b>Health Policy, Law, Ethics, and Economics:</b> Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government																	

Legal dimensions of health care and public health policy		I		I	C		I	I		I	C		I				
Ethical dimensions of health care and public health policy		I		I	C		I	I		I	C	I	I				
Economical dimensions of health care and public health policy		I		I	C		I	I		I	C	I	I				
Regulatory dimensions of health care and public health policy		I		I			C	I		I	C		I				
Governmental Agency Roles in health care and public health policy		I		I	C	I	C	C		C	C	I	I				

**Health Communications:**  
 Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Technical writing	I						I	I		C			C	C	C		
Professional writing		I			I	C	C	C	I	C	C	I	C	C	C		C
Use of Mass Media				C	I	I	I	I			C		I	I			
Use of Electronic Technology		I		C	I	I	I	I	I		I	I	I	I			C

R = Required Course  
 E = Elective 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 (eg, CHES).

In 2018 we hope to prepare our students for Certified Health Education Specialist (CHES) credentialing. This will require a comprehensive review and possible revision of the current curriculum to ensure that we are meeting the areas of content required by the National Commission for Health Education Credentialing for this certification.

#### **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

There are numerous opportunities throughout the BSPH curriculum for students to demonstrate their proficiency in communicating health information through written and oral forms as well as through other means. Students also have a number of opportunities to demonstrate their ability to locate, use, evaluate and synthesize public health information. A listing of these is included below in **Template M**.

**TEMPLATE M**

*A matrix that indicates the experience(s) that ensure that students demonstrate skills in each of the domains indicated in Criterion 4.3. Template M requires the program to identify the experiences that introduce and reinforce each domain.*

Skills	Courses and other learning experiences through which students demonstrate the following skills.	Methods by which these skills are assessed.
<p><b>Public Health Communication:</b> Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences</p>		
	<p>Oral communication</p>	<p>BPH 206 (H)</p> <p>Students taking this course for honors credit must give a 10-15 minute presentation related to reducing a specific health disparity.</p> <p>BPH 301</p> <p>Students create an interactive presentation that expands on in-class materials. Presentations are graded by a rubric and evaluated by peers in order to encourage critical thinking about presentations.</p> <p>BPH 305</p> <p>Students give one mini-group presentation and deliver two individual speeches. The group-presentation is not-for-credit and is meant to give students experience speaking before their individual presentations. Individual presentations are evaluated via a rubric and through peer evaluations.</p> <p>BPH 310</p> <p>Students give one 10-15 minute presentation that is the culmination of seven assignments and a data visualization assignment. The presentation is evaluated with a rubric and through peer evaluations.</p> <p>BPH 321</p> <p>Students give a group presentation that describes how they use models to inform public health interventions. These presentations are evaluated with a rubric. Students also give a one minute persuasive speech that is not graded.</p>

		<p>BPH 306</p> <p>BPH 309 – Group and Individual Presentations</p> <p>BPH 317 – Total of 3 in-class presentations over the course of the semester</p> <p>BPH 322 – Group presentations</p> <p>BPH 352</p> <p>BPH 465 – Group Presentations</p> <p>BPH 487</p> <p>BPH 490 – Formal final presentation of their capstone work and health program plan.</p>	<p>Class discussions.</p> <p>Rubrics, graded presentation. Individual students present information about relevant current events and environmental organizations. Groups present on a human-environment interaction.</p> <p>Rubric, graded presentation. All students also present a final PowerPoint presentation on their service learning project.</p> <p>Rubric, graded presentations.</p> <p>Students enrolled in BPH 352, have to do a group presentation on a topic within the three major units of the course. Because this course addresses diseases of public health importance, Student presentations are based on innovative topics about a particular disease and its social implication.</p> <p>Rubric, graded presentations.</p> <p>Students enrolled in BPH 487 traveling abroad are usually required to present the outcomes of their experience to either the leadership of the organization or the faculty of the host university if it happens to be an exchange.</p> <p>Rubric, graded presentations.</p>
	Written communication	<p>BPH 206</p> <p>BPH 208</p> <p>BPH 306</p> <p>BPH 301</p> <p>BPH 305</p>	<p>Homework assignments.</p> <p>Written research critiques.</p> <p>Personal dietary analysis.</p> <p>Students write four 2-page reaction papers, four 1 page homework assignments, and one research paper.</p> <p>Students write 10 sets of</p>

			discussion questions, 4 reflective papers, a research summary paper, and 3 journals.
		BPH 310	Students write 3 reflective papers, seven country specific assignments, and a data visualization paper.
		BPH 321	Students write 3 reflective papers, a technical analysis paper, and an extended intervention
		BPH 309	Reflection papers and a final paper on a specific human-environment interaction
		BPH 317 (H)	Students taking honors credits must write a 5-7 page paper related to practicing culturally competent health care.
		BPH 322 - Students complete a final policy analysis paper that explores the creation and impact of a health policy bill.	Health policy issue and final health policy paper
		BPH 352	Students enrolled in BPH 352 are required to write a paper of at least 5 pages including abstract and references, on one topic of each of the three units of the course.
		BPH 487	In addition to their poster presentation, students in the BPH 487 must submit a written journal of the daily experiences in the host country. Additionally they must write an individual paper detailing the work they were involved in, and the things they learned from their participation, as well as a comparative summary of similar experiences in the US, whether it is health care, social or political circumstances.
		BPH 490	Final practicum paper 12-15 pages in length. Students write multiple drafts of each section and receive instructor feedback prior to submitting the final paper

		BPH 461 – Research practicum  BPH 465	Students are involved in writing research summaries, reports, and publications.  Students write several data analysis assignments and one final report presenting data findings with interpretation of results.
	Communicate with diverse audiences	BPH 305  BPH 310  BPH 319 – Service learning project  BPH 487 Global Health Practicum  BPH 490 – Capstone practicum experience.	Students engage in a semester long service learning project that addresses health disparities in South Florida. Students are required to work directly with at risk populations.  Students act as representatives of a country over the course of the semester and communicate as a citizen of their country after extensive research.  Students must complete a minimum of 20 hours over the course of the semester at a community-based organization where they have the opportunity to interact with diverse audiences  Students must communicate effectively with patients, community, members and health providers in the various countries they are working in. In addition, students are often paired with individuals from the host country, in order to enhance their knowledge of culture, and social structure in general.  Students must work and communicate with diverse community partners in their fieldwork experiences. They volunteer a minimum of 6 hours per week for 14 weeks (minimum of 84 hours) to complete this required work.
	Communicate through variety of media	BPH 301  BPH 305	Students are encouraged to write letters to local school boards.  Students are encouraged to call their representatives and engage in the political process. Students

		<p>BPH 310</p> <p>BPH 309 – Infographics and Photography</p> <p>BPH 317 – Video</p> <p>BPH 490 – Poster Presentation</p>	<p>create multimedia presentations.</p> <p>Students are required to create a data visualization, which may be an infographic, data aggregation, data clarification, map etc...</p> <p>Students create infographics to present environmental health issues and use photography to demonstrate built environment features.</p> <p>Beginning in Fall 2016, students' end of semester project will be to produce a video related to their community volunteer experience and apply what they learned about human growth and development through this experience as well as through a literature review.</p> <p>Students present their capstone work via a formal conference-style poster.</p>
<b>Information Literacy:</b> Students should be able to locate, use, evaluate, and synthesize information			
	Locate information	<p>BPH 206</p> <p>BPH 206 (H)</p> <p>BPH 208</p> <p>BPH 301</p> <p>BPH 305</p> <p>BPH 310</p>	<p>Several homework assignments require students to locate information on the various public health topics.</p> <p>Honors students must locate information about health disparities that affect the local region, research evidence about ways to reduce that disparity and identify non-profit organizations who work to reduce that disparity.</p> <p>Research critique assignment.</p> <p>Students are required to read a book on sexual health science and to do individual research on sexual health topics.</p> <p>Students use a variety of resources to identify a health disparity they are interested in, local groups addressing that disparity, and performing a service project.</p> <p>Much of the course is spent</p>

			<p>discussing sources of data, how to interpret it, and where to find it. Several homework assignment require students to locate international data resources and interpret them.</p>
		BPH 321	<p>As part of the development of an intervention, students are required to do a literature search using a peer reviewed resource database and write a technical analysis of a reference.</p>
		BPH 306	<p>Locate and utilize/apply MyPlate.gov website in a written term paper</p>
		BPH 309	<p>Students must locate a relevant current event and environmental organization; information about a local neighborhood's built environment; and information about a specific human-environment interaction.</p>
		BPH 317	<p>Through various activities, students must locate, research related to growth and development to describe changes during a specific developmental period.</p>
		BPH 322	<p>Students must perform a thorough search of the literature in order to complete their required papers.</p>
		BPH 306	<p>Students must perform a personal dietary analysis that will require them to conduct a research of the literature</p>
		BPH 352	<p>Students must conduct in-depth literature searches in order to obtain up-to date information about a disease, treatment and all the epidemiological data that will be part of either their presentation or their paper for each individual unit.</p>
		BPH 461	<p>Students complete literature searches, gather research data, analyze data and synthesize information related to their research projects.</p>

	<p>BPH 465</p> <p>BPH 487</p> <p>BPH 490</p>	<p>Students must find publicly available datasets, variable codebooks, and questionnaires to work with throughout the course.</p> <p>Students conduct literature searches to gather information about the country where they are working as well as on the topic they are presenting on.</p> <p>Students conduct an in-depth literature review related to the population their practicum site serves and a specific health problem. They use peer-reviewed research and governmental websites and documents to describe the health problem, best practices to reduce that disparity, public health theories to plan a health program, and evaluation tactics to measure the impact of their program.</p>
Use information	<p>BPH 301</p> <p>BPH 305</p> <p>BPH 310</p> <p>BPH 321</p> <p>BPH 309</p> <p>BPH 306</p>	<p>Students use information to inform a research presentation and to write reflective papers.</p> <p>Students use information to inform a health disparities research presentation and to write reflective papers.</p> <p>Students use information to complete seven homework assignments, create data visualizations, and craft a global health presentation.</p> <p>Students use information to inform a technical writing paper, several reflective accounts, and an extended intervention outline.</p> <p>Students use observational data to assess the relationship between the built environment and health disparities; and gather information about a specific human-environment interaction.</p> <p>Locate and utilize/apply MyPlate.gov website in a written term paper</p>

	<p>BPH 322</p> <p>BPH 352</p> <p>BPH 487</p> <p>BPH 461</p> <p>BPH 465</p> <p>BPH 490</p>	<p>Students must utilize a variety of information from various sources in order to complete their required papers.</p> <p>Students search through medical and epidemiological databases to obtain information about individual pathologies as well as the impact of those in the population by analyzing epidemiological data.</p> <p>Students in the Global Health practicum, gather information in the field, as well from other resources such as government websites and journal articles</p> <p>Students complete literature searches, gather research data, analyze data and synthesize information related to their research projects.</p> <p>Students learn to access and use publicly available datasets to run various statistical analyses.</p> <p>Students conduct an in-depth literature review related to the population their practicum site serves and a specific health problem. They use peer-reviewed research and governmental websites and documents to describe the health problem, best practices to reduce that disparity, public health theories to plan a health program, and evaluation tactics to measure the impact of their program.</p>
Evaluate information	<p>BPH 206 (H)</p> <p>BPH 208</p> <p>BPH301</p>	<p>Students compare what they learn from literature reviews and from speaking to a representative of a local health-related agency to make recommendations for next steps to reduce that disparity.</p> <p>Research critique assignment</p> <p>Students explore the history of sexual research and evaluate current public health policy. They also evaluate their peers research presentations.</p>

BPH 305	Students evaluate the current state of health disparities based on a variety of readings, videos, and presentations. They also evaluate peer presentations.
BPH 310	Students evaluate the health of their countries and use it to contextualize global health through a variety of sources.
BPH 306	Students compare and evaluate personal nutrient intake to national standards. Students must evaluate the quality of the information they gather.
BPH 309	Students write reflection papers evaluating environmental health issues explored in and outside of the classroom; students test water samples from various sources.
BPH 317	Students engage in a debate about whether or not they believe that the HPV vaccine should be mandated for children to enter the 6 <sup>th</sup> grade. They research articles that are both for and against this mandate, debate what they read and as a class, make a decision about this policy.
BPH 322	Students must evaluate the quality of the information they gather and synthesize that information into three journal entries and on final group paper.
BPH 352	Students compare information found about pathologies, and how treatment and prevention strategies are applied throughout the world, especially in areas where many of these illnesses are endemic.
BPH 487	Students compared the data gathered through the observational field experiences with the social political and economic reality of the host nation and then compare that to the US.
BPH 461	Students complete literature searches, gather research data,

	BPH 465	analyze data and synthesize information related to their research projects.  Students interpret the results of statistical analyses they complete in class. For their final report, they discuss implications for future research.
	BPH 490	Students evaluate theoretically-driven health interventions to reduce a health disparity in order to plan and evaluate their health program.
Synthesize information	BPH 206 (H)	Students synthesize what they learned in their literature review of peer-reviewed manuscripts and government documents with information they learn from representatives of health agencies in order to make recommendations about reducing health disparities.
	BPH 208	Research critique assignment
	BPH 301	Students evaluate a variety of sources and create interactive presentations.
	BPH 305	Students are presented with a variety of challenging topics and up to date statistics describing the current state of health disparities. They are challenged to come up with workable solutions across three levels: individual, community, and system.
	BPH 310	Multiple presentations challenge students' understanding of the world and help them understand the context of global health.
	BPH 306	Students synthesize results of personal dietary analysis and class content to make written choices to improve their food intake
	BPH 309	Students are asked to synthesize course content via short-answer quizzes
	BPH 317	Students synthesize what they learned in a literature review, their understanding of developmental

			theories, and their service experiences to describe influences on human growth and development.
		BPH 322	Students must evaluate the quality of the information they gather and synthesize that information into two written papers.
		BPH 352	Students interpret the information they gathered through their searches, and compose papers or presentation that synthesize and summarize the topic.
		BPH 487	Through their journal entries, students put together a written image of their daily experiences as well information that might be new to them. In the end this information gathered in the field in addition to database searches, is put together in both an oral presentation and a final paper.
		BPH 461	Students complete literature searches, gather research data, analyze data and synthesize information related to their research projects.
		BPH 465	Students interpret the results of statistical analyses they complete in class. For their final report, they discuss implications for future research.
		BPH 490 – Capstone practicum experience	Students synthesize peer-reviewed research in their literature review.

**Samples of student works related to these specific public health skills may be found in Appendix 4A**

#### **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.

The Field Practicum in Community Health (BPH 490) course is a capstone experiential course that must be completed by all seniors seeking the BSPH degree. The course is designed to provide students with a comprehensive field experience in community health. Students are required to complete a minimum of 84 hours at their community health practicum sites over the course of the semester. A list of current practicum sites can be found in **Appendix 4B**. In addition to the field component, the class also includes a didactic component where students are introduced to the basic principles and methods used in community health assessment, program development, program implementation and evaluation. During the field experience, students work under the direction of a lead faculty member as they apply the skills they obtained during their course of study to address a particular public health problem. At the conclusion of the practicum, students make a formal poster presentation of their work in front of fellow students, community partners, and faculty and submit a comprehensive capstone paper and a formal written capstone thesis. We are considering use of an online program called Typhon through which students can log their practicum hours, maintain their reflective journals and we can track student's hours. Course materials related to our BPH 490 Capstone Practicum in Community Health may be found in **Appendix 4B**

Public Health students also have the opportunity to integrate, synthesize and apply the knowledge they have learned through participation in the Global Health Practicum Course (BPH 487). This course offers students the opportunity to travel to Chile, Ecuador, India, or Tasmania to participate in various community-based projects and initiatives. Students have an opportunity to gain a global perspective on health and health systems and can use the skills they acquired to examine social, political, environmental, economic and cultural determinants of health in a local community. Students work under the guidance of a lead UM faculty member and in conjunction with local faculty and preceptors in the country they visit. The syllabus for the Global Health

Practicum course can be found in **Appendix 4C**, additional materials related to Global Health Practicum can be found in **Appendix 7C**.

The SONHS also offers public health students the opportunity to participate in public-health related research through El Centro (<http://elcentro.sonhs.miami.edu/index.html>) or with faculty through the Research Practicum course (BPH 461). By participating in research studies, public health students have an excellent opportunity to integrate, synthesize and apply the fundamental knowledge they received through their studies to real-life research studies involving community and clinical partners.

Beginning in fall 2017, all public health majors will be required to maintain an electronic portfolio in Blackboard. Students will start these portfolios as freshman and continue to build upon them as they progress through the curriculum to their capstone field experience. The portfolio is designed to capture key pieces of work that students produce in each of their public health courses. The portfolio will also contain a professional mission statement and goals as well as student self-reflection on their progress and competency. Portfolios will be reviewed by faculty on an annual basis. The materials captured in the portfolio should assist students when they plan their capstone Community Health Practicum and write their final thesis. The final portfolio can also be downloaded into a pdf and used to supplement graduate school and employment applications. Studies have demonstrated that student portfolios can be valuable reflective mechanisms for both student learning and public health program assessment (Crowell & Calamidas, 2016).

## TEMPLATE N

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

*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.*

<b>Cumulative and Experiential Activity</b> (internships, research papers, service-learning projects, etc.)	<b>Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.</b>
BPH 465 Final Data Report	Students learn to access and use publicly available datasets to run various statistical analyses that they then interpret and report in a written format. Students also provide a literature review of their topic, as well as discuss implications of their findings for population health and future research.
BPH 490 – Fieldwork Practicum in Community Health	Service-learning research paper - Students volunteer a total of 84 hours at a health-related agency which advocates for health education and promotion. They then conduct a literature review to research a health disparity related to the population served by that organization and write a program plan and evaluation aimed at reducing that disparity.
BPH 208	Students must review current research articles and critique them with regards to the type of study, variable measured, type of analysis used, and validity of outcomes and conclusions.
BPH 310	After completing a series of seven assignments, students create a portfolio and presentation of the country they have been studying over the course of the semester. They also create a data visualization that details either a success or need of the country. Students share their examples with the class in a final country presentation.
BPH 321	Students develop a theory-based intervention over the course of the semester.
BPH 305	Students engage in a service learning project that directly addresses one of the health disparities that is covered throughout the semesters. Students create a presentation and write three journals describing their experience, what they've learned, and what else needs to be done to resolve the disparity.
BPH 301	Touch your B***s Touch your B***s Use a Condom Exercise
BPH 317 – Theories of Human Growth and Development	Service-learning presentation – Students create group presentations to describe their service-learning work and relate this back to the topic of lifespan development.
BPH 309 – Environment and Health	Students write a final paper and present on an environmental health issue to demonstrate their knowledge of human-environment interactions, their impact on human health, and potential solutions.
BPH 352 – Biological Principles of Public Health	The final presentation in the class is the culmination of a semester of extensive research about medical topics, epidemiological, and policy governing health care. The students presentation compiles information from the different sources, to explain the pathophysiology of the

	disease, as well as prevention efforts and methods, and policy governing such efforts.
BPH 461 Research Practicum	Students complete literature searches, gather research data, analyze data and synthesize information related to their research projects.
BPH 487 Global Health Practicum	Students travel to various countries to participate in public health-related projects. Students perform needs analysis, program analysis, gather data from the community, organize data, analyze data, draw conclusions, make recommendations and develop pertinent interventions.

#### **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. Students are exposed to these concepts through any combination of learning experiences and co-curricular experiences. These concepts include the following:

- advocacy for protection and promotion of the public's health at all levels of society
- community dynamics
- critical thinking and creativity
- cultural contexts in which public health professionals work
- ethical decision making as related to self and society
- independent work and a personal work ethic
- networking
- organizational dynamics
- professionalism
- research methods
- systems thinking
- teamwork and leadership

Students in the BSPH program are exposed to a number of important cross-cutting concepts, both in the classroom and through outside experiences, such as global practicum trips, capstone experiences and research projects. These experiences are designed to provide students with the real-life skills they will need in order to be successful in both graduate school as well as their future public health careers. Details regarding these various experiences can be found in **Template O**.

**TEMPLATE O**

*A brief narrative description of the manner in which the curriculum and co-curricular experiences expose students to the concepts in Criterion 4.5.*

*Program may mention a wide variety of experiences including but not limited to overall courses, specific assignments, service opportunities, university-mandated experiences, etc.*

<b>Concept</b>	<b>Manner in which the curriculum and co-curricular experiences expose students to the concepts</b>
<p>Advocacy for protection and promotion of the public's health at all levels of society</p>	<p><b>BPH 206 – Introduction to Public Health</b> – In various class sessions students discuss social determinants of health. They are encouraged to engage in community service/volunteer to gain hands-on experience advocating for health promotion.</p> <p><b>BPH 301 – Human Sexuality in Vulnerable Populations</b> – In multiple sessions students are challenged to consider sexual health in various populations. They are also encouraged to attend local school board meetings to discuss the importance of comprehensive sexuality education as a form of health promotion.</p> <p><b>BPH 305 – Issues in Health Disparities</b> – The course discusses social determinates of health and how health is often an outcome, not of choice, but of environment. Multiple sessions directly address social determinates/SES and how they relate to health and health outcomes. Students engage in a service learning project and report out on their experience to the rest of the course.</p> <p><b>BPH 310 – Global Health</b> – Students examine public health from a global perspective. Students are encouraged to participate in a variety of global health focused activities, seminars, and workshops over the course of the semester based on local events.</p> <p><b>BPH 321 – Health Promotion &amp; Disease Prevention</b> - This course explicitly covers the Social Ecological Model and how it relates to health promotion and disease prevention.</p> <p><b>BPH 306 – Nutrition</b> – Class presentations with discussion of 2 films demonstrating advocacy for nutrition health promotion. Participation in campus-wide activities for World Food Day with annual guest speaker.</p> <p><b>BPH 309 – Environment and Health</b> – Students are introduced to the concept of environmental justice throughout the course and discuss how to protect vulnerable populations.</p>

	<p><b>BPH 490 – Fieldwork Practicum in Community Health –</b> Students volunteer a total of 84 hours at a health-related agency which advocates for health education and promotion. They then conduct a literature review to research a health disparity related to the population served by that organization and write a program plan and evaluation aimed at reducing that disparity.</p>
Community dynamics	<p><b>BPH 305 – Issues in Health Disparities –</b> Students engage directly with communities facing significant health disparities through their service learning project. There are also multiple readings and discussions that involve community cohesion and identity.</p> <p><b>BPH 310 – Global Health –</b> Students investigate various indicators of health and how they impact local and global health.</p> <p><b>BPH 321 – Health Promotion and Disease Prevention –</b> Students examine models of health that examine community health and well-being. They also develop an intervention that addresses community health.</p> <p><b>BPH 490 – Fieldwork Practicum in Community Health –</b> In their volunteer placement, by working with health agency staff and clientele, and through literature reviews, students have to discuss the history of community in which they serve, health concerns, and the way in which their agency addresses community needs.</p> <p>Participation in campus-wide activities for World Food Day with annual guest speaker (BPH 306).</p>
Critical thinking and creativity	<p><b>BPH 206 – Introduction to Public Health –</b> Assignments require the ability to apply concepts and frameworks across different topic areas.</p> <p><b>BPH 301 – Human Sexuality –</b> Students are presented with status-quo breaking information that challenges conceptions of sexual health and how sexual science works. Students are also asked to create a creative and engaging presentation. Students are required to write multiple critical reflective papers that show how they are critically engaging with course materials. Several homework assignments are open-ended and allow students creative avenues to explore sexual health.</p>

	<p><b>BPH 305 – Issues in Health Disparities</b> – Students are tasked with writing 3-4 reflective papers that encourage critical engagement with complex health disparities topics. Students are also required to write 10 sets of discussion questions that critically analyze readings and videos. Students are tasked with developing two creative presentations.</p> <p><b>BPH 310 – Global Health</b> – Students are required to create a data visualization that highlights global health success or focuses on an area that needs help. Students also write several critical reflective journals that work through complex global health issues.</p> <p><b>BPH 321 – Health Promotion and Disease Prevention</b> – Students are required to write a series of reflective journals that engage with course materials in a critical way. Students are also required to critically engage with abstract public health theory and use it to create an intervention.</p> <p><b>BPH 306 – Nutrition</b> – Written assignment requires contemplation and application of course concepts to their personal diet.</p> <p><b>BPH 309 – Environment and Health</b> – Students are tasked with finding solutions to specific environmental health issues.</p> <p><b>BPH 317 – Theories of Human Growth and Development</b> – Students engage in a small group assignment in which they create a Facebook page for a major developmental/lifespan theorist.</p> <p><b>BPH 465</b> – Students are tasked with identifying relevant and interesting research questions that can be answered using publicly available public health datasets.</p> <p><b>BPH 490 – Fieldwork Practicum in Community Health</b> – Students learn to use critical thinking to select a specific health disparity, population, and health theory to plan and evaluate an intervention (that they create) to address that health disparity.</p>
Cultural contexts in which public health professionals work	<p><b>BPH 206 – Introduction to Public Health</b> – Lectures and classroom discussions.</p> <p><b>BPH 301 – Human Sexuality</b> – Students examine complex cultural contexts in which public health professionals work to</p>

	<p>improve sexual health of at risk populations in challenging political arenas.</p> <p><b>BPH 305 – Health Disparities</b> - Students are required to do a service learning project where they work in public health contexts.</p> <p><b>BPH 310 – Global Health</b> – Students examine the global cultural context of health systems as well as primary global health public health actors.</p> <p><b>BPH 306 – Nutrition</b> – Lectures and tour of farmers market to observe and taste food items from various cultures. Discussion of lower breast feeding rates among Haitian immigrants in Miami.</p> <p><b>BPH 317 – Theories of Human Growth and Development</b> – In this service-learning course, students gain insight about various diverse populations and what impacts their growth and development. They must complete a total of 20 service hours with a health-related organization that works to improve outcomes for marginalized populations.</p> <p><b>BPH 490 – Capstone</b> – Students engage in a semester long internship where they work as public health professionals with a community partner.</p> <p>Participation in campus-wide activities for World Food Day with annual guest speaker (BPH 306).</p>
<p>Ethical decision making as related to self and society</p>	<p><b>BPH 206 – Introduction to Public Health</b> – Students learn about ethics in human subject research, the Belmont Report, and discuss bioethics. Lectures and classroom discussion.</p> <p><b>BPH 208 – Introduction to Epidemiology</b> - As part of the class, students must complete CITI Certification related to the responsible Conduct of Research.</p> <p><b>BPH 301 – Human Sexuality</b> – Students are required to complete four homework assignments that examine ethical decision making: condom use, hiv/aids, relationships, &amp; body image. Students also examine sexual health ethics in terms of abstinence only education vs comprehensive sexuality education.</p> <p><b>BPH 305 – Health Disparities</b> – Students examine appropriate</p>

	<p>of public resources that address health disparities. Students engage in a service learning project that directly works to improve a health disparity in our local community.</p> <p><b>BPH310 – Global Health</b> – Students are encouraged to attend global health functions and make informed decisions about charitable donations to address global health issues.</p> <p><b>BPH 306 – Nutrition</b> – Students learn about ethics in human subject research in the WHI study and other clinical studies.</p> <p><b>BPH 309 – Environment and Health</b> – Students discuss the ethical implications of various principles of environmental policy and risk management practices.</p> <p><b>BPH 465 – Public Health Statistics and Data Management</b> – Students discuss ethical practices concerning the handling, analysis, and interpretation of public health data, including protection of private health identifiers; minimizing potential bias in study design, research methods, and data analysis; and making valid inferences from statistical findings.</p>
Independent work and a personal work ethic	<p><b>BPH 306 – Nutrition</b> – All students independently complete a written assignment after evaluation of their nutrient intake.</p> <p><b>BPH 301 – Human Sexuality</b> – Students are tasked with identifying a sexual health topic not covered in class the first week for the semester and engage in research throughout. This culminates with a presentation and paper that are self-directed.</p> <p><b>BPH 305 – Health Disparities</b> – Students are required to identify a health disparity that they are interested in, find a local non-profit that is working to address the issues, and perform a service learning project. This process is self-directed.</p> <p><b>BPH 487 – Global Practicum</b> In this course students work in teams or sometimes independently in the field to generate community/health needs assessment that will form part of a future community based implementation program.</p> <p><b>BPH 490 – Fieldwork Practicum in Community Health</b> – All students create an individual needs assessment, intervention plan, and evaluation plan to address a health disparity.</p> <p><b>BPH 465 – Public Health Statistics and Data Management</b> – Students independently complete a final written report after</p>

	conducting and interpreting statistical analyses performed on a publicly available public health dataset.
Networking	<p><b>BPH 301 – Human Sexuality</b> - Students are encouraged to participate in sexual health student groups across campus and to volunteer with sexual health non-profits.</p> <p><b>BPH 490 – Fieldwork Practicum in Community Health</b> – Students present their capstone project at a poster session that includes many community partners and preceptors. They are encouraged to network throughout.</p>
Organizational dynamics	<p><b>BPH 206 – Introduction to Public Health</b> – Students learn about the organization of government in public health as well as various aspects about the healthcare system.</p> <p><b>BPH 305 – Health Disparities</b> – Students learn about organizational dynamics first-hand through their civic engagement experience.</p> <p><b>BPH 310 – Global Health</b> – Students examine systems of health care around the globe as well as international global health actors.</p> <p><b>BPH 306 – Nutrition</b> – Students learn about the organization of government and private sector in the provision of nutrition services.</p> <p><b>BPH 309 – Environment and Health</b> – Students learn about government representative and agencies involved in environmental health policy and regulation.</p> <p><b>BPH 322 – Introduction to Health Policy</b> – Students learn about the organization of the U.S. health care system and the interactions between the various entities.</p>
Professionalism	<p><b>BPH 487 - Global Practicum</b> The course directly addresses professionalism and professional behavior by requiring that students interact with members of the organization and the community of the host country in an ethical and professional manner. One of the graded components of this course is professional behavior.</p> <p><b>BPH 490 – Fieldwork Practicum in Community Health</b> – Students present their final capstone presentations to Health Sciences faculty as well as representatives from the community agency in which they volunteered.</p>
Research methods	<b>BPH 206 – Introduction to Public Health</b> – Few class discussions focus on evidence based practice and research

	<p>methods. Other class sessions include research papers and studies to discuss best practices for resolving health problems.</p> <p><b>BPH 208 – Introduction to Epidemiology</b> – students are exposed to epidemiologic research methods and study design. As part of the class, students must complete CITI Certification related to the responsible Conduct of Research.</p> <p><b>BPH 301 – Human Sexuality</b> - Students read a book about the history of human sexuality research and apply it to materials covered in class.</p> <p><b>BPH 310 – Global Health</b> - A significant portion of the class is spent examining the collection and interpretation of global health indicators.</p> <p><b>BPH 321 – Health Promotion and Disease Prevention</b> – Students are required to do a short literature search and technical evaluation of a research journal article.</p> <p><b>BPH 306 – Nutrition</b> – Lectures and class discussions related to the application of study designs and outcomes to nutrition topics such as vitamin and mineral supplementation in heart disease and cancer research.</p> <p><b>BPH 487 – Global Practicum</b> Students often engage in research projects whether it is individually or with organizations in the host country. The course reinforces concepts learned in previous courses so that the students can conduct interviews and community surveys as part of their practicum.</p> <p><b>BPH 490 – Fieldwork Practicum in Community Health</b> – Students use research methods to describe how they would evaluate their health promotion intervention plan.</p> <p><b>BPH 461 – Research Practicum</b> As part of their research experience, students are required to review and assess various research methodologies.</p> <p><b>BPH 465</b> – Students discuss the implications of selected research methods on the utility of the public health data that it yields, the statistical analyses that can be performed, and the interpretation and generalizability of statistical findings.</p>
Systems thinking	<b>BPH 206 – Introduction to Public Health</b> – An entire class is dedicated to systems thinking. Also, in every class session, the

	<p>instructor emphasizes a transdisciplinary approach to resolve public health problems. Lectures and class discussion.</p> <p><b>BPH 208 – Introduction to Epidemiology</b> – Students are exposed to concepts of systems thinking as it relates to disease surveillance and the integrated response to disease outbreaks.</p> <p><b>BPH 305 – Health Disparities</b> – This course encourages systems thinking by examining social determinates of health.</p> <p><b>BPH 306 – Nutrition</b> – Discussion of the food distribution system in the U.S., food deserts and the farm to table movement. Discussion of the public health system in place to track and identify food borne illnesses.</p> <p><b>BPH 309 – Environment and Health</b> – Students discuss what professions must collaborate to address environmental health problems.</p> <p><b>BPH 322 – Introduction to Health Policy</b> – Students are exposed systems thinking with regards to the functioning of the various entities that comprise the U.S. health care system. Emphasis is also placed on the system of health care delivery in the U.S.</p> <p><b>BPH 487 – Global Practicum</b> System thinking is a part of the experience, which requires the students to understand the mechanics that drive the community where they are working. It involves understanding concepts within the social and cultural context of the community as well as geopolitical factors that trickle down, and affect the lives of individuals in the community.</p>
Teamwork and leadership	<p><b>BPH 206 – Introduction to Public Health</b> – In class group projects.</p> <p><b>BPH 301 – Human Sexuality</b> – Students engage in a team-based research paper and presentation.</p> <p><b>BPH 305 – Health Disparities</b> – Students work in teams several times throughout the semester to develop presentations. Students are also encouraged to work in teams during their service learning projections.</p> <p><b>BPH 321 – Health Promotion and Disease Prevention</b> – Students work in pairs to develop an evidence-based, theory-</p>

	<p>driven intervention.</p> <p><b>BPH 309 – Environment and Health</b> – Students work in groups on in-class activities and assignments.</p> <p><b>BPH 317 – Theories of Human Growth and Development</b> – Students create group presentations to describe their service-learning work and relate this back to the topic of lifespan development.</p> <p><b>BPH 465 – Public Health Statistic and Data Management -</b> Students work in teams to analyze public health data and report findings.</p> <p><b>BPH 487 – Global Practicum</b> Teamwork is central to this course. Students engage in community projects that include conducting surveys or interviews as well as collaboration among themselves and members of the community. They also work in interdisciplinary teams that address community infrastructure as well as health and wellbeing.</p>
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## 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 all required and elective courses can be found in **Appendix 4C**. Based on the objectives listed for each course, we believe our courses and curriculum as a whole fully address the required criteria related to both the general undergraduate and public health curriculum. In the coming year, we plan to modify the format of our syllabi to include the specific program outcomes that are covered in each course along with a column next to it listing which specific elements of the course which address and assess that outcome. This reformatting should facilitate data collection for ongoing curriculum and program assessment.



## **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 primary mission of the faculty of the BSPH degree program is to develop competencies in public health among undergraduate students, equip undergraduate students for entry-level public health positions, and develop a pipeline of undergraduate students who will pursue graduate studies in public health and related disciplines. Students will be exposed to major public health issues locally, nationally and globally and trained to address these using a public health approach. The curriculum is designed to introduce students to the core areas of public health— including epidemiology, environmental health, social and behavioral health, global health, and health policy— and to prepare students to serve and engage communities through evidence-based and culturally competent population-focused care.

The mission of the School of Nursing and Health Studies is to educate students and support faculty committed to excellence in nursing and health science. Through research, education and practice, the school will create and disseminate health knowledge and prepare culturally competent leaders to provide safe service to our community, the nation and the world. The mission of both the BSPH program and parent school are congruent in that they both emphasize a strong community base, cultural competence, global perspectives and evidence-based practice. Both the BSPH program and SONHS strive to train students who are not only highly proficient in their fields, but who also have the skills to become future leaders in their respective professions. Faculty excellence and academic rigor are likewise cornerstones of all programs within the SONHS. Although many of the undergraduate students currently enrolled in the nursing and health science programs at the SONHS are introduced to population health, the BSPH degree will expand the school's potential to prepare culturally competent leaders to serve communities locally and internationally by providing them with competency in public health and population focused care, beyond what an introductory course could provide. This compliments the existing programs which primarily focus on preparing future nurses and other allied health professionals (i.e., students in pre-health tracks such as pre-med, pre-pharmacy, and pre-physical therapy) for the care of individuals and families.

The mission statement for the University of Miami is to educate and nurture students, to create knowledge, and to provide service to our community and beyond. Committed to excellence and proud of the diversity of our University family, we strive to develop future leaders of our nation and the world. The mission for the BSPH program aligns well with the mission of the university in that it likewise emphasizes strong education, creation of new knowledge, service to the community and the development of future leaders. Through the BSPH program outcomes, students will learn about the public health needs of the present and future, the methods used to investigate disease and wellness, innovative culturally appropriate and evidence based population focused strategies to address these, and the methods used to develop, implement and evaluate community based health promotion and disease prevention programs. These learning opportunities are aimed at developing a pipeline of public health practitioners that would continue onto graduate work in public health and related health disciplines and eventually lead efforts in improving the health of our global community. Additionally, because BSPH students will be required to complete a Field Experience in Community Health, they will be engaged in providing "real time" service to our local and global communities and able to contribute significantly to UM's mission of service.

## 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.

Student learning outcomes for the BSPH program are listed in **Template P**.

The student learning outcomes for the BSPH program were based partially on recommendations made by the Association for Prevention Teaching and Research (2008) for undergraduate coursework in Public Health and are in alignment with the mission statement for the BSPH program. These recommendations include introductory courses in public health, epidemiology and global health as core courses in undergraduate degree programs in public health. Students learning outcomes were also based on competency areas for the recently created certification in public health (CPH). Given that the CPH exam evaluates competencies in Epidemiology, Biostatistics, Social and Behavioral Sciences, Environmental Health Sciences and Health Policy/Management (National Board of Public Health Examiners, 2011), BSPH program outcomes were also designed to introduce students to important content and skills in these areas.

Student learning outcomes for the BSPH program align well with the mission of the program in that they introduce students to the core areas of public health— including epidemiology, environmental health, social and behavioral health, global health, and health policy— and to prepare students to serve and engage communities through evidence-based and culturally competent population-focused care. Students will also be exposed to major public health issues locally, nationally and globally and trained to address these using a public health approach.

The University of Miami and the BSPH program are fully accredited by the Southern Association of Colleges and Schools (SACS). An annual Academic Program Assessment Report is submitted by Dr. M. Zdanowicz for the BSPH program to SACS. This report includes assessment data on program outcomes and student learning outcomes as well as initiatives to improve student learning. A copy of the latest report is included in **Appendix 5A**.

**TEMPLATE P** *A list of expected student learning outcomes. (Criterion 5.2)*

<b>Student Outcomes</b>
1. Apply knowledge from multiple disciplines to define and describe public health problems locally and globally.
2. Use principles of epidemiology to describe health and alterations in health.
3. Interpret quantitative and qualitative research findings in the medical, nursing, public health, and social science literature.
4. Examine the principal determinants of health problems facing the world's populations within social, economic, and political contexts.
5. Identify biological, behavioral, and social principles of health promotion and disease prevention across the life span.
6. Discuss the impact of the physical and social environment on health.
7. Describe the interactions between biological, psychological, environmental, and cultural factors influencing public health and disease prevention strategies.
8. Examine health care policy, finance, and regulatory environments with attention to health care disparities.
9. Demonstrate awareness of local health problems, determinants, and interventions in South Florida, with attention to vulnerable populations.
10. Effectively communicate information related to public health in both speech and in writing, using appropriate information sources, presentation formats, and technologies.

### 5.3 Regular Review of Mission and Student Outcomes

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

Student outcomes are reviewed by faculty on a regular basis at monthly meetings of the Health Studies Group. The program mission and outcomes are also reviewed annually as part of the SONHS Evaluation Plan (see **Appendix 1D**). Program mission and outcomes are also reviewed at a bi-annual SONHS retreat (See **Appendix 5B** for minutes and agenda). Going forward, the BSPH program will hold annual programmatic retreats to review our mission, and outcomes. The annual program retreat will also allow us to review and discuss and programmatic issues that may have arisen in the past academic year and will afford stakeholders in the program an opportunity to propose revisions and additions that will enhance the programs mission going forward. The BSPH program annual retreat was held on May 5<sup>st</sup>, 2017 (See **Appendix 5C** for the agenda).

As an example of how this review process worked, when reviewing program outcome at a September 2015 meeting of the Health Studies group, faculty suggested that our program outcome # 10, related to effective communication was too narrow and focused mainly on written communication. As a result, faculty suggested a revised outcome that broadened the definition of communication to include other forms of communication including electronic. This revised outcome was approved by faculty, the SONHS curriculum committee and School Council in late 2015.

#### 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.

At a minimum, the plan includes regular *surveys or other data collection* (eg, focus groups, key informant interviews, data from national exams (eg, CHES) from:

- enrolled students
- alumni
- relevant community stakeholders (eg, practitioners who teach in the program, service learning community partners, internship preceptors, employers of graduates, etc.)

Data collection must address student satisfaction with advising.

The program collects quantitative data at least annually on 1) graduation rates within the maximum time to graduation allowed by the institution and 2) rates of job placement or continued education within one year of graduation. The program defines plans, including data sources and methodologies, for collecting these data, identifies limitations and continually works to address data limitations and improve data accuracy. The program's plan does not rely exclusively on institution- or unit-collected data, unless those data are sufficiently detailed and descriptive. Data collection methods for graduates' destinations are sufficient to ensure at least a 30% response rate.

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

The BSPH program has several mechanisms in place to assess program effectiveness on an annual basis. These include graduating student focus groups, graduating student surveys, on-time graduation rates, preceptor evaluations of our capstone students and annual SACS reports.

Each spring, the program conducts a formal focus group with our graduating BSPH seniors. The focus group addresses issues related to student satisfaction, specific strengths and weaknesses of the program, quality of instruction, and quality of advising. Students are also asked about their post-graduation plans with regards to graduate school applications/acceptances and employment. An outline of the focus groups questions and a summary of focus group responses for 2016 and 2017 can be found in **Appendix 5D**. Data from the graduating student focus groups indicate a high level of satisfaction with the both the program and faculty. All students in the focus groups stated that they would recommend the program to fellow students considering a career in public health. With regards to post-graduation plans, 91% of the students

have been accepted to or applied for graduate school. Student focus groups have a 100% response rate since they are conducted as part of the BPH 490 class.

Graduating Student Surveys (GSS) are administered by the University of Miami Office of Planning, Institutional Research, and Assessment each year to graduating seniors. The GSS is designed to capture data related to student learning outcomes, satisfaction with major, post-graduation plans, and student involvement. GSS data for the BSPH program from 2012 to 2016 (GSS 2017 data is pending) can be found in **Appendix 5E**. Overall, graduating students are highly confident in the career abilities they have gained through the BSPH program. Satisfaction with BSPH major remains very high. Students also expressed a very high level of satisfaction with the quality of instruction, out of class availability of faculty, and their mastery of knowledge in the major. Data on student learning outcomes that relate to the BSPH program (i.e. communication, data interpretation, analytical thinking, awareness or social problems, etc.) are also uniformly very strong. With regards to post-graduation plans, 64% of the graduating students were either accepted to graduate programs or awaiting a decision on admission. The remaining 36% were in the process of seeking employment. Response rates for the GSS have averaged 75% for the past three years. Please see table below.

The response rates for the GSS are shown in the table below:

<b>Year</b>	<b>Number of GSS Responses</b>	<b>Number of Graduates</b>	<b>Survey Response Rate</b>
2014	3	4	75%
2015	6	8	75%
2016	11	15	73%
2017	Pending	Pending	Pending

Both the UM Planning, Institutional Research and Assessment Office and the BSPH program track time to graduation each year. Based on the UM standards, students completing their BSPH degrees within 6 calendar years are said to have graduated on time. (see Standard. 5.5). Based on data supplied by the university through 2015, the average time to graduation from the BSPH program is 3.21 years (see table below).

**Average Time to Degree and Number of Degrees Granted  
NU Public Health - BSPH**

	FY 2014	FY 2015	FY 2014-2015
Average Time to Degree (Number of Years)	3.5	3.02	3.21
Total Number of Degrees Awarded	4	6	10

Source: UM IPEDS Degree Files

Data regarding on time graduation rates (within 6 years from enrollment) and student retention rates is also tracked yearly in the UM Canelink Enrollment Management System. Canelink data related to on time graduation rates and student retention is shown in the table below. Based on this data, 100% of BSPH students entering the program from 2012- 2013 graduated on time.

**Years to Graduation and Retention Rates for the BSPH Program**

Year of Entry to BSPH	Years to Graduation				Percent Graduating On Time	Graduated with other Degree	Currently Enrolled	Transfer	Discontinued	Total	Retention Rate
	2	3	4	5							
2012			1	2	100%	1				4	75%
2013	4	6	9		100%	4			1	24	95.8%
2014		3	19			3	1	1	2	29	89.7%
2015	1	7					31		1	40	97.5%
2016	2						43			45	100.0%
2017							19			19	100.0%
<b>Grand Total</b>	<b>7</b>	<b>16</b>	<b>28</b>	<b>2</b>		<b>7</b>	<b>94</b>	<b>1</b>	<b>4</b>	<b>157</b>	<b>96.8%</b>

As of 2016 the number of BSPH alumni was very small (27 graduates) and the collection of alumni data has thus far been limited. Our most recent survey of 2016 graduates is included in **Appendix 5F**. Of the 15 students who graduated in 2016, we were able to obtain data on 9 alumni (60%). Of this cohort of 9 alumni, 100% were either employed or enrolled in graduate

programs. In 2017 the program will graduate a large cohort (nearly 40) so we anticipate that the next alumni survey conducted in 2017 will expand our alumni dataset significantly.

Student satisfaction with advising was addressed both in the GSS and graduating student focus group. Data from both sources indicated that advising was a potential weakness. These findings were shared with both the Dean of the SONHS and the Assistant Dean for Student Services. To collect additional data, the Office of Student Services also conducted an advising survey of SONHS students in 2016. Students were asked questions related to their frequency of advisor use, reasons for seeking advisement, satisfaction with advisement services and availability and knowledge of advisors. The advising survey and its results can be found in **Appendix 5G**.

As a result of data from the GSS, focus groups and OSS survey, a number of changes were implemented in 2017 to improve advising satisfaction. These changes include:

- Additional training for undergraduate advisors
- Better and more frequent communication between advisors and the BSPH program faculty and program director
- Development of a clear and detailed advisor worksheet for the BSPH
- Development of a “Next Steps” plan for advising which includes:
  - Creating intentional avenues through one-on-one advising sessions, events and web resources to discuss career plans, graduate school options, goals, research opportunities and to form action steps with students.
  - Encouraging students to develop graduation plans and to meet one-on-one with an advisor for a graduation plan critique.
  - Addressing all course catalog issues for the 2017-2018 academic year to ensure uniformity and accuracy.
- The hiring of a dedicated individual (Olivia Ceavers) to provide career advising to BSPH students.

The BSPH program and OSS will continue to collect data each year related to the effectiveness of student advising through the GSS, graduating student focus groups and student surveys.

Senior students completing their BPH 490 Community Health Practicums are evaluated at the end of their experience by the preceptors they are working with (see **Appendix 5H**). Students are evaluated in a number of areas including communication skills, motivation, interpersonal skills, performance at the site, and public health skills related to community assessment, planning, and evaluation. Data from the 2017 surveys show that the great majority of our students were rated outstanding in all areas assessed. The remainder were rated as very good with no student being ranked as average or poor. Overall, preceptors rated the quality of the practicum deliverables prepared by our students as excellent. One hundred percent of the preceptors reported that students were helpful to their organization and that they would consider serving as preceptors for our students again. Preceptor comments about students were likewise uniformly excellent.

Each fall the BSPH programs submits a SACS report that assesses three key student learning outcomes: 1) Students will be able to interpret quantitative and qualitative research findings in the medical, nursing, public health, and social science literature; 2) Students will be able to describe the biological, behavioral, and social principles of health promotion and disease prevention across the life span; and 3) Students will demonstrate awareness of local health problems, determinants, and interventions in South Florida, with attention to vulnerable populations. This report also includes assessment data related to program outcomes such as time to graduation and post-graduation employment/education. Data from this report can be found in **Appendix 5A**.

**TEMPLATE Q**

*A list of curricular assessment opportunities. Template Q requires the program to present the opportunities (e.g., specific assignment in a required course, service learning, experiences, internship, etc.) through which the program assesses each of the outcomes defined in Template P. (Criterion 5.4)*

<b>Student Outcome</b> (from Template P)	<b>Assessment Opportunities</b>
All Outcomes	<ul style="list-style-type: none"> <li>• Graduating Student Surveys</li> <li>• Graduating Student Focus group</li> <li>• Preceptor evaluation of students</li> <li>• BPH 490 Capstone projects</li> <li>• SACS report</li> </ul>
Apply knowledge from multiple disciplines to define and describe public health problems locally and globally	<p><b>BPH 206</b> – Students identify a program or intervention that addresses the issues of food deserts, and accessibility to food. Students must research the program and explain how it is affecting the target population by using the Health Impact Pyramid as a framework.</p> <p><b>BPH 309</b> – Students discuss the importance of interdisciplinary collaboration when preventing or mitigating environmental health issues.</p> <p><b>BPH 310</b> – Students are responsible for creating a country portfolio and presentation that draws on research from a wide variety of national and international sources. They are asked to identify global issues and/or solutions for their country and the intersection of health and globalization.</p> <p><b>BPH 321</b> – Students are required to identify an at risk population and create a targeted health behavior change intervention that draws on multiple disciplines and levels of analysis.</p> <p><b>BPH 352</b> - Students are involved in researching a variety of sources in order to understand pathological mechanisms of disease and its impact locally and globally.</p>

	<p><b>BPH 419</b> – Students engage in a semester long service learning project that works to ablate a health disparity in South Florida. Students are required to research populations, geopolitical issues, and non-profits that are working to resolve issues.</p> <p><b>BPH 465</b> – Data assignments draw from datasets originating from multiple disciplines.</p> <p><b>BPH 490</b> – Students are required to work with a community partner in their capstone internship. Throughout this process they apply skills and knowledges they’ve learned throughout their plan of study. They also write a summative paper that links their internship to academic research and intervention design.</p>
<p>Use principles of epidemiology to describe health and alterations in health.</p>	<p><b>BPH 208</b> – Students are tested on class material related to the fundamental principles of epidemiology and its application in public health.</p> <p><b>BPH 309</b> – Students review study designs, methodology practices and challenges, and public health surveillance efforts specific to environmental health issues. Students also participate in a simulated foodborne disease outbreak.</p> <p><b>BPH 310</b> – As part of the development of students’ country portfolio they are required to do an epidemiological assessment of health that includes environment and health, communicable disease, nutrition, and health indicators.</p> <p><b>BPH 352</b> - Students are responsible for developing a general understanding of the importance of certain disease groups to public health and understanding the impact that these diseases have had and can have in a population. The final presentation is the culmination of that understanding. By synthesizing their knowledge and being able to suggest possible ways to address the incidence and prevalence of these diseases. In addition, the student’s ability to identify illnesses by signs and symptoms will be critical in developing a plan of action to restrain the spread of diseases.</p> <p><b>BPH 465</b> – Students identify common epidemiologic</p>

	<p>study designs, their common features, and their strengths &amp; weaknesses; Students use STROBE checklists to evaluate the quality of epidemiologic research.</p> <p><b>BPH 490</b> – As part of their internship, students are required to write a capstone paper. This paper includes a description of the community they are working with along with a community needs assessment.</p>
<p>Interpret quantitative and qualitative research findings in the medical, nursing, public health, and social science literature.</p>	<p><b>BPH 208</b> - Students complete a number of research critiques using current scientific articles related to public health. As part of the class, students must complete CITI Certification related to the responsible Conduct of Research.</p> <p><b>BPH 309</b> – Students are assigned peer-reviewed journal articles discussing environmental health issues that they discuss in class.</p> <p><b>BPH321</b> – As part of a series of assignments used to create a behavioral intervention, students are required to find a pivotal paper and write an analysis and summary of the research.</p> <p><b>BPH 352</b> - Students are exposed to both quantitative and qualitative data, as part of their research papers and final presentation. When describing a disease, its incidence and prevalence, students are required to interpret data in order to properly describe the impact of such diseases in the population.</p> <p><b>BPH 487</b> - Students are also exposed to data interpretation during their time in this course, by analyzing health and epidemiological indicators from the host country. This information is then incorporated in their papers and presentations.</p> <p><b>BPH465</b> – Students use SPSS to analyze and interpret quantitative data from publicly available public health datasets.</p> <p><b>BPH 461</b> – As part of their research experience, students are required to interpret both quantitative and qualitative research finding from the medical and public health literature.</p>

	<p><b>BPH 490</b> –Students are required to create a logic model, an intervention matrix, and write a literature review that helps to inform their final paper.</p>
<p>Examine the principal determinates of health problems facing the world’s population within social, economic, and political contexts.</p>	<p><b>BPH 206</b> – Various homework assignments focus on explaining a specific topic area through the lens of the social determinants of health.</p> <p><b>BPH 208</b> - As part of the class, students must complete CITI Certification modules related to Social and Behavioral Research.</p> <p><b>BPH 305</b> – Students are required to identify a health disparity in South Florida and to engage in a service learning project that works to ameliorate the issue. As part of the project students are tasked with identifying social determinates of health and social etiologies of disparities and disease.</p> <p><b>BPH 309</b> – Students examine the social, economic, and political contexts of environmental health issues specific to various environmental policies and disasters.</p> <p><b>BPH 310</b> – As part of their country portfolio, students are required to research global indicators of health that include social determinates of health, environmental health, nutrition and health, women’s health, and global issues in LGBTQ health.</p> <p><b>BPH 352</b>- Health indicators are critical for the understanding of the distribution of disease within a population. Although this course mainly focuses on the pathophysiology of diseases of public health importance, epidemiological concepts are reinforced in this course as to increase their understanding of pathological mechanism that lead to the spread of disease.</p> <p><b>BPH 487</b> - The aim of this practicum is to give the students overall basic knowledge of the health, social, cultural and geopolitical structure of the country. To achieve this, students must lean the basic determinants of health of the host country. This information is critical for the completion of the assignments in this course.</p> <p><b>BPH 490</b> – Students work with a public health</p>

	community partner. They are tasked with linking their service learning to research when writing their final paper.
Identify biological, behavioral, and social principles of health promotion and disease prevention across the life span.	<p><b>BPH 305</b> – Students engage with complex health disparities topics and investigate/discuss issues of behavioral and sociological principles of disease and health.</p> <p><b>BPH 321</b> – There are a series of assignments where students identify health issues across the life span and create a targeted disease prevention/harm reduction intervention.</p> <p><b>BPH 208</b> - As part of the class, students must complete CITI Certification modules related to Social and Behavioral Research.</p> <p><b>BPH 352</b> - Students in this course, delve deep into the biological principles in diseases of public health importance. The course analyses diseases of public health importance across the lifespan, with emphasis on chronic, and infectious diseases, as well as concepts of pathophysiology that form the basis of understanding pathological mechanisms.</p> <p><b>BPH 487</b> - Focuses mainly on the understanding of the health social and cultural constructs of the community in which they work. To that end, most of the work the students engage in focuses on health promotion, disease prevention and health education.</p> <p><b>BPH 465</b> – Data assignments use datasets that are used to assess the effectiveness of various health promotion &amp; disease prevention efforts.</p>
Discuss the impact of the physical and social environment on health.	<p><b>BPH 208</b> - As part of the class, students must complete CITI Certification modules related to Social and Behavioral Research.</p> <p><b>BPH 305</b> – Students engage in a service learning project, which includes a presentation where they discuss the impacts of the physical and social environment on health and health disparities.</p> <p><b>BPH 309</b> – Students conduct a built environment assessment of a local neighborhood and discuss their findings; conduct water testing using samples from</p>

	<p>various local sources and discuss the effects of water pollution; debate climate science; research and present on a vector-borne disease; and identify an environment-human interaction and create a presentation and write a paper that detailed the impacts of physical and social environments on health.</p> <p><b>BPH 310</b> – As part of students’ country portfolio project they are required to assess their countries environmental and social impacts on health across multiple assignments.</p> <p><b>BPH 352</b> - For understanding infectious and chronic diseases of public health importance, it is critical that students understand the underlying causes of such illnesses, both from the social and built environment standpoint. The course focuses mainly on the pathological mechanisms of disease but it reinforces the importance of functional physical environment as a method of preventing disease. It also touches on the importance of a functional social structure that ensures the health and wellbeing of the population.</p> <p><b>BPH 490</b> – Students are tasked with writing a community needs assessment and performing a literature review that may investigate the impacts of the social and physical environments on health.</p>
<p>Describe the interactions between biological, psychological, environmental, and cultural factors influencing public health and disease prevention strategies.</p>	<p><b>BPH 208</b> - As part of the class, students must complete CITI Certification modules related to Social and Behavioral Research.</p> <p><b>BPH 305</b> – Student investigate complex interactions between social determinates of health, biology, and environment through discussion and service learning.</p> <p><b>BPH 321</b> – Students are required to create a multi-disciplinary health promotion/disease prevention/harm reduction intervention using health behavior models and theories.</p> <p><b>BPH 352</b> - Factors that influence behaviors are explored in this course from the perspective that culture and behavior influences health. It addresses also cultural mechanisms that are capable of both helping and hindering health promotion and disease prevention.</p>

	<p><b>BPH 487</b> - Encompasses a broad set of topics, which include a basic understanding of the interaction between, culture , health and behavior within the context of the community in which the students work.</p>
<p>Examine health care policy, finance, and regulatory environments with attention to health care disparities.</p>	<p><b>BPH 305</b> – Students examine complex issues in health disparities through a series of critical reflective papers. These papers often focus on the relationship between health care disparities and policy, finance, and regulatory environments.</p> <p><b>BPH 309</b> – Students write reflection papers addressing the various factors that lead to environmental injustice after experiencing UM’s Tunnel of Oppression, watching Mann v Ford, and completing a built environment assessment.</p> <p><b>BPH 310</b> – Students are required to investigate health systems around the globe and compare them to health system in the United States. Students are asked to compare and contrast benefits of health systems including percent of GDP spent on health, health outcomes, and health indicators.</p> <p><b>BPH 322</b> - Students are required to identify how policy impacts social determinants of health and facilitates and/or hinders the equitable distribution of healthcare resources.</p> <p><b>BPH 490</b> – Students become acquainted with the aspects of the health care policy, financial, and regulatory environments that impact the community members targeted by their practicum site, and address these issues within an intervention they develop.</p>
<p>Demonstrate awareness of local health problems, determinates, and interventions in South Florida, with attention to vulnerable populations.</p>	<p><b>BPH 305</b> – Students engage in a service learning project that works to address and ablate health disparities in vulnerable populations in South Florida.</p> <p><b>BPH 419</b> – Students engage in a semester long service learning experience, where they partner with a local non-profit/NGO/community group that addresses health in South Florida. Students create several presentations and papers based on their service learning and there are classroom discussions about the populations we are serving.</p>

	<p><b>BPH 352</b> - Although this course focuses on pathological mechanisms, often throughout the course, the students are exposed to local factors that influence the propagation of infectious diseases for example as during natural disasters. In addition, local rates of HIV are addressed as a local issue due to the high incidence and prevalence in South Florida.</p> <p><b>BPH 321</b> – Students identify a public health issue that they are passionate about and create an evidence-based, theory-driven intervention that addresses the problem.</p> <p><b>BPH 490</b> – Students engage in a semester long internship where they work with local non-profits that are working on local public health issues.</p>
<p>Effectively communicate information related to public health in both speech and in writing, using appropriate information sources, presentation formats, and technologies.</p>	<p><b>BPH 206</b> - Students are required to complete assignments related to various topics and deliver short presentations.</p> <p><b>BPH 306</b> – Students write a paper analyzing and interpreting their personal dietary data using the MyPlate.gov website</p> <p><b>BPH 465</b> – Students write a final data report analyzing and interpreting data from a publicly available public health dataset; analyses are conducted using SPSS; peer-reviewed journal articles are used to introduce the topic area and support data interpretation.</p> <p><b>BPH 352</b> - Students are required to write three papers throughout the course, on pathophysiological concepts of health, infectious diseases of public health importance as well as chronic diseases. In addition to this, a final presentation in one of the topics is also required.</p> <p><b>BPH 487</b> - Students are required to write and submit a journal of their daily experiences during the abroad experience. In addition a poster presentation is also part of their course assignment.</p> <p><b>BPH 490</b> – Students write an extensive capstone paper that pulls from the rest of the BSPH experience. They also develop an elevator-pitch and a multi-media poster to describe their work.</p>

## TEMPLATE R

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

<b>Assessment Opportunity</b>	<b>Evidence of Implementation</b>
Graduating Student Focus Group	See <b>Appendix 5D</b>
Graduating Student Survey	See <b>Appendix 5E</b>
Alumni Survey	See <b>Appendix 5F</b>
Preceptor Evaluation of Graduates	See <b>Appendix 5H</b>
BPH 490 Capstone Projects	See <b>Appendix 5I</b> . Rubrics can be found in <b>Appendix 4B</b> , sample capstone papers/posters can be found in <b>Appendix 4A</b>
BPH 206 – In-class group projects	Students are tasked with researching a project or intervention that targets food deserts and accessibility to food. Students give a short group presentation that is evaluated by the professor and with self-evaluation forms. See <b>Appendix 5J</b>
BPH 208 – Research critiques	Students are asked to read and critique current research articles based on a defined rubric. See <b>Appendix 5J</b>
BPH 306 – Personal Dietary Analysis	Students evaluate their own dietary intake and its potential health impact. Students discuss potential improvements in food choices to improve their diets. See <b>Appendix 5J</b>
BPH 310 – Data is Beautiful	<p>Students are tasked with creating a high quality data visualization or infographic to reveal something interesting or important about their assigned country. The amount of data available is unprecedented. Data is increasingly cheap to collect and to store, yet our perceptual and cognitive abilities to make sense of the data remain relatively constant. How might we use design to make sense of and communicate data to our academic peers and the general public? Can we design to avoid information overload?</p> <p>As part of their final presentation students present their Data is Beautiful project and discuss the data source and creation.</p>

	See <b>Appendix 5J</b>
BPH 305 – Service Learning Project	Students engage in a short (4-6 hours) service learning project, write a series of 3 journals about their experience, and present their service learning project to the class.  See <b>Appendix 5J</b>
BPH 317	See <b>Appendix 5J</b>
BPH419 – Service Learning	Students engage in a semester long service learning experience, write a series of 5 journal responses about their experience, create and deliver 2 presentations about their experience, and create and present a poster that describes the entire experience.  See <b>Appendix 5J</b>
BPH 301, 305, 309, 310, 321, 419	Students are expected to give high quality presentations. They are evaluated by their peers, their professor, and perform a self-evaluation. Topics are relevant to course materials.  See <b>Appendix 5J</b>
BPH 322	Students complete journals, and Wiki presentations, as well as a final paper and presentation. See <b>Appendix 5J</b>
BPH 352	Written assignment related to a disease of public health concern See <b>Appendix 5J</b>
BPH 465: Data Management and Analysis  Journal Review  Final Data Report	Students complete weekly data assignments in which they clean and analyze data covering a variety of public health topics.  Students use STROBE checklists to evaluate the merits of peer-reviewed journal articles that report on analyses conducted using publically available data sets.  Students use a publically available public health data set to analyze three research

	<p>questions. The analyses are presented in a formally written paper in which students conduct a literature review to better understand their topic area and to provide context for their findings.</p> <p>See <b>Appendix 5J</b></p>
BPH 490 Community Health Practicum	<p>Capstone paper and poster</p> <p>See <b>Appendices 5J &amp; 4A</b></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.

The University of Miami defines students graduating “on time” as those who complete their degrees within a 6-year period from the time of admission. The average time to graduation for BSPH students from 2014-2015 was 3.21 years (see table below). These numbers are well within the allotted 6-year period for on-time graduation. The number of respondents below represents 100% of the graduating class in 2014 and 75% of the graduating class in 2015. The data was provided by the University of Miami Office of Planning, Institutional Research, and Assessment who collects this data on a yearly basis.

**Average Time to Degree and Number of Degrees Granted  
NU Public Health - BSPH**

	FY 2014	FY 2015	FY 2014-2015
Average Time to Degree (Number of Years)	3.5	3.02	3.21
Total Number of Degrees Awarded	4	6	10

Source: UM IPEDS Degree Files

Data regarding on time graduation rates (within 6 years from enrollment) and student retention rates is also tracked yearly in the UM Canelink Enrollment Management System. Canelink data related to on time graduation rates and student retention is shown in the table below. Based on this data, 100% of BSPH students entering the program from 2012- 2013 graduated on time.

### Years to Graduation and Retention Rates for the BSPH Program

Year of Entry to BSPH	Years to Graduation				Percent Graduating On Time	Graduated with other Degree	Currently Enrolled	Transfer	Discontinued	Total	Retention Rate
	2	3	4	5							
2012			1	2	100%	1				4	75%
2013	4	6	9		100%	4			1	24	95.8%
2014		3	19			3	1	1	2	29	89.7%
2015	1	7					31		1	40	97.5%
2016	2						43			45	100.0%
2017							19			19	100.0%
<b>Grand Total</b>	<b>7</b>	<b>16</b>	<b>28</b>	<b>2</b>		<b>7</b>	<b>94</b>	<b>1</b>	<b>4</b>	<b>157</b>	<b>96.8%</b>

Based on our 2016 graduating student focus group, 90.9% of BSPH graduates (10/11) chose to continue their education and seek graduate degrees in the year following their graduation. These degrees included MD (1), MSN (1) and MPH (8) (See Templates S and T). Our survey of 2016 graduates is included in **Appendix 5F**. Of the 15 students who graduated in 2016, we were able to obtain data on 9 alumni (60%). Of this cohort of 9 alumni, 100% were either employed or enrolled in graduate programs. Based on focus group data from the 2017 graduating class (**Appendix 5D**), 89% of graduates were either employed or accepted into other educational programs to pursue additional degrees. Degrees pursued after graduation included MHA, MPH-JD, JD, MPH (4) MD (4), MSN, BSN. A slideshow was shown at the senior students capstone presentation sessions in which this year's students describe their plans after graduation ([BSPH Poster Session Student Slideshow.pptx](#)).

**TEMPLATE S**

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

Destination of Graduates by Employment Type	Job Placement/Further Education Rate by Graduating Class		
	Year 1 2015	Year 2 2016	Year 3 2017
Employed			10 (37%)
Continuing education/training (not employed)		10 (91%)	14 (52%)
Actively seeking employment		1 (9%0	3 (11%)
Not seeking employment (not employed and not continuing education/training, by choice)			
Unknown			
Total		11	27

**TEMPLATE T**

*Information on the types of employment and further education graduates pursue. Present information in the format of Template T.(Criterion 5.6)*

Types of Employment Graduates Pursue	Types of Further Education Graduates Pursue
<i>Ex. Non-profit, local health department</i>	<i>Ex. MPH, MD, JD</i>
	2016 – MPH, MD, MSN
	2017 – MHA, MPH-JD, JD, MPH (4) MD (4), MSN, BSN (2), Peace Corps, Ameri-Corp Service year (2), City Year (2), pharmaceutical sales (2), Marketing (2), Non-profit, Research job

## 5.6 Programmatic Review and Improvement

The program establishes a schedule for reviewing data on student outcomes and program effectiveness. The program uses data on student outcomes and program effectiveness to improve student learning and the program.

Programmatic data is reviewed as it becomes available at the monthly Health Studies Faculty meetings. The group also reviews programmatic assessment on an annual basis prior to the submission of our yearly SACS update in October. Assessment data from all programs is also reviewed and discussed at bi-weekly SONHS Leadership meetings as well as at the annual SONHS Strategic Planning Retreat.

The BSPH program retreat held in May of 2017 included all individuals and staff involved in the BSPH program. A main goal of this retreat was to review assessment data including results from the GSS and graduating student focus group to identify areas of potential concern. An agenda and minutes for this retreat can be found in **Appendix 5C**. This retreat will become an annual event at the conclusion of each academic year in May.

Some instances of where the BSPH program has used the assessment information it has collected to improve the effectiveness of the program and student learning are detailed below:

1. Student satisfaction with advising was addressed both in the GSS and graduating student focus group (see **Appendix 5G**). Data from both sources indicated that advising was a potential weakness. These findings were shared with both the Dean of the SONHS and the Assistant Dean for Student Services. A number of changes were implemented in 2016 to improve advising satisfaction. These changes include:
  - a. Additional training for undergraduate advisors.
  - b. Better and more frequent communication between advisors and the BSPH program faculty and program director.
  - c. Development of a clear and detailed advisor worksheet for the BSPH (**Appendix 3A**).
  - d. Development of a “Next Steps” plan for advising which includes:
  - e. Creating intentional avenues through one-on-one advising sessions, events and web resources to discuss career plans, graduate school options, goals, research opportunities and to form action steps with students.

- f. Encouraging students to develop graduation plans and to meet one-on-one with an advisor for a graduation plan critique.
  - g. Addressing all course catalog issues for the 2017-2018 academic year to ensure uniformity and accuracy.
  - h. The hiring of a dedicated individual (Olivia Ceavers) to provide career advising to BSPH students.
2. In response to the concerns that some students expressed in the graduating student survey regarding large class sizes, the larger introductory public health classes such as BPH 206 (Intro. to PH), BPH 208 (Intro. to Epi.) and BPH 305 (Nutrition) are now offered each semester. In addition BPH 206 (Intro. to PH) has been split into 2 smaller sections that run every semester to reduce class size.
  3. Based on faculty review of the BSPH educational outcome related to effective public health communication skills, a decision was made by faculty to broaden the scope of the outcome so that it included both spoken and written communication using appropriate information sources, presentation formats, and technologies.
  4. After reviewing student evaluations and feedback from the Global Health Practicum course (BPH 487), there was a concern that some students participating in our global trips abroad might not be adequately prepared to fully benefit from their international experience. As a result, faculty voted to move the Global Health course (BPH 310) to the fall semester. Since our global practicum trips normally occur during winter break, students would take the Global Health course in the fall semester to better prepare them for their international experience.
  5. In response to faculty concerns about workloads that were expressed at our monthly Health Studies meetings, an additional full-time tenure track faculty member, Dr. Denise Vidot was hired in 2016. Ms. Olivia Ceavers was also hired as an adjunct instructor and will be coming on as a full-time lecturer in the fall of 2107.

6. Faculty teaching public health courses identified their student's ability to use proper APA formatting as a potential weakness of their writing skills. In response the program will incorporate an online review module into each public health course starting fall 2017. The module will include videos, reference materials and samples of appropriate APA formatting (see **Appendix 5L**).
7. Faculty reviewed the yearly assessment data, focus group results and our current programmatic educational outcomes at the retreat in May. They suggested adding an additional outcome related to project planning and implementation. Faculty also suggested adding "ethics" to outcome 8 and revising outcome 5 to be more "science-based". These changes will be reviewed at our Health Studies group meeting in summer where they will be voted upon by faculty.
8. Based on student feedback from the focus group and faculty input, we will develop a course in research methods for public health in the coming semester. The course will be developed by faculty, reviewed by the curriculum committee and implemented for spring of 2018.

## 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 SONHS has several mechanisms for hearing any complaints, informal or formal, regarding the program. A public health student who wishes to resolve an issue, dispute, and/or a problem related to his or her role as a student, may make an appointment to meet with the Associate Dean for Health Studies after attempting to resolve the dispute with the course instructor. Examples of these include, but are not limited to, grade disputes, the progression policy, completion of incompletes, accusations of honor code violations, changes of unsafe practice or unprofessional behavior, dismissals, overrides for registration, retroactive course drops, completion of terms of an independent study contract, acknowledgement of transfer credits, issues with transcripts, course prerequisites, course waivers or special circumstances regarding changing programs or withdrawing from classes. If attempts to resolve such issues, disputes, and problems are unsuccessful after intervention by the Associate Dean, the student has the right to avail him or herself of the academic appeals process. Further, the Associate Dean will advise the Dean of the School of his or her findings as appropriate and make recommendations to the Dean on any actions that should be taken. The undergraduate programs have a detailed grievance procedure, which is outlined in section IV, pp. 17-18 of the Undergraduate Progressions and Policy Procedures manual (see **Appendix 1G**). In addition, each school has an “academic troubleshooter” who is a faculty member that serves as a resource for students seeking assistance with academic and nonacademic matters. The current academic troubleshooter for the SONHS is Dr. Mary Hooshmand ([http://www.miami.edu/sa/index.php/ombudsperson/academic\\_troubleshooters/](http://www.miami.edu/sa/index.php/ombudsperson/academic_troubleshooters/)). UM also has an Ombudsperson. If the student still believes that her/his case has been handled unfairly, or when regular channels have failed to bring a resolution, the student has the right to redress the grievance through the University appeals process. This process begins with the student contacting the Office of the University Ombudsperson (<http://www.miami.edu/sa/index.php/ombudsperson/>).

Records of student grievances are available in Office of Student Services at the School of Nursing and Health Studies. To date, no formal complaints have been received related to the BSPH program.

The procedure for students who wish to file a grievance for perceived discrimination related to disability can be found in Section A.4 of the 2016-2017 Student Rights and Responsibilities Handbook

([https://umshare.miami.edu/web/wda/deanstudents/pdf/Student\\_Rights\\_and\\_Responsibilities\\_Handbook.pdf](https://umshare.miami.edu/web/wda/deanstudents/pdf/Student_Rights_and_Responsibilities_Handbook.pdf) ) also included in **Appendix 5K**.



## **6.0 Advising**

### **6.1 Student Advising**

Students are advised by program faculty (as defined in Criterion 2.1) or qualified program staff beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion. Advising includes academic planning and selection of courses as well as public health-related career counseling.

THE SONHS has ten (10) personnel in its Office of Student Services (OSS) dedicated to the admission, advisement and registration of students. This team consists of one (1) Assistant Dean for Student and Post Graduate Support Services, one (1) Associate Director for Graduate Admissions and Recruitment, two (2) advisors for the undergraduate programs, two (2) admissions service representatives for graduate programs, one (1) data analyst, one (1) receptionist and one (1) admissions service representative for the undergraduate programs.

#### **The institution's system for undergraduate academic and career advising:**

Advising at the University of Miami is decentralized so that each college/school/department can determine the most appropriate system for their students. Each advising unit works with University constituents through their own channels to accomplish their goals. The University also has a general Advisor Consortium where advisors from all colleges/schools meet once a month to discuss current and relevant issues in advising to ensure all units are on the "same page" with important University-wide information (not necessarily to set policies and procedures).

Career advising is handled by academic advising units as well as centrally through the University's Toppel Career Center. The extent to which advising units collaborate with the Toppel Career Center varies greatly by advising unit.

#### **UM Toppel Career Center**

The Toppel Career Center located on the UM Coral Gables campus offers a wide-range of career services to both current students and recent graduates. The center hosts regular career fairs and helps students with resume writing, interviewing skills and employment searches. The center also fosters connection with community partners and assists students in identifying appropriate internship and shadowing opportunities. An associate dean and director currently

oversees the center. Full-time center staff are currently comprised of four individuals responsible for operations and strategic initiatives, six individuals dedicated to employer engagement, and four individuals assigned to career education. Associate Dean Zdanowicz and Assistant Dean Kilpatrick from the SONHS interact with regularly with individuals from the Toppel Career Center to assist them in identifying resources and opportunities that would be of value to our public health students. Additional information about the Toppel Career Center may be found on their website at: <http://www.sa.miami.edu/toppel/mainSite/Students/aboutUs.aspx> .

### **Academic and Career advising within the program:**

Our advisors focus on the whole student experience. We believe that effective advising begins before students arrive on campus and carries through and beyond graduation. Our goal is to educate students about their academic and career opportunities to empower them to take charge of their education, make the most of their undergraduate education, and prepare for the future. We have partnered with the Toppel Career Center and the Pre-Health Advising and Mentoring Office to strengthen our career-related resources, build new programs, and better-prepare SONHS students for the future from the moment they begin their campus experience. For example, we held our first-ever *Healthcare Meet-up* in the Fall 2016 semester, which was a career networking fair where students met with representatives from numerous health-related companies to discuss internship, shadowing, and employment opportunities. This was the first event of many to come and it was very successful, drawing approximately 130 students and 25 employers. Our office also believes in educating students before they arrive. All incoming freshmen now complete the Academic Reference Form (ARF) online before they are able to register for their first semester. The ARF is an educational tool that walks them through their degree requirements, forces them to think about the courses they would like to take as a SONHS student, and helps them generate their first semester schedule. This was launched for the Fall 2016 entry class and we noticed that all students arrived at Orientation with much fewer requirement-specific questions and much more elevated graduation planning questions. It seemed to promote higher-order thinking and the exact kind of academic and career planning we were looking for. Because of the ARF's success, we are going to be changing our Orientation session for Fall 2017 to include a 2-hour graduation plan building class where all students will build on the knowledge they gained through the ARF and will actually put together the first draft

of their graduation plan. This plan will account for all of their degree requirements as well as the items they must do to achieve their goals (e.g., professional school requirements, research, study abroad, etc.). Once they put together their initial graduation plan, they will be able to bring it to an advising session for a one-on-one critique with an academic advisor. We believe this will further empower students to take charge of their education and will further promote higher-order thinking as related to academic and career advising. Each of these practices listed above are truly unique; SONHS is the only unit on campus that executes these comprehensive academic and career advising activities.

In October of 2016, the SONHS hosted a second joint Healthcare Meet-Up with the Toppel Career Center at the SONHS (see **Appendix 2D**). This event gave public health students a chance to meet and talk one-on-one with potential employers. We hope to run this event each fall and spring semester going forward. It was well-received by both students and potential employers alike. In 2017/18, the Toppel Career Center at UM will launch a Professional Development Academy that will be geared towards students graduating from programs within the SONHS, including Public Health. The Professional Development Academy is an eight-week intensive program designed to help students develop knowledge and skills for career readiness and success. The Academy will offer students the opportunity to explore critical professional competencies identified by employers. Students who complete the program will receive a certificate of completion, a 1-credit transcript notation as well as networking opportunities with employers and opportunities for personalized industry connections.

#### **Assignment of advisors:**

The SONHS has an open advising system where students are welcome to meet with any available academic advisor. Students can either see the first available advisor or request to meet with someone specific. Advisors are available for students on a walk in basis from 9:00 a.m. to 3:30 p.m., Monday through Friday. OSS began using this model in fall 2015 and it has led to increased student access to advisors, reduced wait times, and streamlined advising operations. Appointments are available during the registration advising period in the fall (between mid-October and mid-November) and spring (between mid-March and mid-April). All students must make appointments during this time period and come prepared to complete their registration forms for the following semester. Walk-ins during these time periods are only available for

student issues/concerns and/or “emergency” advising situations.

### **Training and responsibilities of advisors:**

For a summary of advisors’ responsibilities please see the job description in **Appendix 6A**. New advisors shadow current advisors and the Assistant Dean to learn the ins and outs of the advising process before they start to see their own students. Once new advisors feel comfortable with the basic advising processes and procedures, the current advisors and Assistant Dean will shadow and observe them as they advise students and provide feedback to help them continue to grow into the role. Once all parties feel comfortable, new advisors are able to hold their own, independent advising appointments. Outside of the initial advisor training, all advisors engage in routinely on-the-job learning and specified meetings and training activities. Both the Assistant Dean and current advisors are available to answer questions, and all advisors, in coordination with the Assistant Dean, regularly collaborate, discuss situations, and brainstorm the best solutions to new situations. This is to ensure all parties are on the same page at all times and that SONHS students receive the highest-quality and most efficient advising services. Regular bi-weekly advisor meetings are also held. During these meetings, advisors meet with the Assistant Dean to discuss current issues in advising, develop or refine processes and procedures, discuss new advising-related resources to enhance student success, and brainstorm solutions to new problems. These informal and formal meeting/brainstorming situations have created a culture of collaboration and helped us begin to enhance the student services experience.

### **Policies and procedures related to advising**

#### **Process for changing advisors:**

Because we operate on an open advising system where students can meet with any advisor of their choosing, they never have to switch advisors while they are a SONHS student. They can simply request a specific advisor when they come to our office if they would like to meet with someone specific.

#### **Rules for frequency of contact with advisors:**

At a minimum, students are required to meet with our advisors one time each fall and spring semester. This is to discuss registration for the following semester, sign off on relevant registration paperwork, remove advising holds, and ensure they are prepared to register. Many

of our students visit our advising office more than one time per semester to discuss their graduation plan, post-baccalaureate activities, career options, etc. We also serve as the first point of contact for students who experience any kind of issue, and serve as a springboard to make sure they connect with the most appropriate resources in the most efficient manner.

Based on student surveys and focus groups, a number of changes were implemented in 2017 to improve advising satisfaction. These changes include:

- Additional training for undergraduate advisors
- Better and more frequent communication between advisors and the BSPH program faculty and program director
- Development of a clear and detailed advisor worksheet for the BSPH
- Development of a “Next Steps” plan for advising which includes:
  - Creating intentional avenues through one-on-one advising sessions, events and web resources to discuss career plans, graduate school options, goals, research opportunities and to form action steps with students.
  - Encouraging students to develop graduation plans and to meet one-on-one with an advisor for a graduation plan critique.
  - Addressing all course catalog issues for the 2017-2018 academic year to ensure uniformity and accuracy.
- The hiring of a dedicated individual (Olivia Ceavers) to provide career advising to BSPH students. A job description of Ms. Ceavers duties can be found in **Appendix 2C**.



## **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.

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

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

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

The University of Miami School of Nursing and Health Studies (UM SONHS) has been selected as a recipient of the 2016 INSIGHT Into Diversity Health Professions Higher Education Excellence in Diversity (HEED) Award. The HEED Award is the only national honor for higher education diversity in the U.S. It recognizes U.S. dental, medical, nursing, osteopathic, pharmacy, and allied health schools that demonstrate an outstanding commitment to diversity and inclusion. The UM SONHS has a minority student population of 56%, and also exceeds national averages in terms of male faculty and male student enrollment.

Based on 2015 demographic data for UM undergraduate students as a whole, 51% were female, 49% were male. The percentage of students based on race/ethnicity was as follows: White (47%), Hispanic or Latino (25%), Asian/Pacific Islander (10%), Black (7%), Other/more than 1 race (11%) [http://www.miami.edu/index.php/about\\_us/fast\\_facts/student\\_enrollment\\_-\\_fall\\_2015/](http://www.miami.edu/index.php/about_us/fast_facts/student_enrollment_-_fall_2015/)). UM also has a Workplace Equity and Performance program that is responsible for assisting the University of Miami in promoting diversity inclusion in the workforce and student body and maintaining a work/learning environment free from discrimination, harassment, and retaliation (<http://www.miami.edu/index.php/wep/>).

A complete demographic profile for our BSPH students can be found in **Appendix 7A**. Based on fall 2016 data, the BSPH program has a greater percentage of Black/African American, and Asian students than the SONHS as a whole (26.1% vs 16.9%, and 9% vs 5.7%, respectively). Hispanic/Latino students comprise 25.2% of the BSPH program, a percentage that is similar to the SONHS as a whole (27.6%). Non-white students comprise a total of 63% of the BSPH student body as compared to 57.5% for the SONHS as a whole. Students enrolled in the BSPH program come from 5 other countries outside of the USA.

BSPH students are exposed to a wide range of faculty, guest lecturers, preceptors and community partners that are representative of the diversity of the greater Miami community (see **Appendix 7B**). In the curriculum, numerous courses address issues related to cultural diversity and how culture can impact health. Public health students will also have the opportunity to take numerous elective classes across the university which will include students from diverse disciplines and backgrounds. In 2016 and 2017, public health students participated in the Tunnel of Oppression activity as part of their classwork (see **Appendix 7B**). It is a sensory-based, multimedia experience which was designed to educate students about various forms of oppression that plague our campus and greater Miami community. In January of 2017, public health faculty, staff and students also participated in an Ibis Ally Training. The purpose of the IBIS (I Believe in Solidarity) Ally Network training program is to create a network of allies to the lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) community.

Our public health students also have multiple opportunities to participate in Global Health Practicum trips (BPH 487) to countries such as India, Australia, Ecuador, Chile, and Guatemala (See **Appendix 7C**) where they can interact directly with local residents, patients and practitioners. A number of our public health students have also participated in the Minority Health and Health Disparities International Research Training program (MHIRT) (see **Appendix 7C**). Through the MHIRT program, students from health disparity backgrounds were able to complete a 10-12 week research training experience in a foreign country. A main goal of the program is to expose students from minority backgrounds to research initiatives that address health disparities globally.



## **8.0 Distance Education Programs**

Not Applicable



**APPENDICES IN THE ELECTRONIC RESOURCE FILE:**

**Appendix 1A - Faculty Handbook**

**Appendix 1B – Process for Program Curriculum Changes or Revisions**

**Appendix 1C – PTR Guidelines and Procedures**

**Appendix 1D – SONHS Evaluation Plan & Strategic Plan**

**Appendix 1E – Faculty Search Committee and Candidate Evaluation Documents**

**Appendix 1F - Faculty Peer Teaching Evaluation & Sample Assignments**

**Appendix 1G – UGASAC Policies and Procedures**

**Appendix 1H – Procedure for Updating Publications and Documents**

**Appendix 2A – Job description – Associate Dean for Health Studies**

**Appendix 2B – Public Health Class Enrollments**

**Appendix 2C – Olivia Ceavers Job Description**

**Appendix 2D – Healthcare Meet-up**

**Appendix 2E – Faculty Curriculum Vitae**

**Appendix 3A – Requirements for the BSPH Degree (Advisor Worksheet)**

**Appendix 4A – Samples of Student Work**

**Appendix 4B – Capstone Course Manual and Other Materials**

**Appendix 4C – Syllabi**

**Appendix 5A – Copy of 2016 SACS Academic Program and Assessment Report**

**Appendix 5B – Agenda and minutes BSPH Program**

**Appendix 5C – Agenda and Minutes for BSPH Program Annual Retreat**

**Appendix 5D – Focus Group Questions and Summaries**

**Appendix 5E – Graduating Student Survey (GSS) data**

**Appendix 5F – Alumni Surveys**

**Appendix 5G - Advising Survey and Results**

**Appendix 5H – Preceptor Evaluations of Students**

**Appendix 5I – Capstone Projects**

**Appendix 5J – Curricular Assessment**

**Appendix 5K - Student Rights and Responsibilities Handbook**

**Appendix 5L – APA Format Online Review Module**

**Appendix 6A – Senior Student Advisor Job Description**

**Appendix 7A – BSPH Student Diversity Demographics**

**Appendix 7B – Diversity and Cultural Competence**

**Appendix 7C – Global Practicum and MHIRT Program**